



Teacher Residencies in California

Enrollment, Preparation, and Outcomes of Residency-Prepared Teachers

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Executive Summary

Developed in partnership between local education agencies and teacher preparation programs, teacher residencies offer a comprehensive approach meant to improve preparation while addressing shortages in high-need fields. In California—the focus of this study—residents get a full year of classroom experience working alongside a mentor teacher while taking credential coursework and receiving financial support from the partner district. Most California residencies are structured as 1-year postbaccalaureate programs. This preparation model is designed to increase residents' readiness to teach and their likelihood of staying in the partner district and the profession.

Starting in 2018, California began making significant state investments to subsidize teacher preparation and encourage residency programs. The Teacher Residency Grant Program (TRGP), which allocated more than \$740 million between 2018 and 2025, is the primary source of state funding for residency programs. Federal and local sources have also been used to fund California's residency candidates and encourage the growth of residency programs. The U.S. Department of Education's Teacher Quality Partnership (TQP) Program awarded more than \$140 million to California-based teacher preparation partnerships to support residency programs between 2018 and 2024, though some of these grants were canceled by the federal government in 2025. Philanthropic funds have supported hundreds of candidates in the California State University (CSU) Residency Year Scholarship Program, while some districts have strategically invested their own funds in residency programs outside the context of grants.

Given these many investments in a relatively new model of preparation, it is critical to better understand the landscape of residency programs across California and the experiences and outcomes of residency completers. Notable limitations in data accuracy and coverage make it difficult to reliably track data from residency programs and identify individual residents in state data. However, using data provided by the California Commission on Teacher Credentialing (CTC) and the California Department of Education (CDE), this report leverages data sources that do differentiate residents and residency programs (e.g., annual reporting for accreditation, program completer surveys). Focusing on the 2018–19 to 2024–25 school years, these analyses examine the statewide growth of teacher residency programs and describe preparation experiences as reported by residency completers.

This report also offers some of the first statewide analyses comparing outcomes for California's residency-prepared teachers to those prepared through other pathways, including their teaching performance assessment passing rates, placement rates in California public school teaching positions, and retention rates for the first 3 years of teaching. To supplement these quantitative findings, we share vignettes from successful California teacher residencies to illustrate how these programs work in practice.

In short, we find that compared to other pathways, California's residency programs:

- recruit and prepare a more racially and ethnically diverse teacher workforce;
- offer more and better-supported clinical experiences for their candidates;
- are more likely to be rated as very effective by their graduates;
- produce higher passing rates on the California Teaching Performance Assessment (CalTPA);

- support higher entry rates into teaching and place new teachers in schools serving higher proportions of economically disadvantaged students and students of color; and
- show higher retention rates in schools and districts among new teachers.

California's Residency Enrollment and Program Completer Experiences

Across California, residents represent a small but rapidly growing portion of the teacher pipeline. Between 2018–19 and 2024–25, the number of new residency candidates reported annually more than quadrupled, from just over 400 statewide in 2018–19 to approximately 2,000 in 2024–25, accounting for 10% of all new teaching candidates. The largest absolute growth has occurred among Multiple Subject credential candidates (those preparing for elementary teaching positions), but there has also been substantial growth among Single Subject credential candidates (those preparing for secondary teaching in specific subjects) and Education Specialist candidates (those preparing to be special education teachers). These totals undercount residents statewide because some institutions with known residency programs do not report residents separately from student teachers in their annual reporting.

During this same period, California residencies enrolled a racially and ethnically diverse candidate pool. This aligns with the fact that since 2021–22, TRGP grants could be used to support local efforts to strengthen teacher diversity. More than 70% of new residency candidates reported between 2018–19 and 2024–25 were identified as people of color. Almost half of residency candidates (49%) were identified as Latino/a, compared to 37% of student teaching candidates and 31% of intern candidates.

The number of institutions offering the residency pathway has also grown over time. These residency programs varied considerably in size, with most programs enrolling a small number of candidates (a median of 10 new candidates per program per year), while a handful of programs enrolled much larger numbers. In fact, more than 60% of residency candidates statewide were enrolled in just eight institutions: five in the California State University system (Bakersfield, Fresno, Long Beach, Los Angeles, Northridge) and three private institutions (Alder Graduate School of Education, National University, and Teachers College of San Joaquin).

By ensuring that candidates are in clinical placement for the full school year and forging close partnerships with the partner district and placement schools, the residency model offers more intensive and better-supported clinical experiences than other models. Compared to student teaching programs, residency programs reported that full-time postbaccalaureate candidates participated in substantially more clinical hours despite shorter average program lengths. Similarly, residency completers were more likely than student teachers to report high levels of clinical observation and feedback from program staff.

On statewide surveys of preparation program completers, residents rated their programs highly and reported positive perceptions of their preparedness to teach. Ninety percent of residency completers rated their program as effective or very effective. Residents were slightly more likely than others to report being well prepared or very well prepared for teaching domains aligned with California's standards for beginning teachers. Multiple Subject and Education Specialist residency completers were also more likely than student teachers and interns to report experiencing in-depth training to teach many aspects of literacy

and mathematics. Residents were especially likely to report opportunities to practice what they had been learning in their clinical placements, and 90% of residency completers agreed or strongly agreed that their clinical experiences allowed them to integrate and apply the major ideas developed through their program coursework.

Preparation Outcomes for Residency-Prepared Teachers

This report offers some of the first statewide analyses comparing preparation outcomes for teaching candidates and teachers by their preparation pathway (residency, student teaching, or internship). Because of the limitations of the statewide data sources, these analyses likely *underestimate* the differences between residents and student teachers, because not all residents can be identified with the available data, and these individuals are grouped with student teachers.

Compared to their peers, residents were more likely to pass the CalTPA, a classroom-based assessment evaluating the teaching skills of candidates using common tasks and criteria. Residents had higher initial passing rates on the CalTPA (75%) compared to student teachers (71%) and interns (70%), primarily driven by differences on the Multiple Subject CalTPA. Black and Latino/a residency candidates also had significantly higher average passing rates than their peers in student teaching and intern programs, and passing rates among residents did not differ significantly by candidate race and ethnicity.

A central goal of residency programs is to support candidates' successful entry into the classroom and retention in the profession. On average, residency-prepared teachers were more likely to be hired and retained in California public schools than other teacher candidates. Among preservice completers who received their preliminary teaching credential between 2018–19 and 2023–24, 89% of residents were employed as a teacher in a California public school within 1 year of receiving their preliminary credential, compared to 73% of those completing student teaching programs. Residency-prepared new teachers were slightly more likely than those prepared through student teaching to have main teaching assignments in the high-need shortage areas of mathematics, science, and special education, and they taught in schools serving higher average shares of students of color and economically disadvantaged students. Residency-prepared new teachers were also more likely to teach in urban schools and charter schools compared to other new teachers.

Importantly, residency-prepared teachers were more likely than other new teachers to be retained in their school and retained in their district in their first 3 years of teaching. When accounting for teacher and school characteristics, residency-prepared new teachers were an estimated 3 percentage points more likely to remain in their district after the first 3 years than new teachers trained through student teaching, 4 percentage points more likely to remain than interns, and 10 percentage points more likely to remain than new teachers entering on emergency-style permits or who were prepared out of state.

Policy Implications

Based on these findings, the following are important considerations for education leaders in California. These suggestions can improve our understanding of the impact of California's residency investments and sustain the progress described in this report.

- **Consider mechanisms to recognize and incentivize residencies.** Given the success of residencies in recruiting, preparing, and retaining teachers, the state could consider recognizing and differentiating residency programs from other preparation types at the state level. This could help bolster programs by clearly communicating residency features to employers and reinforcing their value. Approaches could include recognizing residencies that meet state criteria with a special state designation; creating a residency credential, as done in New Mexico and New York; or assigning a candidate-level designation that indicates to potential employers that the candidate was prepared through a residency pathway, as Texas has done.
- **Leverage resources and strengthen technical assistance to support the scaling and sustainability of residencies.** Although residency programs are growing and have been successful at addressing long-standing shortages, they are not yet the norm. District and state leaders could consider how to support further scaling and increase the sustainability of residencies through continued financial investments and additional technical assistance. Technical assistance centers, such as California's Statewide Residency Technical Assistance Center (SRTAC) and The Residency Lab, can provide tailored supports to residency programs to improve recruitment, program design, resident and mentor supports, and sustainability.
- **Improve the collection and use of data on residencies to support analyses and improvement of program outcomes.** California's ability to produce regular analyses of residencies is limited by current features of the state data system. The CTC could clarify the defining features of residency programs and update data collection processes to more accurately identify residency programs and candidates. Candidate-level data that tracks candidates from preparation through induction and beyond would allow for more accurate analyses of resident hiring, retention, and classroom effectiveness. Doing so would support deeper understanding of the impacts of teacher residencies and California's residency investments, not only on the teacher workforce but also on student achievement.

These considerations may require increased state-level staff, capacity, and resources to maintain, continuously improve, and recognize high-quality residency programs. Given the growing momentum and positive outcomes highlighted in these analyses, continued investments in supporting residencies are crucial to ensure that residencies are not a passing fad.

Introduction

Developed in partnership between local education agencies (LEAs) and teacher preparation programs (TPPs), teacher residencies offer a comprehensive preparation model that addresses local needs. Residents get substantial experience working in the classroom of a mentor teacher for a full year while taking credential coursework and often receiving financial support from the partner district. Residents typically receive a living stipend and subsidized tuition in exchange for a commitment to teach in the partner district after they finish preparation. A growing body of research, often focused on single programs, has found that residency completers typically have higher retention rates than new teachers prepared through other preparation models.¹ Residencies also tend to attract a more racially diverse teaching candidate pool than other preparation pathways.²

Starting in 2018, California began making significant investments to subsidize teacher preparation and encourage residency programs. The Teacher Residency Grant Program (TRGP), which allocated more than \$740 million between 2018 and 2025, is the primary source of state funding for residency programs. During the first 5 years of funding, 2,601 TRGP-funded residents enrolled in TPPs across California, with an expectation that thousands more teacher candidates will enroll in grant-funded residency programs between 2024 and 2029.³ The TRGP is not the only source of funding for residency programs, and evaluations of the TRGP have thus far only focused on a subset of California's residency candidates.

In addition to California's sizable investment in residencies, federal and local sources have been used to fund residency candidates and encourage the growth of residency programs. Between 2018 and 2024, the U.S. Department of Education's Teacher Quality Partnership (TQP) Program awarded over \$140 million to California-based teacher preparation partnerships to support residency programs,⁴ though many of these grants were canceled by the federal government in 2025.⁵ The California State University (CSU) Residency Year Scholarship Program, funded by philanthropic sources, has also supported more than 700 residency candidates at CSU campuses since 2019–20.⁶ Some California LEAs have begun incorporating residency programs into their Local Control and Accountability Plans to draw on general education funds to sustain residencies without grants.⁷ Given these many investments in a relatively new model of preparation, it is critical to better understand the landscape of residency programs across California, including residency enrollment patterns and the experiences of residency completers throughout the state.

Given investments, it is critical to better understand the landscape of residency programs across California.

To contribute to our growing understanding of residencies, this report examines the statewide growth of residency programs in California and describes the preparation experiences reported by residency completers. Using data provided by the California Commission on Teacher Credentialing (CTC) and the California Department of Education (CDE), the report also offers some of the first statewide analyses comparing outcomes for California's residency-prepared teachers to those prepared through other preparation pathways, including their teaching performance assessment passing rates, placement rates, and turnover rates for the first 3 years of teaching.

Defining Residencies

While most teacher residency programs share common features, there is no standard definition for teacher residencies either nationally or in California. Residencies are a subset of preservice student teaching programs in which candidates have a yearlong student teaching placement and often receive financial support from the partner district. One set of national standards, developed by a national coalition through the Pathways Alliance, offers the following summary description of residency programs:

Teacher residencies are preparation pathways that are anchored in partnership and reflect a program preservice curriculum that is collaboratively designed by local education agencies and teacher preparation programs to meet the goals of (1) ensuring aspiring teachers have affordable, high-quality opportunities and supports while they learn to teach and (2) supporting the instructional and staffing needs of local schools and districts. In their yearlong preservice clinical practice settings, residents are not teachers of record. They work alongside accomplished mentor teachers, experiencing the breadth of roles and responsibilities that teachers engage across the course of a year as educational professionals.⁸

These key components are also reflected in the eligibility requirements for federal funding through the TQP program, along with a requirement that programs provide financial support to residents in exchange for a minimum 3-year service commitment⁹ and offer induction and additional supports as residents complete the program and become teachers of record.¹⁰

Within California, the legislation for the TRGP describes a teacher residency program as a local education agency partnering with a state-approved teacher preparation program “in which a prospective teacher teaches at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework.”

TRGP eligibility requires that programs focus on designated shortage areas (e.g., special education, bilingual education, STEM, transitional kindergarten or kindergarten) or can be used to support local efforts to strengthen teacher diversity. The original legislation did not include minimum compensation requirements for residents, but subsequent authorizations for the grant program required that starting in 2023–24, programs pay a minimum stipend of \$20,000 per candidate.¹¹ Notably, the TRGP includes a service requirement in which grant-funded residents must work for 4 years in the sponsoring LEA or another California public school in exchange for the financial support offered by the grant. Not all locally funded California residencies include the same level of financial support and service requirement embedded in the TRGP.¹²

Across these sources, residency programs share key defining features. LEAs and TPPs partner to address staffing needs within the LEA, residents complete yearlong clinical placements in which they work in a classroom alongside a mentor teacher who is the teacher of record, and preparation coursework aligns with the classroom experience. There is greater variation in the type and amount of financial support provided to residents to cover the costs of preparation, in the financial relationship between the LEA and the resident, and in whether and how the residency programs provide continuing support such as mentoring and induction once a resident has completed the preparation program.

Identifying Residents in California's Data Systems

Limitations in data accuracy and coverage prevented us from reliably tracking data from all residency programs and identifying all individual residents in California's statewide data systems. The state does not currently differentiate residents from student teachers in its teacher credentialing policies, preparation program standards, or most data systems. Nor is there a common definition or a residency-specific set of standards applied to all residencies statewide, aside from requirements that TRGP-funded programs abide by as a condition of their funding.

However, these analyses leveraged and compared statewide data collected by the CTC that differentiate residents from student teachers. Each data source is briefly described below (see [Statewide Data Sources Identifying California Residents](#)), and more details are included in the [Technical Appendix](#). Each source has limitations that affect its accuracy and reach. This report synthesizes the statewide patterns from these data sources in the context of these limitations.

To identify the institutions that offer residency programs in each teaching credential area over time, we combined grant information from the federally funded TQP program and state-funded TRGP along with annual accreditation data in which preparation programs can report on their residency candidates and completers. These sources were valuable for understanding growth in the number of programs, describing program characteristics, and tracking information about program-reported residency candidates over time.

It is necessary to have candidate-level data to differentiate the preparation experiences and outcomes for residency-prepared teachers compared to other new teachers. We used three candidate-level data sources to identify residents:

1. Program completer surveys in which completers self-identified as residents
2. California Teaching Performance Assessment (CalTPA) registration in which candidates self-identified as residents
3. Institutional data that identified residents for a subset of California institutions

Notably, two of these data sources relied on self-reported candidate data, and we used the program-level data sources described above to ensure that self-identified residents attended institutions with known residency programs.

Candidate-level information about preparation, assessment, and credentialing was linked to public school staffing data provided by the CDE. This allowed us to follow residency completers into the classroom and to compare them to new teachers from other preparation pathways. Importantly, we could not identify all California residents because of limitations in data accuracy and coverage. Therefore, the findings presented here likely underestimate differences between residency and student teaching because some residents are not appropriately categorized. Still, given the importance of understanding the outcomes of residency-prepared teachers, this study offers an important first look at California residents using the available statewide data.

Statewide Data Sources Identifying California Residents

This study relied on the following data sources to identify and describe residency programs and candidates. These data sources collect information from all preparation programs, candidates, and completers, regardless of pathway, enabling us to compare residents to those from other pathways. Additionally, the candidate-level data sources described below include unique identifiers, so these data can be linked to public school staffing data from the California Department of Education.

Accreditation Data System Data

- **Data level:** Program level
- **Years available:** 2018–19 to 2024–25

This program-reported information differentiates residency candidates from other student teachers and offers demographic and credential information on candidates by pathway. Residency candidates are *underreported* in these data, as nine institutions with known residency programs only reported student teachers as of the 2024–25 reporting year.

Program Completer Survey Data

- **Data level:** Candidate level
- **Years available:** 2020–21 to 2023–24

This survey asks completers to self-report their preparation pathway and has offered residency as an option since 2020–21. Because of the wording of the survey question, residency completers are likely *overreported* in these data, with some completers from yearlong student teaching programs self-identifying as residents. We removed any completer who self-reported as a resident but attended programs that never reported residents in the Accreditation Data System and/or never received a Teacher Residency Grant Program (TRGP) or Teacher Quality Partnership (TQP) grant.

California Teaching Performance Assessment Data

- **Data level:** Candidate level
- **Years available:** 2018–19 to 2024–25

The California Teaching Performance Assessment (CalTPA) registration questions ask candidates to self-report their preparation pathway. About 60% of teaching candidates in California take the CalTPA. While some candidates may misidentify their program type in the registration data, it is difficult to determine whether residency candidates are under- or over-represented in these data. We removed any completer who self-reported as a resident but attended programs that never reported residents in the Accreditation Data System and/or never received a TRGP or TQP grant.

Institution-Specific Data

- **Data level:** Candidate level
- **Years available:** 2018–19 to 2024–25

We used candidate-level data from four programs to identify residency completers: (1) Alder Graduate School of Education; (2) California State University, Fresno; (3) High Tech High Graduate School of Education; and (4) the Marshall Teacher Residency Program, run by Summit Public Schools.

Taken together, these data sources can distinguish residents from student teachers for some but not all recent years and for some but not all institutions. Most notably, they cannot distinguish residents from student teachers at any California State University (CSU) campuses that do not use the CalTPA (except for CSU Fresno, which provided data for this study). Unfortunately, this includes multiple institutions with large residency enrollments, including CSU Los Angeles and CSU Northridge. For these programs, residency candidates were grouped with student teachers since we cannot individually distinguish them in the dataset.

Source: California Commission on Teacher Credentialing. (2026). [Annual data submission](#). California Commission on Teacher Credentialing. (2026). [Program completion surveys](#).

Objectives of This Report

Using these statewide data sources, these analyses describe the changing landscape of teacher preparation in California. Specifically, this report describes the growth and scale of teacher residency programs, preparation experiences as reported by teacher residency program completers, and preparation outcomes for residency-prepared teachers compared to other new teachers. The first section of this report focuses on changes over time in who comprises residency candidates, with data from 2018–19 to 2024–25. It also tracks the number of institutions offering residency programs, including the state TRGP grants and federal TQP grants awarded to California TPPs between 2018 and 2024. The second section, on residency completers, includes data from 2020–21 to 2023–24 and examines their experiences with their preparation programs. The final section of this report, on preparation outcomes, includes data from 2017–18 to 2024–25 and examines three main outcomes: (1) teaching performance assessment passing rates, (2) placement rates in public school teaching positions, and (3) teacher retention among new teachers.

To supplement these statewide patterns, we offer examples from successful California teacher residencies that are drawn from a larger study of California residency programs illustrating how residency programs work in practice.¹³ This larger study included case studies of five residency programs at four institutions in California. Studied residency programs included a mix of program types and featured programs serving urban and rural districts that were partnering with public and private universities. The vignettes in this report were adapted from the individual case study reports, which provide comprehensive descriptions of program practices.

Describing California's Residency Pathway

This section examines the growth of California's residency pathway from 2018–19 to 2024–25. We describe the size and diversity of the residency candidate pool and detail residency program characteristics, including their funding sources and program size, modality, and length.

Residency Candidates

California's earliest residency candidates completed preparation more than a decade ago, with residency programs starting around 2010 in the California State University (CSU) system at the Bakersfield, Chico, Dominguez Hills, and Los Angeles campuses along with programs at Stanford University, University of California Los Angeles, and University of San Francisco. Many of these programs were funded through federal Teacher Quality Partnership (TQP) funds, philanthropic grants, or other local investments.¹⁴ Substantial state investment in residency programs began later, with the first Teacher Residency Grant Program (TRGP) grants awarded in October 2018.¹⁵

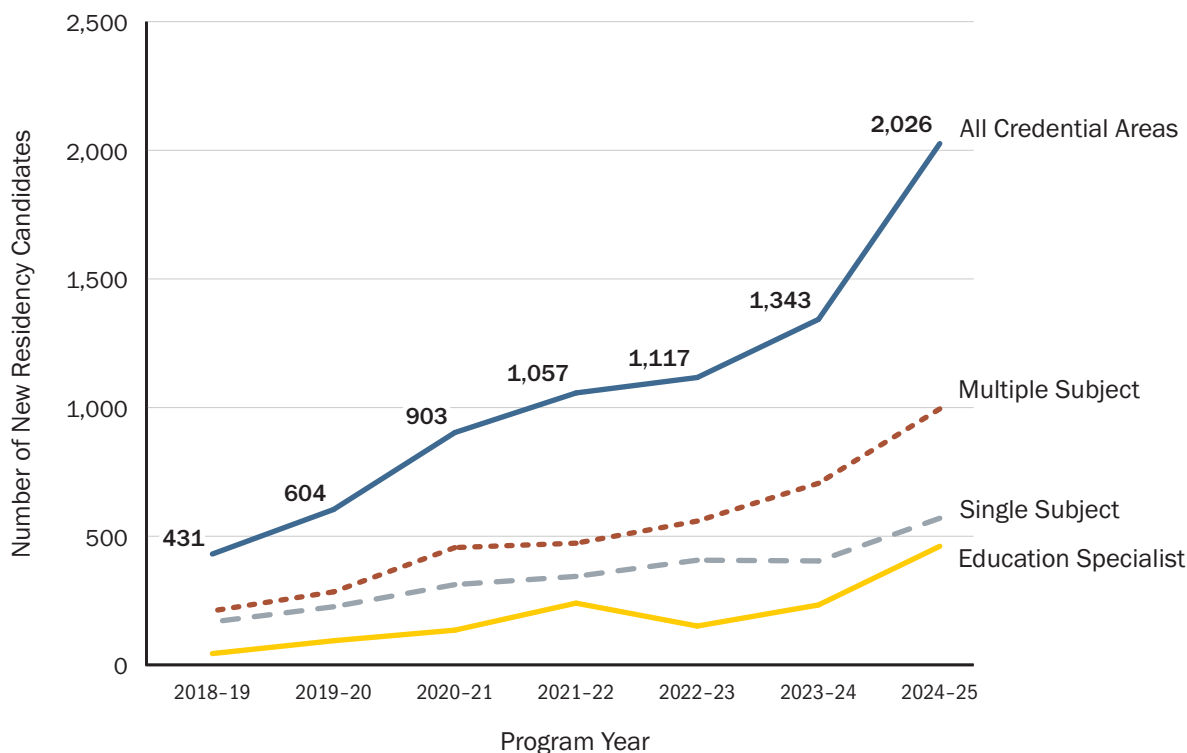
Candidates Statewide

Between 2018–19 and 2024–25, approximately 7,500 new residency candidates were reported by California's approved teacher preparation programs (TPPs). As shown in [Figure 1](#), the statewide number of new residency candidates reported annually more than quadrupled from just over 400 in 2018–19 to over 2,000 in 2024–25.

The statewide number of new residency candidates reported annually more than quadrupled from just over 400 in 2018–19 to over 2,000 in 2024–25.

The number of new residency candidates more than tripled in all credential areas, although the largest absolute growth occurred among Multiple Subject credential candidates. In 2024–25, TPPs reported 995 new Multiple Subject credential candidates, who are typically preparing for elementary teaching positions; 570 Single Subject credential candidates, who are typically preparing to teach specific subjects in secondary school; and 461 Education Specialist credential candidates, who are preparing to teach special education. [Table A1](#) (see [Technical Appendix](#)) shows the number of new and continuing residency candidates broken down by credential area and year.

Figure 1. Program-Reported California Residency Candidates, by Credential Area



Note: Some programs with known residencies did not report residents separately from student teachers in the accreditation data. As a result, this is an undercount of residency candidates statewide.

Source: Learning Policy Institute analysis of the California Commission on Teacher Credentialing's Accreditation Data System. (2026).

Over this time period, residency candidates represented a small but growing portion of the teacher pipeline in California. [Table 1](#) includes the number and share of new teacher candidates by pathway and year. As shown, the share of residency candidates grew from 2% in 2018–19 to 10% in 2024–25. These are undercounts, as nine institutions reported no residents in these data despite having received either TQP funding or being a named partner for a TRGP grant between 2018 and 2024 (these programs categorized residents as student teachers).¹⁶

Ongoing evaluations of TRGP have reported how many TRGP-funded residents have been supported each year since the first cohorts of funded residents enrolled in 2019–20.¹⁷ Comparing the number of residents in [Table 1](#) to TRGP-funded residents suggests that approximately half of California's reported residents have been TRGP-funded.

Table 1. New California Teaching Candidates, by Pathway and Year

Program year	All new candidates	Residency		Student teaching		Internship	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2018–19	18,522	421	2%	14,465	78%	3,636	20%
2019–20	19,038	604	3%	15,341	81%	3,093	16%
2020–21	20,272	903	4%	14,802	73%	4,567	23%
2021–22	19,323	1,057	5%	14,928	77%	3,338	17%
2022–23	17,106	1,117	7%	13,063	76%	2,926	17%
2023–24	17,947	1,343	7%	13,183	73%	3,421	19%
2024–25	20,605	2,026	10%	14,324	70%	4,255	21%

Note: Some programs with known residencies did not report residents separately from student teachers in the accreditation data. As a result, this is an undercount of residency candidates statewide.

Source: Learning Policy Institute analysis of the California Commission on Teacher Credentialing's Accreditation Data System. (2026).

Demographic Diversity

During this same period, California residencies enrolled a racially and ethnically diverse candidate pool. This is aligned with the fact that since 2021–22, TRGP grants could be used to support local efforts to strengthen teacher diversity. As shown in [Table 2](#), more than 70% of new residency candidates reported between 2018–19 and 2024–25 were identified as people of color. Almost half of residency candidates (49%) were identified as Latino/a, compared to 37% of student teaching candidates and 31% of intern candidates. [Table A3](#), Panel A (in the [Technical Appendix](#)) illustrates how the reported racial and ethnic demographics of teaching candidates changed by year between 2018–19 and 2024–25. Across all pathways, the share of Latino/a candidates grew over this time (from 31% in 2018–19 to 39% in 2024–25), while the share of White candidates shrank. This growth was especially pronounced among residency candidates, with the share of Latino/a candidates growing rapidly from 2018–19 to 2021–22. For an example of how one program was designed to recruit and support a diverse teacher candidate pool, see [How Alder Graduate School of Education Recruits and Supports a Diverse Candidate Pool](#).

Table 2. Program-Reported Demographics of Teaching Candidates Between 2018–19 to 2024–25, by Pathway

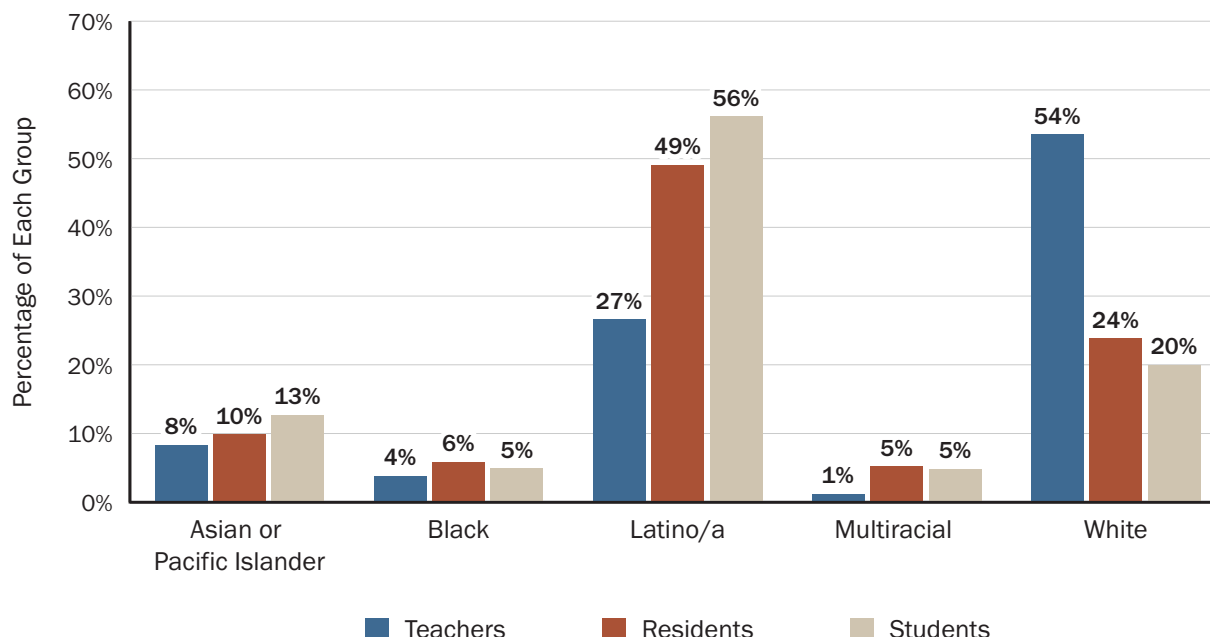
Demographic category	Residency	Student teaching	Internship
Race and ethnicity			
Asian or Pacific Islander	10%	9%	9%
Black	6%	4%	6%
Latino/a (of any race)	49%	37%	31%
Multiracial	6%	4%	5%
Native American	1%	1%	1%
White	24%	37%	39%
Race and ethnicity not reported	5%	8%	10%
Gender identity			
Female	74%	72%	69%
Male	23%	26%	29%
Nonbinary	2%	<1%	<1%
Gender identity not reported	1%	2%	2%

Note: Programs were asked to report on the racial and ethnic demographics of their new teaching candidates in a given year. This analysis combined data across 7 years (2018–19 to 2024–25).

Source: Learning Policy Institute analysis of the California Commission on Teacher Credentialing’s Accreditation Data System. (2026).

Residency candidates were considerably more racially and ethnically diverse than the California teacher workforce overall. As shown in [Figure 2](#), residency candidates closely reflected the racial and ethnic diversity of the state’s student population.¹⁸

Figure 2. Racial and Ethnic Composition of California's Teachers, Residency Candidates, and Students in 2024–25



Notes: Filipino teachers and students were included in the Asian or Pacific Islander group. Small shares of teachers, students, and residents were identified as Native American (less than 1% for each group).

Sources: Residency racial and ethnic composition is from a Learning Policy Institute analysis of the California Commission on Teacher Credentialing's Accreditation Data System. (2026). Racial and ethnic composition of California's public school teachers and students is from the California Department of Education's Fingertip Facts on Education in California. (2024–25).

In terms of gender identity, 74% of new residency candidates reported between 2018–19 and 2024–25 identified as female, 23% as male, and 2% as nonbinary. Residency candidates were slightly more likely than student teachers and interns to be female. This small difference is primarily driven by the overrepresentation of residency candidates in Multiple Subject credential programs (in which 83% of all new candidates were identified as female).¹⁹

How Alder Graduate School of Education Recruits and Supports a Diverse Candidate Pool

The teacher residency preparation programs offered by the Alder Graduate School of Education (Alder) partner with local education agencies (LEAs) to attract a diverse student body that reflects the communities they serve. Over the past decade, the program, which served 569 residents in 2025–26, has nearly doubled the percentage of enrolled residents who identify as members of racial and ethnic groups that have historically been excluded from the teaching profession, from 45% in 2010–11 to 82% in 2025–26.^a Alder's approach to recruitment, admissions, and in-program support contributes to the diversity of its student body.

Recruiting Current District Staff. Alder focuses recruitment efforts on individuals who are already working as substitute teachers, paraeducators, instructional aides, after-school support providers, and other classified staff in the schools of partner LEAs. Alder supports these pipelines for LEAs, and when individuals in these roles express interest in pursuing their teaching credential, they are referred to an LEA staff member who works with the residency. This person, known as a clinical faculty partner director (clinical faculty^b), explains the application process, shares information about grant and scholarship opportunities that can make the program affordable, and shepherds applicants through the application and admissions process. For example, one resident shared that her district's clinical faculty helped address her financial worries about pursuing certification by providing comprehensive information about available sources of financial aid. She said the clinical faculty's willingness to support her through her deliberation and application "really sold me on the program."

Streamlining the Admissions Process. To lower barriers associated with applying to the program, Alder has streamlined application requirements. Unlike many teacher preparation programs in the California State University system, Alder does not require applicants to have completed prerequisite coursework or passed licensure exams, nor does it require them to submit all documentation required for clinical placement participation as part of the application package. The tradeoff for this approach is that Alder takes on a greater administrative burden in tracking admitted residents' outstanding requirements and supporting residents to pass their licensure exams.

Providing Wraparound Services. Once residents are enrolled, Alder provides a suite of supports to ensure they have what they need to graduate. All residents receive a stipend that helps cover living expenses. To identify cases in which residents may require additional assistance in other areas (e.g., related to housing, child care, health care, food access), Alder's Office of Student Services has each resident fill out an intake survey and connects residents to relevant institutional or community resources based on their responses. Alder also has developed several strategies to support residents as they prepare for licensure exams, including an opportunity for residents to participate in test preparation courses at a local community college, with tuition reimbursed by Alder.

Heather Kirkpatrick, Alder's President and CEO, sums up their approach to diversifying the teacher profession:

The people who are going to represent and likely diversify your local school systems are the people who live in your communities. [The opportunity is] figuring out how to invite them in and set them up for success to be excellent teachers.

^a Alder identifies the following racial and ethnic identities as historically underrepresented groups in the teaching profession: African American, American Indian or Alaskan Native, Asian, Hispanic or Latino/a, Native Hawaiian or Other Pacific Islander, or two or more races.

^b In prior Learning Policy Institute publications, this role was referred to as "clinical director."

Sources: Alder Graduate School of Education. (2024). *Impact*. (accessed 02/02/2026); Alder Graduate School of Education. (n.d.). *Teacher residency at Alder GSE annual program assessment report 2023–2024*; Yun, C., Fitz, J., Nakajima, T., & Mauerman, C. (2025). *Educating for equity: Alder Graduate School's teacher residency*. Learning Policy Institute.

Residency Programs

The California Commission on Teacher Credentialing (CTC) does not maintain an official list of all residency programs in California.²⁰ For this report, we combined multiple data sources, including the annual accreditation data, program completer survey, and grant information, to identify likely residency programs.²¹ As of 2024–25, approximately 80 preparation institutions were approved by the CTC to offer traditional or preservice preliminary teaching credential programs.²² According to this analysis, at least 44 institutions offered residency programs for Multiple Subject credentials, 41 for Single Subject credentials, and 41 for Education Specialists (with many institutions offering multiple credentials). Institutions often work with multiple local education agency (LEA) partners to design residencies, so more than 100 residency partnership programs existed across the state. [Table A10](#) (in the [Technical Appendix](#)) illustrates how these numbers have changed over the past 4 years.

Grant-Funded Programs

Between 2018 and 2024, 52 California institutions were named as preparation partners in at least one state-funded TRGP grant, which were awarded to LEAs, and 14 institutions received at least one federal TQP grant, which were awarded to the partnership between the institution and LEA. Many institutions received multiple grants, and 12 institutions received both TRGP and TQP grants during this time.²³ As shown in [Figure 1](#), these investments coincided with large increases in the number of residency candidates reported by institutions.

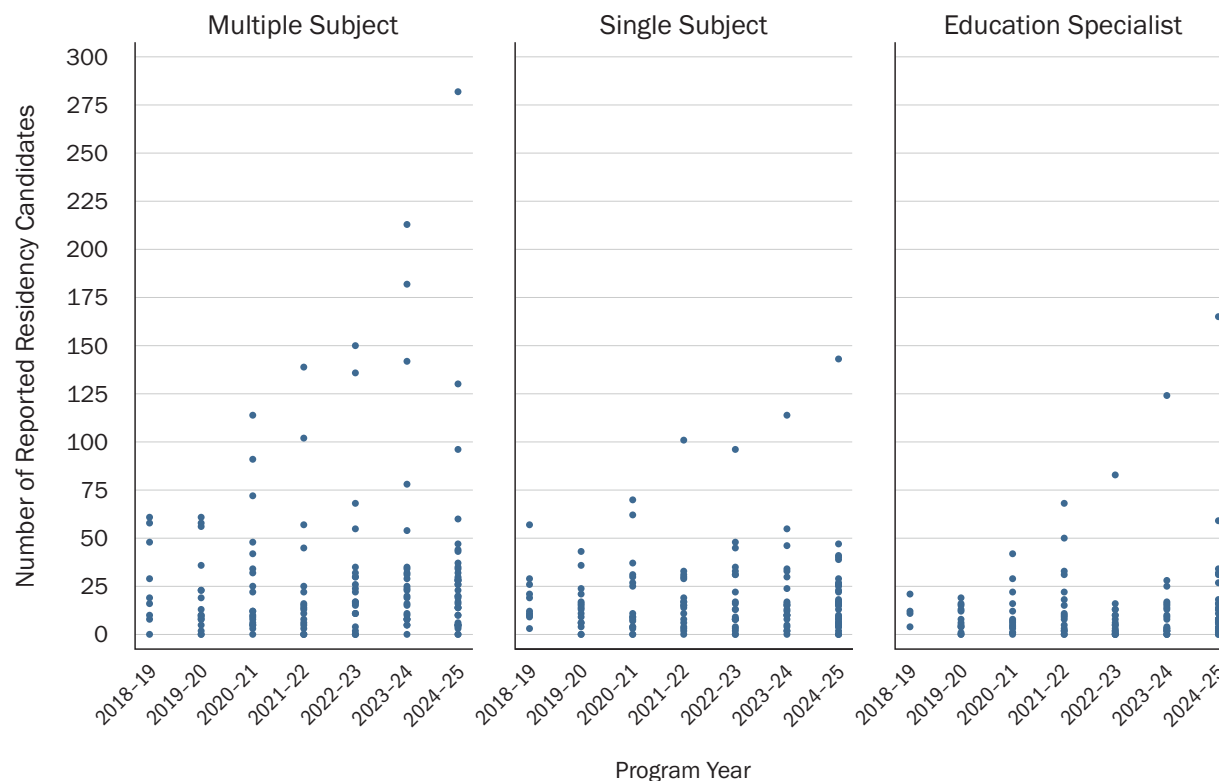
No state data sources can identify whether individual residency candidates received either TRGP or TQP funds, but institutions receiving either funding source can be tracked over time. Of the approximately 2,000 new residency candidates reported in 2024–25, 98% attended an institution that had received TQP funding or been named as a partner in TRGP funding at some point since 2018. Only one institution with a residency program in 2024–25 had not been a TRGP or TQP grantee between 2018 and 2024.²⁴

Program Size

California's preparation programs range dramatically in size, and the number of residency candidates reported by each institution ranges from just one to hundreds of candidates per year. [Figure 3](#) illustrates this variation by credential area. Each dot represents one institution offering a residency in a given year and credential area (Multiple Subject, Single Subject, and Education Specialist). As shown, the number of larger programs (serving more than 50 residency candidates in a given credential area in a given year) has grown over time. Most larger programs are Multiple Subject credential programs, with only a handful of institutions serving more than 50 Single Subject or Education Specialist credential candidates in a given year.

As shown in [Figure 3](#), most institutions reported a relatively smaller number of residency candidates across all years, as illustrated by the clustering near 0. Put another way, the average program enrollment did not substantially increase over time despite the large increase in the number of programs and overall number of residency candidates. [Table A4](#) (in the [Technical Appendix](#)) shows the changes in average residency enrollment size over time.

Figure 3. Program-Reported Residency Enrollment, by Credential Area and Year



Notes: Each dot represents one institution's residency enrollment in a given year. If an institution offered all three credential programs in a given year (Multiple Subject, Single Subject, Education Specialist) for residents, it will have three dots per year, one per graph. This only includes institutions that reported residency candidates in a given credential area and year, and the number of residency programs varied across years ($N = 22$ in 2018–19; $N = 40$ in 2019–20; $N = 46$ in 2020–21; $N = 48$ in 2021–22; $N = 54$ in 2022–23; $N = 62$ in 2023–24; $N = 101$ in 2024–25).

Source: Learning Policy Institute analysis of the California Commission on Teacher Credentialing's Accreditation Data System. (2026).

Across these 7 years, only eight institutions reported more than 50 residency candidates in a given credential area and year:

1. Alder Graduate School of Education
2. CSU Bakersfield
3. CSU Fresno
4. CSU Long Beach
5. CSU Los Angeles
6. CSU Northridge
7. National University
8. Teachers College of San Joaquin

The enrollment at these institutions represents about 60% of all reported residents statewide. A substantial portion of the enrollment growth over time can be attributed to increased enrollment among these largest programs. See [Growing Residency Programs: The Cases of California State University, Bakersfield and the Alder Graduate School of Education](#) for specific examples of how institutions have structured multiple residency partnerships while increasing enrollment.

Growing Residency Programs: The Cases of California State University, Bakersfield and the Alder Graduate School of Education

Both California State University, Bakersfield (CSUB) and the Alder Graduate School of Education (Alder) prepare large numbers of residents each year. In 2024–25, CSUB reported enrolling 148 residents and Alder reported 590 residents. These institutions have scaled residencies by using state and federal grants to initiate new partnerships and by adopting unique structures that enable the operation of multiple residency cohorts concurrently.

California State University, Bakersfield

Teacher residencies at CSUB launched in 2014 and have grown with the support of more than \$22 million from multiple funding sources, including Local Control Funding Formula funds from local education agencies (LEAs), federal Teacher Quality Partnership (TQP) grants, California Teacher Residency Grant Program (TRGP) grants, and other private grant programs. CSUB has used these funds to develop and sustain several residency programs in partnership with multiple districts to meet staffing needs in their geographical region and beyond. CSUB has scaled its programming by using common course requirements and expectations while also allowing individual programs to adapt their structure to meet the needs of the LEA.

As of the 2025–26 school year, CSUB operated a consortium of seven teacher residency programs. Each CSUB teacher residency program partners with one or more LEAs. In some cases, multiple programs partner with the same LEA but adopt different credentialing foci and program structures. Residencies share a standard set of course requirements with other CSUB credentialing pathways. However, for each required course, the university creates a separate residency-specific course section for each program's residents. This design allows programs to cluster their candidates' in-person coursework on a single day of the week to accommodate their clinical placement schedule. Furthermore, it enables the CSUB faculty who teach the residency-specific course sections to tailor course content to the cohort's clinical placement.

Within each program, partners collaboratively determine how to divide responsibility for day-to-day residency management and strategic planning between the program's CSUB residency coordinator and staff at the partner district. For example, in the Kern Urban Teacher Residency, the CSUB residency coordinator oversees all program components directly related to the residents (recruitment, admissions, advising, and monitoring), as well as coursework development and trainings on coteaching and clinical evaluations procedures. The Bakersfield City School District program specialist oversees clinical program components: mentor recruitment and support, district administrator communications, and resident onboarding. Other tasks, such as data collection

and analysis, are shared between CSUB and Bakersfield City School District staff. Although this arrangement works well for Kern Urban, other programs determine alternative arrangements that respond to differences in district staffing capacity and other factors.

Although each residency program has a unique character and focus, there are systems in place to align practices across residency programs. All programs in CSUB's Department of Teacher Education use a shared framework for clinical evaluation and design their program to meet a set of prioritized teaching practices that align with California's teaching performance expectations. In addition, the university created the CSUB Teacher Residency Consortium, a professional learning community that brings together all of the university's residency coordinators on a monthly basis. These meetings enable residency coordinators to share successful practices, exchange ideas, and support each other through challenges.

Alder Graduate School of Education

Alder launched its first cohort in 2010 as a 5-year pilot program at Aspire Public Schools in partnership with the University of the Pacific. Aspire University was established as an independent graduate school in 2015, and it was renamed Alder Graduate School of Education in 2017. Since its inaugural cohort of 18 residents in 2010–11, Alder's enrollment has increased steadily, and it has served more than 400 candidates per year since 2023–24.

A combination of federal and state grants have facilitated this scale-up by enabling Alder to initiate new partnerships with additional LEAs. Through 2022–23, Alder obtained approximately \$14 million in federal TQP funding and \$19 million in federal Supporting Effective Educator Development funding, with roughly half of these funds going to LEA partners as subgrantees. Furthermore, Alder encouraged all LEA partners to apply for grants through the California TRGP, which supported the capacity building necessary in new partnerships' early years. As of 2022–23, Alder operated 20 residency cohorts in partnership with 47 LEAs across California.

Alder manages these multiple cohorts by having students take common coursework while adopting a staffing structure in which clinical faculty partner directors (clinical faculty) manage each cohort. The clinical faculty is hired by the cohort's partner LEA, although Alder helps fund the role by sharing nearly 25% of resident tuition dollars with the district. While they are formally employees of the LEA, Alder treats them as clinical faculty members. The clinical faculty collaborate with Alder staff and faculty to manage nearly all core residency functions, including recruitment and selection, communication, seminars for residents and mentor teachers, and clinical coaching for residents.

To organize across cohorts, Alder employs regional directors for each geographic region: the San Francisco Bay Area, Central Valley, and Southern California. Regional directors directly support the clinical faculty. Clinical faculty meet with their regional director weekly to align practices across cohorts. In addition, Alder runs monthly communities of practice for clinical faculty to problem-solve with colleagues around coaching and planning resident seminars.

Source: Alder Graduate School of Education. (2024). *Impact*. (accessed 02/02/2026); Fitz, J., & Yun, C. (2025). *Meeting urban and rural district needs for educators: California State University, Bakersfield's teacher residencies*. Learning Policy Institute; Yun, C., Fitz, J., Nakajima, T., & Mauerman, C. (2025). *Educating for equity: Alder Graduate School's teacher residency*. Learning Policy Institute.

Program Postsecondary Level

The most common route into teaching in California is through traditional postbaccalaureate programs in which candidates enroll in teacher preparation after they have completed their undergraduate degree. Since 2016, the California legislature has allocated approximately \$30 million to support integrated undergraduate programs in which teaching candidates can earn their preliminary teaching credential as undergraduates.²⁵ Among all preparation programs, a small but growing share of new candidates were undergraduate students, increasing from 6% in 2018–19 to 9% in 2024–25. However, almost all residency programs exclusively enrolled postbaccalaureate students. Only CSU Long Beach has consistently reported undergraduate residents in its Multiple Subject credential program.

Program Modality

TPPs categorize their candidates based on whether they are receiving in-person and/or online instruction. Over time, the number of fully online residency programs has increased from 0 in 2018–18 to 19 in 2024–25. As of 2024–25, 34% of residency programs were fully in person, 18% were fully online, and 48% provided both in-person and online instruction (i.e., hybrid). Similar growth occurred in online programs in the student teaching and internship pathways.

Program Structure

As discussed earlier in this report, residencies in California are typically organized around a clinical placement that lasts the entire school year along with associated postbaccalaureate preparation coursework. The CTC requires that all teaching candidates complete a minimum of 600 hours of clinical practice over the course of their preparation program, although these hours are structured differently for residency, student teaching, and internship candidates.²⁶ A significant difference is that residents and student teachers fulfill the majority of these clinical hours under the direct guidance of a mentor teacher. Interns participate in early field experiences in mentor teacher classrooms and then work as teacher of record throughout most of their program while receiving at least 189 hours of guidance.²⁷ Programs can, and often do, require their candidates to complete more than 600 hours of clinical practice.

In the accreditation data submission, TPPs must report the expected program length for full-time and part-time candidates in each program. Residency pathways were the shortest route to a credential, on average, for full-time postbaccalaureate candidates.²⁸ The residency pathway had a shorter average program length in all three credential areas compared to student teaching and intern pathways (see [Table 3](#)). TPPs must also report the total number of hours of clinical practice required in their program. The residency pathway had higher average required clinical hours compared to student teaching despite the shorter average program length. This is not surprising, given the intensive design of residencies. Indeed, as shown in [Table 3](#), the average clinical hours per month was significantly higher for residency programs compared to student teaching or internship programs.

The residency pathway had higher average required clinical hours compared to student teaching despite the shorter average program length.

Table 3. Expected Program Length and Clinical Hours, by Pathway and Credential

Program-reported information by credential area	Residency	Student teaching	Internship
Average expected program length for full-time postbaccalaureate candidates (months)			
Multiple Subject	12.9	14.4	17.1
Single Subject	12.1	14.0	16.3
Education Specialist	15.2	17.5	19.5
Average total clinical hours required by program			
Multiple Subject	786.5	642.5	746.4
Single Subject	775.1	642.8	727.4
Education Specialist	721.8	636.7	776.3
Average clinical hours per month for full-time postbaccalaureate candidates			
Multiple Subject	63.7	48.9	47.9
Single Subject	66.6	50.1	49.4
Education Specialist	52.0	39.2	42.1

Note: This analysis included accreditation data in which programs were asked to report the expected program length in months for full-time postbaccalaureate candidates and then the total number of hours of clinical practice required by the program. This analysis combined data across 7 years (2018–19 to 2024–25).

Source: Learning Policy Institute analysis of the California Commission on Teacher Credentialing's Accreditation Data System. (2025).

Experiences of Residency Completers

The California Commission on Teacher Credentialing (CTC) has been surveying teacher preparation program (TPP) completers since 2016–17, and survey respondents have been able to self-identify as residency completers since 2020–21. In this analysis, we explore the preparation experiences reported by approximately 4,800 self-identified residency completers from 2020–21 to 2023–24 compared to completers from other pathways. Institution-level analyses suggest that some completers from yearlong student teaching programs may be mistakenly identifying themselves as residents, so these results may *underestimate* the average positive difference in reported experiences between residents and student teachers.²⁹

Across almost all of the survey metrics, residency completers reported, on average, slightly more positive experiences in preparation and higher levels of preparedness than student teachers and interns reported. The following sections describe these trends in more detail, examining residency completers' perceptions of program effectiveness, their preparedness for meeting California's teaching performance expectations (TPEs), the preparation they received to teach literacy and mathematics, and the clinical support they received during their preparation, compared to the perceptions of completers from other pathways.

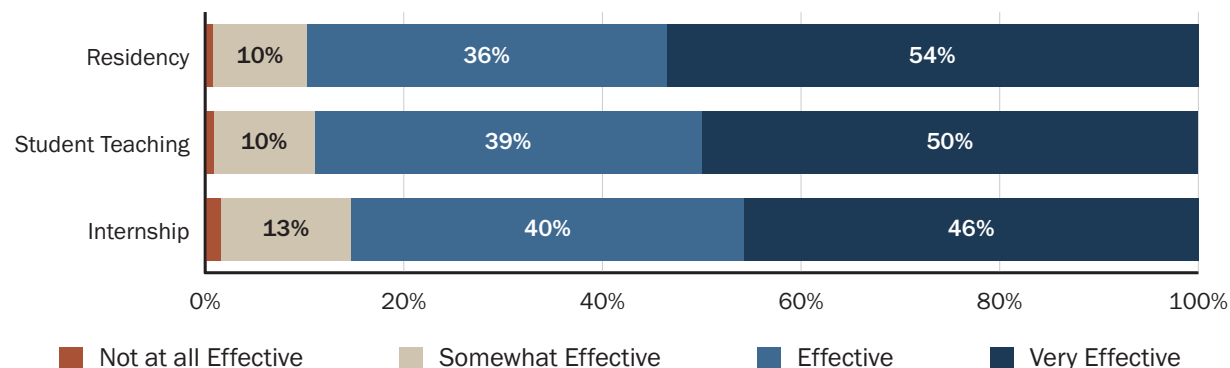
Program Effectiveness

The CTC survey asks completers to rate the overall effectiveness of their preparation program in developing their teaching skills or tools. As shown in [Figure 4](#), 90% of responding residency completers rated their programs as effective or very effective. In particular, residency completers were most likely to rate their program as very effective, compared to completers from other pathways (54% among residency completers versus 50% of student teachers and 46% of interns).

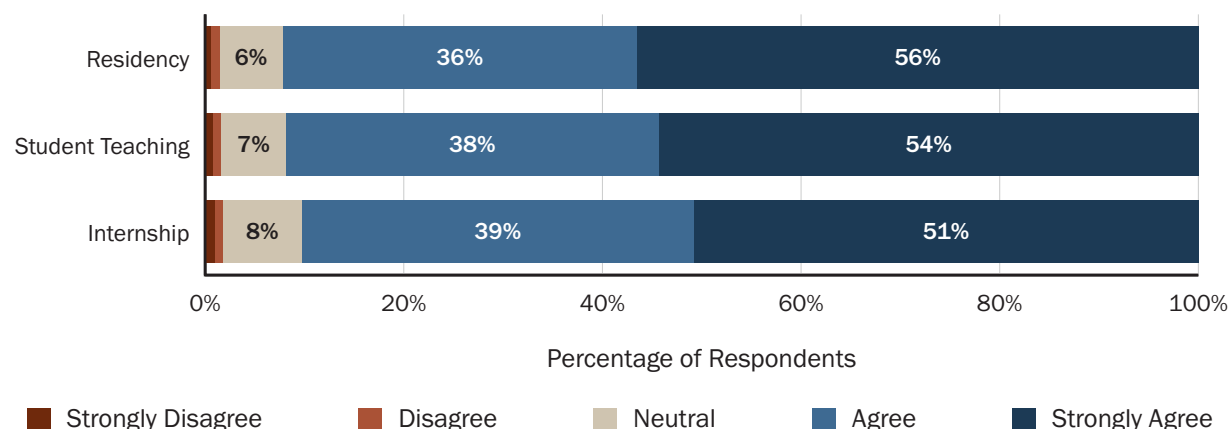
All completers were also asked to rate the alignment between their field experiences (their clinical experiences working in classrooms) and program coursework. As illustrated in [Figure 4](#), over 90% of residency completers agreed or strongly agreed that those classroom experiences helped them integrate and apply the major ideas developed through program coursework. Residents were more likely than student teachers and interns to strongly agree with this statement, likely reflecting the intentional alignment between residency placements and coursework in residency program design.

Figure 4. Program Effectiveness Ratings and Perceptions of Fieldwork Integration, by Pathway

Overall, how effective was your teacher preparation program at developing the skills or tools you needed to become a teacher?



My field experiences helped me integrate and apply the major ideas developed through program coursework.



Notes: This analysis combined data across 4 years (2020–21 to 2023–24). The program effectiveness analysis included responses from 4,407 residents, 23,814 student teachers, and 10,764 interns. These differences were statistically significant based on a chi-square test ($\chi^2 = 210.2, p < .001$). The fieldwork integration analysis included responses from 4,682 residents, 24,978 student teachers, and 11,094 interns. These differences were statistically significant based on a chi-square test ($\chi^2 = 101.1, p < .001$).

Source: Learning Policy Institute analysis of the California Commission on Teacher Credentialing's program completer survey data. (2026).

Preparedness Across Teaching Domains

The CTC survey asks completers to rate their preparedness across 19 TPEs, which outline specific teaching domains aligned with California's state standards for beginning teachers. TPEs are meant to guide preparation program development, and teaching candidates must demonstrate competency on the TPEs before receiving their preliminary teaching credential. At least 70% of residency completers reported

feeling well or very well prepared for every teaching domain. Residency completers were slightly more likely than student teachers and interns to report feeling well or very well prepared for most TPEs. For full results, see [Table A6](#) (in the [Technical Appendix](#)).

Of all of the TPEs, residency completers were the most likely to report being well or very well prepared in the following domains:

- establishing and maintaining a safe and respectful learning environment for all students;
- using knowledge of students' strengths and prior experiences to engage them in learning;
- creating a productive learning environment with high expectations for all students;
- using effective instructional strategies to teach specific subjects and skills; and
- planning instruction based on students' prior knowledge, language, culture, and development.

Overall, residents felt well prepared for many of the TPEs that relate to designing instruction and creating learning environments in culturally responsive ways. This may reflect how residencies design their training focused on concrete instructional practices situated in a specific context.

Residents felt well prepared for many of the TPEs that relate to designing instruction and creating learning environments in culturally responsive ways.

Compared to the domains outlined above, residency completers, like student teachers and interns, reported feeling relatively less prepared to engage with families and differentiate their instruction for certain student populations. Specifically, a relatively lower percentage of completers from all pathways felt well prepared or very well prepared for the following domains: (1) working with families to better understand students and to support their learning; (2) meeting instructional needs of English learners; (3) identifying and addressing special learning needs with appropriate teaching strategies; and (4) involving all students in self-assessment, goal setting, and monitoring progress. These patterns in reported preparedness aligned with the areas that cooperating teachers and employers also identified as areas in which all of California's program completers are relatively less prepared.³⁰

Preparation for Teaching Literacy and Mathematics

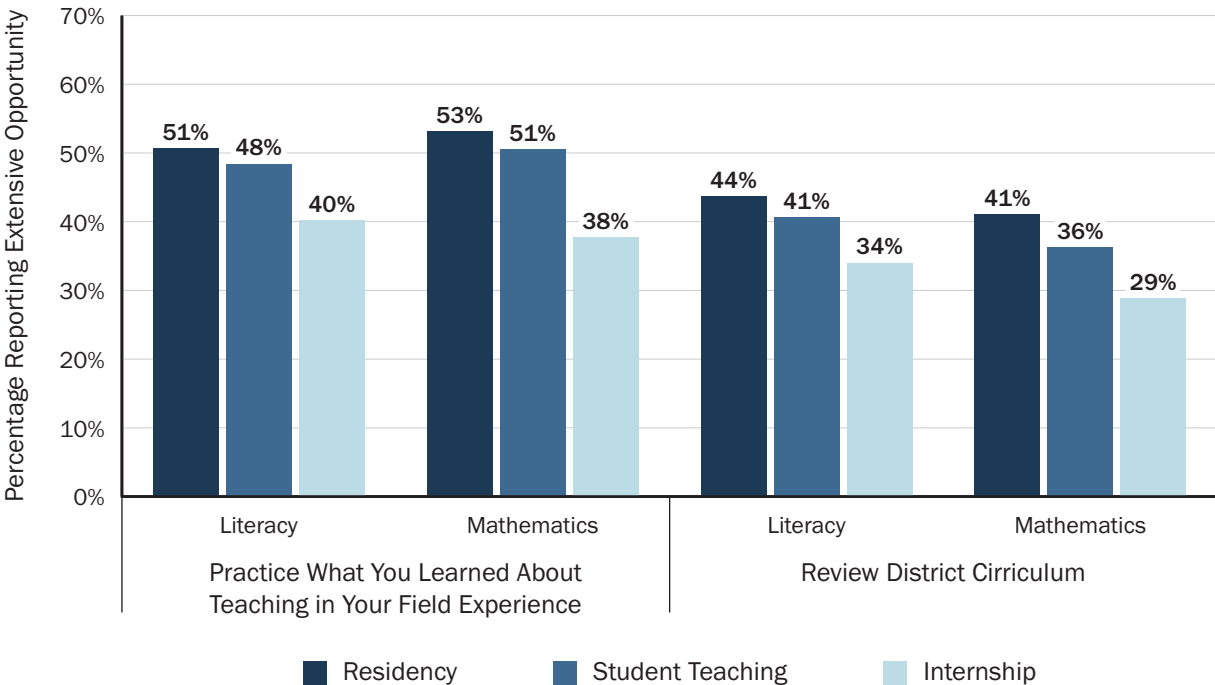
California students need effective literacy and math instruction to succeed in school and in their future careers. To provide this instruction effectively, teachers need strong preservice preparation in how to teach specific content areas, as well as ongoing professional learning. The program completer survey asks Multiple Subject and Education Specialist credential program completers about their opportunities to learn how to teach specific aspects of literacy and mathematics. Prior research outside of California found that certain opportunities to learn during preparation—especially opportunities to practice specific instructional skills and work with curriculum—were associated with gains in student achievement

among teaching candidates’ students once the candidates enter the classroom.³¹ Within California, these opportunities were also associated with a higher likelihood of passing the teaching performance assessment, as well as with cooperating teachers’ and employers’ ratings of new teacher preparedness.³²

The CTC survey asks completers to rate the extent to which they received training and opportunities to practice their skills across 13 literacy domains and 10 mathematics domains. Residents were typically more likely than student teachers and, especially, interns to report having had in-depth preparation across most domains. See [Table A7](#) (in the [Technical Appendix](#)) for the full set of survey results by pathway.

In terms of the survey questions about literacy preparation, residency completers were most likely to report having in-depth opportunities to learn and practice how to activate students’ prior knowledge, how to apply what they learned about teaching reading in their field experiences, and how to study state standards for reading and language arts. For math preparation, residency completers were most likely to report having in-depth opportunities to practice what they learned about teaching math in their field experiences and to adapt math lessons for students with diverse needs and learning styles.

Figure 5. Extensive Opportunities for Practicing in Field Experiences and Reviewing Curriculum, by Pathway and Content Area



Notes: This analysis combined data across 4 years (2020–21 to 2023–24) and included responses from 2,835 residents, 14,880 student teachers, and 7,528 interns. Only Multiple Subject and Education Specialist credential completers answered these questions. These differences were statistically significant based on chi-square tests ($\chi^2 = 200.6, p < .001$; $\chi^2 = 159.7, p < .001$; $\chi^2 = 511.0, p < .001$; $\chi^2 = 409.1, p < .001$).

Source: Learning Policy Institute analysis of the California Commission on Teacher Credentialing’s program completer survey data. (2026).

As shown in [Figure 5](#), residency completers were more likely than others to report extensive opportunities to practice what they learned about teaching reading and mathematics in their field experiences and to review curriculum materials as part of their preparation. These differences speak to the integrated design of residency programs, in which coursework is more directly tied to clinical experiences, and the increased time that residents spend in their clinical placement. As outlined in [How Claremont Graduate University Prepares Its Candidates to Teach Literacy](#), Multiple Subject residency programs may also focus their preparation on concrete, instructional skills that support their candidates in learning how to integrate literacy into all content areas.

How Claremont Graduate University Prepares Its Candidates to Teach Literacy

Claremont Graduate University uses an interdisciplinary approach for training its Multiple Subject candidates that integrates literacy preparation and teaching in the content areas, such as visual and performing arts, science, social studies, and mathematics. This multidisciplinary approach helps residents develop language-rich lessons for diverse learners and integrate culturally responsive and whole child pedagogy across content areas.

Residents take a series of three courses that prepare them to deliver effective literacy instruction. They take the first of these courses—designed to orient them to California state frameworks and standards—the summer before beginning the residency. Then, during the residency year, they take two Literacy and Methods courses that faculty have redesigned to align with new state literacy instruction standards and state teaching performance expectations. The courses focus on how to deliver student-centered instruction using “research-based strategies, materials, and assessment practices” that support “critical literacy teaching and content-specific pedagogy,” with particular attention to the needs of students who are multilingual or have disabilities. The courses focus on disciplinary literacies and pedagogies and incorporate anti-racist teaching, whole child approaches, culturally responsive practices, and high expectations for all students in the context of subject-specific pedagogies.

The first Literacy and Methods course focuses on literacy and mathematics foundations. The first half of the course covers foundations of literacy development, including listening and speaking, comprehension, phonological awareness and phonics, fluency, and assessment. The latter half of the course focuses on writing across content areas, as well as disciplinary language and vocabulary development in the context of mathematics. Residents begin exploring disciplinary literacy development in mathematics, starting with their own orientations to mathematics. Residents learn mathematics content pedagogy by engaging in “doing” mathematics, described by one resident as “doing math to learn different ways to teach math.” This approach helps residents develop literacy and pedagogical content knowledge in mathematics by analyzing their own experiences of engaging in mathematical practices through reflection, discussion, and collaborative learning. Thus, the course models community building, centering students, and active learning specifically in mathematics. The second Literacy and Methods course builds on this foundation and focuses on literacy and language development using narrative and informational texts in social studies and

science. During the second semester of the residency, the program has also incorporated a literacy-focused observation and feedback cycle that assesses students' ability to explicitly integrate literacy instruction into their clinical experiences.

Claremont Graduate University's interdisciplinary approach not only created a more streamlined experience for residents but also aligned their preparation with the science of learning and development. Moreover, the courses engaged residents through active learning approaches, resident reflection, and community building, modeling student-centered teaching for residents.

This sequence of courses left residents feeling well prepared to provide strong literacy instruction across content areas. As one resident shared, "My Literacy and Methods classes have been especially helpful ... [because they make] me feel like I have more stuff in my toolbox that I can actually take in to work."

Source: Yun, C., & Fitz, J. (2025). *Humanizing teacher preparation: Claremont Graduate University's teacher residency*. Learning Policy Institute.

Clinical Support

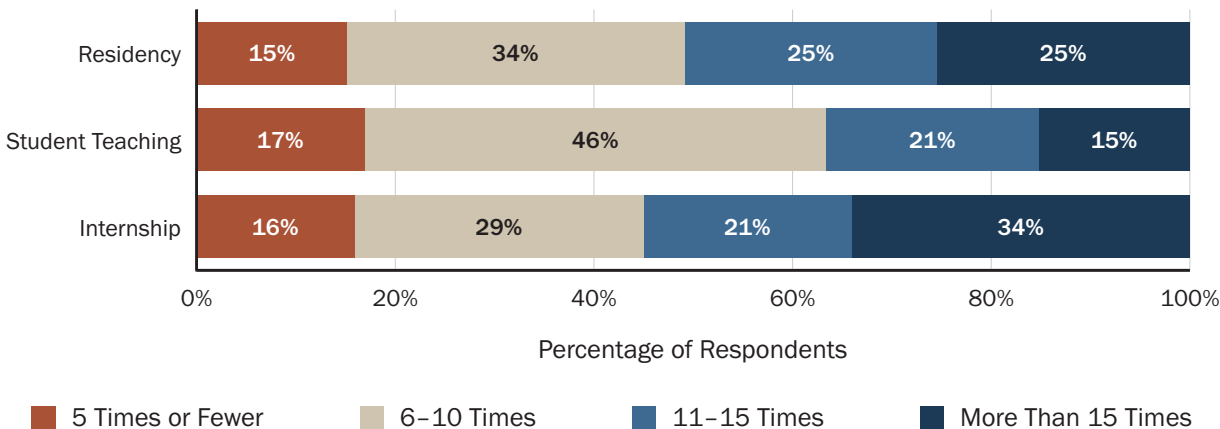
Clinical practice offers teaching candidates opportunities to practice their teaching skills by working with students in small groups, coteaching, observing and collaborating with mentor teachers, and leading instruction in a classroom while getting observation and feedback. California's preparation program standards require that candidates receive support from cooperating or mentor teachers working in their placement schools, as well as from clinical supervisors and other faculty or staff from their TPP. The specific structure and cadence of this support vary across pathways and programs, but program standards include minimum expectations for the level of support provided.³³ Prior research using the program completer questions on clinical support has found that higher reported levels of support were associated with higher ratings of program effectiveness from both completers and employers and were also associated with an increased likelihood of passing the teaching performance assessment.³⁴

All candidates, regardless of pathway, should receive support and feedback from clinical supervisors and other faculty or staff from their TPP. In the program completer survey, completers report on the amount of communication, observation, and feedback they received from TPP faculty or supervisors during their clinical practice. These questions are not tied to a specific time frame, and, as shown earlier in [Table 3](#), internship programs typically last considerably longer than residency and student teaching programs. [Figure 6](#) illustrates the amount of feedback reported by residency, student teaching, and internship completers. Half of responding residency completers reported that they received feedback more than 10 times during their clinical practice, compared to just over one third of student teaching (36%) and just over half of internship (55%) completers.

These patterns likely reflect the difference in how clinical practice is structured across pathways, with residents engaged in clinical practice for a full year compared to some student teachers who have much shorter student teaching placements. As noted above, the difference in program length for interns likely explains the higher shares of internship completers reporting more touchpoints with TPP faculty. Notably, a small subset of completers across all three pathways, including 15% of residents, 17% of student teachers, and 16% of interns, reported receiving feedback 5 times or fewer, suggesting that some teaching candidates are not getting the minimum amount of clinical supervision required by the program standards.

Figure 6. Amount of Clinical Feedback From Teacher Preparation Program Faculty or Supervisor, by Pathway

Overall, how effective was your teacher preparation program at developing the skills or tools you needed to become a teacher?



Note: This analysis combined data across 4 years (2020–21 to 2023–24) and included responses from 4,640 residents, 24,857 student teachers, and 11,031 interns. These differences were statistically significant based on a chi-square test ($\chi^2 = 2,200, p < .001$).

Source: Learning Policy Institute analysis of the California Commission on Teacher Credentialing’s program completer survey data. (2026).

In [How the California State University, Bakersfield Teacher Residency for Rural Education Provides Clinical Support for Residents](#), we describe how one teacher residency program structured regular observations and feedback by clinical supervisors *and* mentor teachers. This approach aligned and greatly increased the amount of developmental feedback residents received during their clinical experiences.

How the California State University, Bakersfield Teacher Residency for Rural Education Provides Clinical Support for Residents

The Teacher Residency for Rural Education (TRRE) is a graduate-level program that, from 2020 through 2024, operated as a partnership between the California Center on Teaching Careers at the Tulare County Office of Education (TCOE) and California State University, Bakersfield. Since the 2024–25 school year, TCOE has partnered with multiple universities to deliver residency programming. Residents coteach in their mentor teacher’s classroom for 3 days each week, and the program structures regular observation and feedback cycles to support residents’ developing clinical practice.

Clinical supervisors and mentor teachers observe residents and provide feedback on their teaching at regular intervals. As of the 2022–23 school year, clinical supervisors conducted six formal observations per semester: three in person and three that took place through videoconferencing software. Mentor teachers informally observed residents in their clinical practice each day they

attended their clinical placement, but they also scheduled and conducted formal observations, typically on a monthly basis. Mentors were expected to submit a Mentor Observation Google Form to program staff after each formal observation, which served the dual function of holding them accountable for completing these observations and keeping program staff informed about residents' progress. After observations, clinical supervisors and mentor teachers debriefed with their residents to deliver feedback to support their continuing growth.

These regular touchpoints allowed clinical supervisors and mentors to support residents as they worked through problems of practice common to novice teachers, especially since residents had ample opportunities to implement feedback in their daily teaching practice. One resident shared the experience of troubleshooting classroom engagement with their clinical supervisor over a series of multiple conversations:

I was asking the students some questions while I was in front of the class, and for like 30 seconds it was dead quiet. And [my supervisor] was like, "Well, when that happens, tell them to Think, Pair, Share.[...] give them a minute to talk to each other and then usually they'll be more confident to give an answer." So I did that, and they were dead quiet again. [laughs] So she was like, "Try this: Walk around until you hear a good answer. Then tell that group, 'I'm going to call on you because I like your answer,' so that they're prepared to share with the class." And that was an excellent strategy to get the quiet kids involved in the class.

As this example shows, the program's high levels of clinical support allowed residents to try out and discuss the outcomes of numerous teaching strategies with the support and guidance of an experienced practitioner.

The program's adoption of a shared framework for clinical experiences—as of the 2022–23 year, the Danielson Framework for Teaching—helped to guide and align the support provided by the program's mentor teachers and clinical supervisors. The Danielson Framework is an instructional resource that "provides a road map for effective teaching," and it is widely used by schools and districts as a teacher evaluation tool. Residents focused on specific framework "clusters," or areas of teaching skills, at different points in the semester, and the observations and feedback they experienced during each period were similarly aligned to the focal cluster. For example, during mentor teachers' monthly formal observations, they focused on the specific Danielson cluster identified for the observation period, assessed the resident's practices in accordance with the program rubric, and based their discussion and goal setting with residents around their strengths and opportunities for growth in that area. Having this structure in place helps to keep clinical observation and feedback cycles focused and productive.

Sources: Danielson Group. *The Framework For Teaching* (accessed 09/10/2025); Fitz, J., & Yun, C. (2025). *Meeting urban and rural district needs for educators: California State University, Bakersfield's teacher residencies*. Learning Policy Institute.

Program completers also report on whether their mentor or cooperating teacher engaged in certain supportive behaviors, such as observing their teaching to offer feedback, offering useful strategies and advice, modeling effective practices, and solving teaching problems. As shown in Table 4, the vast majority of preservice program completers, including both residents and student teachers, reported that their mentor or cooperating teacher engaged in these behaviors. Both residency and student teaching completers were significantly more likely to report these behaviors than internship completers.

Table 4. Supportive Behaviors of Cooperating and Mentor Teachers, by Pathway

My cooperating teacher(s) and/or mentor teacher(s)...	Residency	Student teaching	Internship
Frequently observed my teaching and met with me to offer feedback	90%	91%	74%
Helped me plan and organize curriculum materials	84%	86%	72%
Helped me reflect on my practice	88%	89%	83%
Helped me to solve teaching problems	86%	87%	78%
Modeled effective practices	89%	90%	71%
Offered useful strategies and advice about my teaching	91%	93%	86%
Was an excellent educator and a valuable role model	87%	89%	79%
Was knowledgeable about and able to provide support for field-based assignments	86%	88%	78%

Notes: This analysis combined data across 4 years (2020–21 to 2023–24) and included responses from 4,595 residents, 24,798 student teachers, and 10,686 interns. When comparing residents and student teachers, all of the differences were statistically significant except for “Frequently observed my teaching and met with me to offer feedback” and “Helped me reflect on my practice.” All differences between residents and interns were statistically significant.

Source: Learning Policy Institute analysis of the California Commission on Teacher Credentialing’s program completer survey data. (2026).

Preparation Outcomes

As explored above, residency completers were often more likely than program completers from other pathways to rate their preparation highly, but an important question remains: Do those ratings of preparation quality translate to better outcomes for residency-prepared teachers? In this section, we compare the outcomes on teaching performance assessments, teaching placements, and retention by preparation pathway (residency, student teaching, and internship). Because of the data limitations described earlier, these analyses likely *underestimate* the positive differences we see between residents and student teachers. Since we cannot identify all residency-prepared teachers with the available data, some residency-prepared individuals are grouped in the student teaching category.

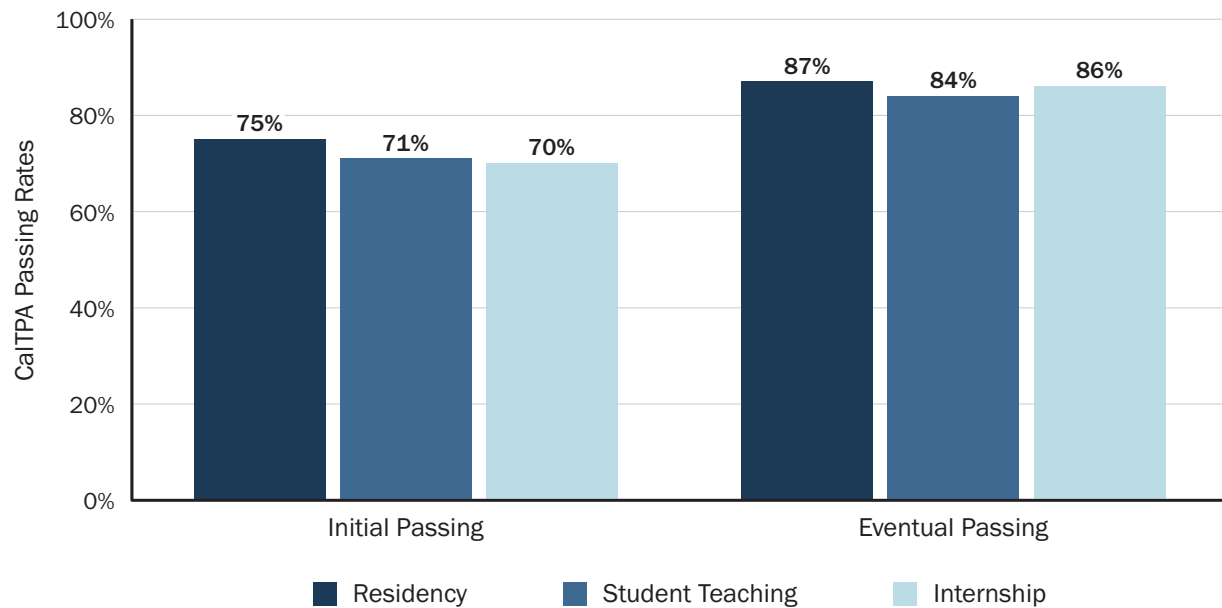
Teaching Performance Assessment

Teaching performance assessments (TPAs) are classroom-based assessments in which candidates' teaching skills are evaluated using common tasks and criteria. TPAs require observation of instruction (usually submitted as videos) along with written reflection and artifacts meant to capture instructional decisions. Since 2008, California has required general education teaching candidates to pass a state-approved TPA to be eligible for a preliminary teaching credential, and the state phased in a TPA requirement for special education candidates starting in 2022. In California, state-approved TPAs must evaluate candidates based on the teaching performance expectations (TPEs), the state standards for beginning teachers. Thus, these assessment results are an important outcome of preparation because they provide evidence of candidates' instructional skills near the end of their preparation programs, and candidates must pass them to complete their certification requirements.

The California Teaching Performance Assessment (CalTPA), the TPA model most commonly used in California, asks candidates to self-report their pathway. We could therefore compare CalTPA performance for residents to teaching candidates from other pathways.³⁵ In this analysis, we assessed whether residents were more likely to pass the CalTPA on their first attempt (initial passing) or across all their attempts (eventual passing). [Figure 7](#) shows the overall passing rates by pathway. Overall, residents had both higher initial passing and higher eventual passing rates than student teachers or interns.

These differences were driven primarily by the initial pass rates for Multiple Subject credential candidates, as shown in [Table 5](#). Seventy-one percent of Multiple Subject residents passed the CalTPA on their first attempt, compared to 65% of student teachers and 62% of interns. The differences were smaller for initial passing for Single Subject credential candidates and eventual passing for both Multiple Subject and Single Subject credential candidates. The pattern differs for Education Specialist credential candidates, with interns slightly more likely to pass on their first attempt and across all attempts.

Figure 7. California Teaching Performance Assessment Passing Rates, by Pathway



Notes: CalTPA = California Teaching Performance Assessment. This analysis combined data across 7 years (2018–19 to 2024–25). A candidate was identified as initially passing if they passed both cycles of the CalTPA on their first attempt (non-scoreable records are not counted as attempts). A candidate was identified as eventually passing if they passed both cycles across all of their attempts. Any candidate who attempted at least one CalTPA cycle and received a score on that attempt was included in this analysis ($N = 44,929$). These differences held in regression models that controlled for assessment year, credential area or subject area, type of preparation institution, race and ethnicity, and gender.

Source: Learning Policy Institute analysis of the California Commission on Teacher Credentialing's California Teaching Performance Assessment data. (2026).

**Table 5. California Teaching Performance Assessment
Passing Rates, by Pathway and Credential Area**

Credential area	Panel A: Initial passing (i.e., passing on first attempt)						Panel B: Eventual passing (i.e., passing across all attempts)					
	Residency		Student teaching		Internship		Residency		Student teaching		Internship	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Multiple Subject	1,115	71%	16,486	65%	6,879	62%	1,115	85%	16,486	81%	6,879	84%
Single Subject	726	79%	12,641	78%	5,082	76%	726	90%	12,641	88%	5,082	88%
Education Specialist	184	80%	575	80%	1,567	82%	184	83%	575	81%	1,567	86%
All credential areas	2,025	75%	29,702	71%	13,528	70%	2,025	87%	29,702	84%	13,528	86%

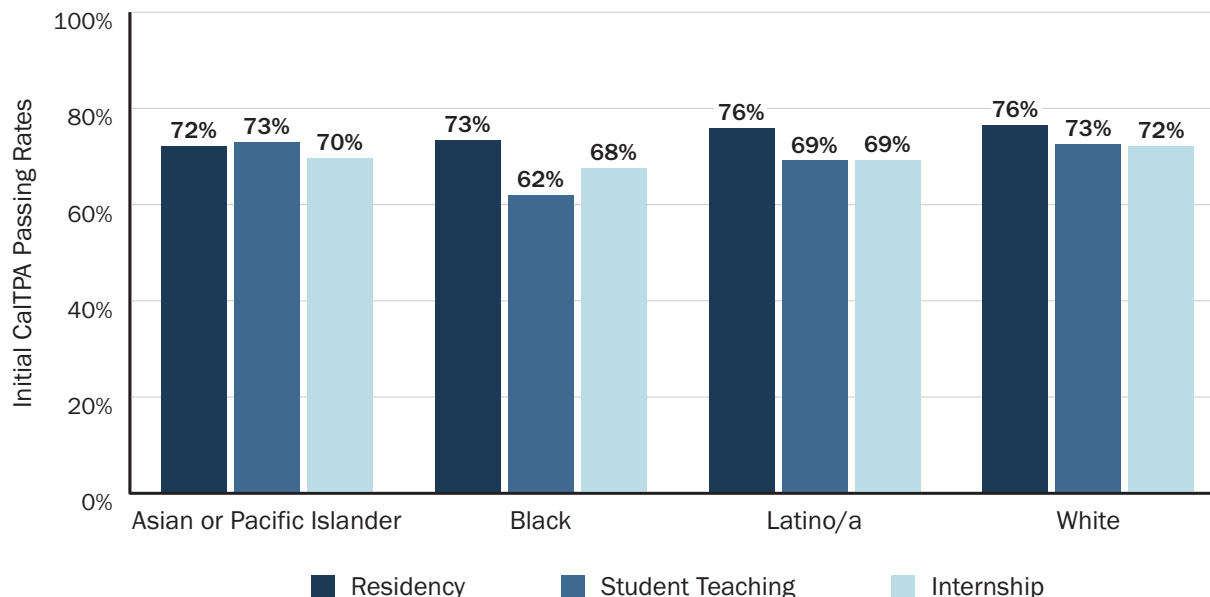
Notes: This analysis combined data across 7 years (2018–19 to 2024–25). A candidate was identified as initially passing if they passed both cycles of the California Teaching Performance Assessment (CalTPA) on their first attempt (non-scoreable records are not counted as attempts). A candidate was identified as eventually passing if they passed both cycles across all of their attempts. Any candidate who attempted at least one CalTPA cycle and received a score on that attempt was included in this analysis ($N = 44,929$).

Source: Learning Policy Institute analysis of data from the California Commission on Teacher Credentialing's California Teaching Performance Assessment data. (2026).

These differences in passing rates could be due to differences in the types of candidates in each pathway and the assessments they took. For example, overall passing rates were much higher for the secondary mathematics CalTPA than for the secondary science CalTPA. If more residents were prepared in mathematics than in science, and thus much more likely to take the mathematics exam, that could partially explain their higher passing rates for Single Subject credentials overall. In analyses controlling for assessment year, credential or subject area, institution type, race and ethnicity, and gender, residents also outperformed candidates from other pathways (see [Table A9](#) in the [Technical Appendix](#)).

Critics of performance assessments have raised concerns about whether Black and Latino/a candidates are less likely to pass, suggesting that the assessment creates racialized barriers to the profession. As shown in [Figure 8](#), Black and Latino/a student teachers and interns had a lower initial passing rate on the CalTPA than their Asian and White peers. In contrast, initial CalTPA passing rates among residents did not differ significantly by race or ethnicity. Among Black, Latino/a, and White candidates, residents achieved higher initial passing rates than student teachers and interns, while differences were not statistically significant for Asian/Pacific Islander candidates across pathways. The patterns illustrated in [Figure 8](#) in terms of passing rates across race and ethnicity and pathway hold in regression models controlling for assessment year, credential and/or subject area, type of preparation institution, and candidate gender.

Figure 8. Initial California Teaching Performance Assessment Passing Rates, by Pathway and Candidate Race and Ethnicity



Notes: CalTPA = California Teaching Performance Assessment. This analysis combined data across 7 years (2018–19 to 2024–25). A candidate was identified as initially passing if they passed both cycles of the CalTPA on their first attempt (non-scoreable records are not counted as attempts). These differences held in regression models that controlled for assessment year, credential area or subject area, type of preparation institution, and candidate gender.

Source: Learning Policy Institute analysis of data from the California Commission on Teacher Credentialing’s California Teaching Performance Assessment data. (2026).

Placement and Retention

A central goal of residency programs is to support candidates’ successful entry into the classroom and retention in the profession. Retention contributes to the success of schools and the students they serve. Schools with higher teacher retention tend to have stronger professional support and relationships among teachers, as well as higher student achievement growth, and these relationships are stronger in schools serving more students of color and economically disadvantaged students.³⁶ In addition, high turnover can have significant financial repercussions for schools and districts, with an estimated cost of replacing a teacher at almost \$25,000 per teacher for large school districts.³⁷

Prior quantitative research from other states has found that teachers who completed residency programs were more likely to stay in the profession longer than teachers who entered the classroom through a different pathway.³⁸ While some California residency programs have demonstrated strong retention outcomes, such as the Kern Urban Teacher Residency (see [High Retention Rates in the Kern Urban Teacher Residency Program](#)), less is known about the retention patterns for residency completers across California as a whole.

Placement

In this section, we examined the placement of California-trained residency and student teaching program completers into public school teaching positions after they received their preliminary teaching credentials. We categorized completers into two groups: (1) those who entered California public schools as teachers and (2) those who did not enter California public schools at all or who entered in non-teaching positions. For those who did enter in teaching positions, we further examined the time between when they received their preliminary credential and when they appeared in their first teaching job. We also describe the characteristics of the schools in which they were employed in their first teaching job.

This analysis excluded interns, as California's intern credential is requested by a hiring district; therefore, by design, interns reflect those who are already placed in schools. Given the timing of the data collection, we focused on those who received their preliminary credentials between 2018–19 and 2023–24, including 2,670 preliminary credential holders identified as residents and the remaining 47,149 preliminary credential holders labeled as student teachers. Importantly, due to the data limitations, we cannot identify all residents, so some residency-prepared new teachers are categorized as student teachers.

High Retention Rates in the Kern Urban Teacher Residency Program

The Kern Urban Teacher Residency (Kern Urban) is a 10-month postbaccalaureate residency program operated through a partnership between California State University, Bakersfield (CSUB) and Bakersfield City School District (BCSD). BCSD is a large district serving students from transitional kindergarten (TK) through grade 8. As of the 2025–26 school year, BCSD employed close to 2,000 credentialed staff. Due to the district's size, it has an ongoing need for new teacher hires. District leaders entered into the residency partnership with the goal of decreasing the district's rate of teacher attrition.

Kern Urban's success in preparing teachers who tend to remain in the district long-term has made it an important part of the district's talent pipeline. The program began operations in 2016, and, as of the 2024–25 school year, 78% of the total 166 Kern Urban residency graduates continued to work in BCSD. High retention rates are, in part, due to the 4-year district service commitment that residents make as a condition of the financial support they receive from the district during their residency year. However, residency graduates tend to stay beyond the end of their service commitment, as evidenced by the 5-year retention rate of 78% for graduates from the program's first two cohorts.

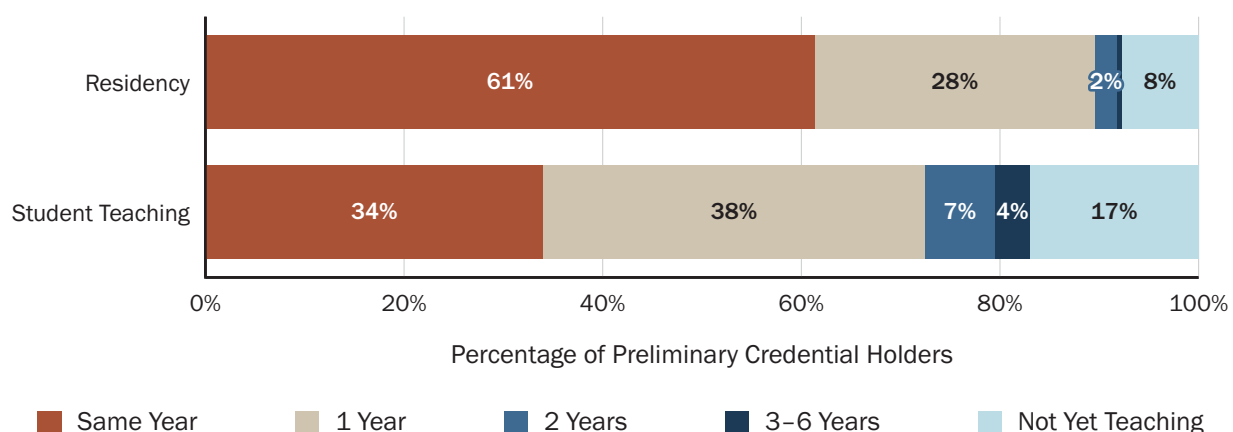
The program achieves high retention by tailoring residents' preparation to the BCSD context. For example, during the interview process Kern Urban establishes the expectation that the program aims to prepare teachers who are interested in serving and being a part of the BCSD community. Residency courses are held at a BCSD school site, and the program aims to familiarize residents with district personnel and resources. The district houses the residency and new teacher induction within the same district department, so that newly hired program graduates engage with familiar personnel who understand and can build on their preparation experiences. The district also invites experienced program graduates to mentor for the residency, which allows them to grow in their teacher leadership experience within the district.

Additionally, Kern Urban has adapted the CSUB coursework and clinical structures to better serve the partnership. For example, the program modified coursework to incorporate BCSD norms and curricular materials and invited BCSD staff to be guest speakers in residency classrooms and coteach coursework. The program also provides Multiple Subject credential residents with clinical coteaching experience in both an elementary *and* a middle school classroom, which prepares them to succeed in positions in either grade band and makes them more flexible candidates for BCSD. Close collaboration between CSUB and BCSD program staff has informed each of these design elements, and leaders work continuously to achieve their ultimate goal: a 90% 5-year retention rate for residency-prepared teachers.

Sources: Bakersfield City School District. (2025). *Bakersfield City School District 2024–2027 Local Control and Accountability Plan* (accessed 11/05/2025); Fitz, J., & Yun, C. (2025). *Meeting urban and rural district needs for educators: California State University, Bakersfield’s teacher residencies*. Learning Policy Institute.

As shown in [Figure 9](#), 89% of residency-prepared credential holders were teaching in California public schools within 1 school year of receiving their preliminary credential, compared to 72% of student teachers. Some credential holders do not enter teaching immediately for a variety of personal reasons. Across all years of the analysis, 92% of residents who earned a preliminary credential appeared as teachers in California public schools, compared to 83% of student teachers. These differences in placement rates between residents and student teachers held in regression models controlling for credential year, credential area, and age of the credential holder (see [Table A12](#) in the [Technical Appendix](#)). These differences likely reflect the intentional design of residencies, which connect preparation with hiring through close partnerships with local education agencies (LEAs).

Figure 9. Time Between Preliminary Credential and Placement in California Public School Teaching Job, by Pathway



Note: This analysis included residents ($n = 3,103$) and student teachers ($n = 46,771$) who received their credentials between 2018–19 and 2023–24. It examined the time between when a preservice completer received their preliminary credential and when they entered a teaching job in California public schools.

Source: Learning Policy Institute analysis of a linked dataset created from credential data provided by the California Commission on Teacher Credentialing and staffing data provided by the California Department of Education. (2026).

Among candidates placed in teaching jobs in California public schools, we also compared the main classroom teaching assignments and school characteristics of their first teaching job. [Table 6](#) shows the main teaching assignments for first-year teachers prepared through residencies and student teaching. As shown, residency-prepared new teachers were slightly more likely to have main teaching assignments in the high-need shortage areas of mathematics, science, and special education, which are focus areas for Teacher Residency Grant Program (TRGP) funding. The assignments shown in [Table 6](#) undercount special education teachers because not all of them have classroom teaching assignments. Residency-prepared new teachers were also more likely to teach self-contained classes, which are primarily elementary teaching roles. These assignments largely aligned with the distribution of residency candidates and completers across credential areas (see [Table A1](#) in the [Technical Appendix](#)), with approximately 50% of residency candidates and completers from Multiple Subject credential programs.

Table 6. Classroom Teaching Assignment of First Teaching Placement, by Pathway

Main teaching assignment	Residency	Student teaching
Career and technical education	<1%	1%
Computer education	<1%	<1%
English language arts	12%	11%
Health education	<1%	<1%
History and social science	7%	7%
Mathematics	9%	8%
Other subject	3%	3%
Performing arts	1%	3%
Physical education	1%	4%
Science	8%	7%
Self-contained class	46%	43%
Visual and media arts	1%	2%
World language	1%	2%
Special education	10%	9%

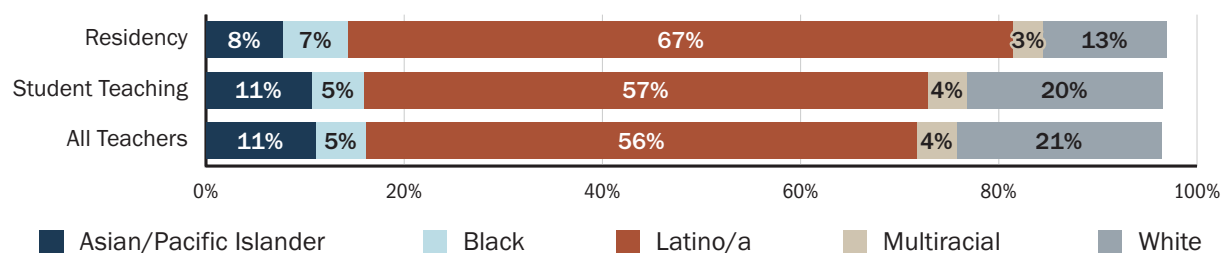
Notes: “Main teaching assignment” captured the modal subject among all courses taught in a new teacher’s first year. Because special education teachers can teach all subject areas, they were identified based on whether they were assigned specific courses for students with special needs, such as resource classes, or more than half of their assigned students were identified as students with disabilities. Because not all special education teachers have course assignments, these percentages underestimate the number of special education teachers. The sample included all new teachers prepared through residencies or student teaching who received their credentials, entered a teaching job between 2018–19 and 2023–24, and were assigned courses in the course-level data captured by the California Department of Education ($n = 2,455$ for residency and $n = 34,173$ for student teaching).

Source: Learning Policy Institute analysis of a linked dataset created from credential data provided by the California Commission on Teacher Credentialing and staffing data provided by the California Department of Education. (2026).

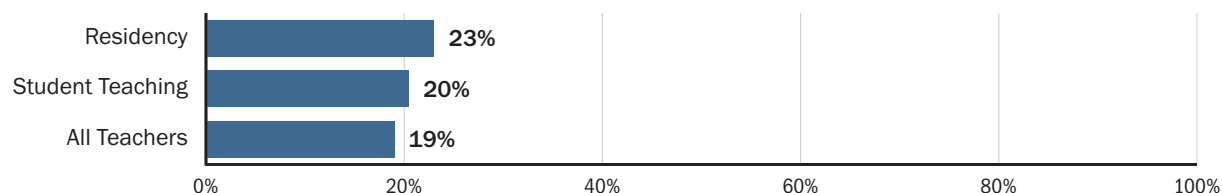
Figure 10 illustrates the average student composition of schools in which new teachers trained through residency and student teaching got their first jobs. As shown, residency-prepared new teachers worked in schools serving higher shares of Black and Latino/a students, as well as higher shares of economically disadvantaged students and English learners, on average, compared to new teachers prepared through student teaching. These average differences were especially stark for the shares of Latino/a students and economically disadvantaged students, with residency-prepared new teachers working in schools where 67% of students were Latino/a and 76% were economically disadvantaged.

Figure 10. Average Student Composition of Teachers' First Placement Schools, by Pathway

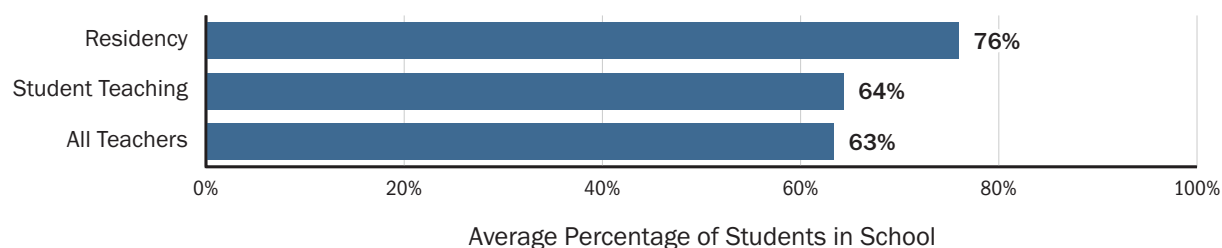
Racial and Ethnic Composition



English Learners



Economically Disadvantaged



Notes: First placement schools were defined as the schools in which new teachers entered a teaching role after receiving their credentials. The sample included all new teachers trained through residencies or student teaching who received their credentials and entered a teaching job between 2018–19 and 2023–24 compared to all teachers during those same years ($n = 2,850$ for residency-prepared new teacher observations, $n = 38,195$ for new teachers prepared in student teaching observations, and $N = 2,118,092$ for all teachers observations). The data on racial and ethnic composition of schools do not add up to 100% because schools serve, on average, small shares of Native American students and those missing information on their race and ethnicity.

Source: Learning Policy Institute analysis of a linked dataset created from credential data provided by the California Commission on Teacher Credentialing and staffing and schools data provided by the California Department of Education. (2026).

Further, residency-prepared new teachers were more likely than new teachers prepared through student teaching to work in urban schools and charter schools, as shown in [Table 7](#). Overall, 61% of the residency-prepared new teachers taught in urban schools for their first teaching job, compared to 48% of those trained through student teaching and 47% of all teachers. Only 7% of residency-prepared teachers taught in rural or town schools, while 9% of California teachers worked in those schools. Finally, 24% of residency-prepared new teachers and 15% of new teachers trained through student teaching worked in charter schools. This overrepresentation of residency-prepared new teachers in charter schools may be driven by the fact that two residency-only institutions (High Tech High Graduate School of Education and the Marshall Teacher Residency in Summit Public Schools)—for which we can perfectly identify all completers—are designed to train and place teachers in charter schools.

**Table 7. School Characteristics of Teachers’
First Placement School, by Pathway**

School characteristics	Schools of all California teachers	Schools of residency-prepared new teachers	Schools of new teachers prepared through student teaching
School level			
Elementary	49%	56%	51%
Middle	16%	14%	16%
High	29%	23%	26%
Combined elementary and secondary	6%	7%	6%
School urbanicity			
City	47%	61%	48%
Suburban	44%	32%	44%
Rural or town	9%	7%	7%
School governance			
Charter school	11%	24%	15%

Notes: Teachers’ first placement schools were defined as the first schools in which residency-prepared new teachers and new teachers trained through student teaching entered in a teaching role after receiving their credentials. The sample included all new teachers trained through residencies or student teaching who received their credentials and entered a teaching job between 2018–19 and 2023–24 compared to all teachers during those same years ($n = 2,850$ for residency-prepared new teacher observations, $n = 38,195$ for new teachers prepared in student teaching observations, and $N = 2,118,092$ for all teachers observations).

Source: Learning Policy Institute analysis of a linked dataset created from credential data provided by the California Commission on Teacher Credentialing and staffing and schools data provided by the California Department of Education. (2026).

Retention

It is also important to understand whether new teachers stay in their school, in their district, and/or in the profession after they enter their first teaching job. We first compared retention rates for new teachers who entered the profession between 2018–19 and 2023–24 based on whether they had completed residency programs, completed student teaching programs, entered on an intern credential while completing preparation, or entered on an emergency-style permit.³⁹ In California, teachers entering on emergency-style permits are not required to be enrolled in preparation and may not have demonstrated their subject matter knowledge. We also included teachers who are new to California public schools after completing teacher preparation out of state and receiving a preliminary credential from the CTC.

Table 8 shows retention rates by year and by preparation pathway into the profession. After their first year of teaching, residency-prepared teachers had higher retention rates in their school and in their district compared to all other pathways. After the first year of teaching, 91% of residency-prepared first-year teachers were retained in the profession, 84% were retained in their district, and 76% were retained in their school. Among those who made it into their second and third years of teaching, respectively, residency-prepared teachers had higher rates of retention in their school than all other pathways, and retention rates in the district were the same as teachers prepared through student teaching.

After their first year of teaching, residency-prepared teachers had higher retention rates in their school and in their district compared to all other pathways.

Both residency-prepared teachers and those trained through student teaching had higher retention rates than those entering through internships and especially those entering on emergency-style permits or with credentials obtained after receiving training from out-of-state teacher preparation institutions. Teachers from all pathways were more likely to stay as they gained experience, as illustrated by the higher annual retention rates for teachers who made it to their second and third years, as shown in Table 8.

Cumulatively, after the first 3 years of teaching, 78% of residency-prepared teachers were retained in the profession—a similar rate to those prepared through student teaching and higher than those entering on intern credentials (73%), entering on emergency permits (63%), and prepared out of state (56%). As shown in Table 8, residency-trained new teachers had higher within-district and within-school retention rates than those trained through other pathways.

We also estimated differences in retention across pathways using Kaplan-Meier survival functions (see Figures A1, A2, and A3 in the Technical Appendix). Unlike the cumulative 3-year descriptive retention rates, which exclude teachers who have not yet reached the 3-year mark, these estimates include those teachers and account for the changing number of teachers at risk over time. Similar to the descriptive rates included in Table 8, these retention rates do not account for differences in teaching position or in school or district environment. As shown in Figure 10 and Table 7, student composition and school characteristics differed substantially across new teachers from different pathways.

We conducted further analyses that controlled for a broad range of teacher characteristics (gender, race and ethnicity, entry year, credential area, subject taught) and district characteristics (school enrollment total, proportion of economically disadvantaged students, proportion of English learners, proportion of special education students, locale, charter indicator, school level, per-pupil spending, and teacher beginning salary).

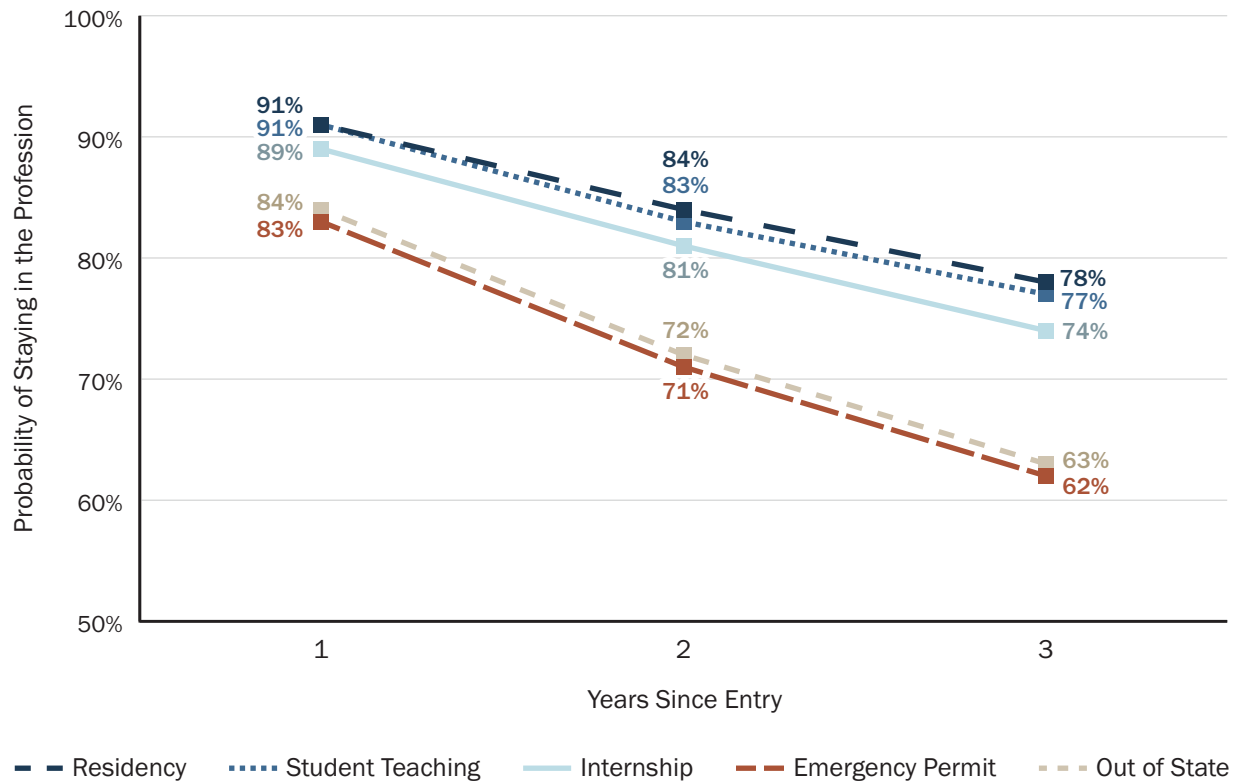
Table 8. Annual and Cumulative Retention Rates for New Teachers, by Pathway

Type of retention rate	All teachers	Residency	Student teaching	Internship	Emergency permit	Out-of-state prepared
Annual retention rate after first year						
Number of teachers	91,683	2,534	40,219	14,090	24,937	9,903
% retained in school	69.7	75.7	71.9	73.0	65.3	65.4
% retained in district	78.5	84.1	84.1	81.2	74.1	73.5
% retained in profession	87.1	91.1	91.3	90.1	80.5	81.6
Annual retention rate after second year						
Number of teachers	66,073	1,625	31,585	10,530	15,694	6,639
% retained in school	74.6	78.2	76.5	74.6	72.5	69.8
% retained in district	81.6	84.2	84.2	81.3	80.0	76.3
% retained in profession	89.9	92.7	92.6	90.1	86.7	83.3
Annual retention rate after third year						
Number of teachers	48,200	1,057	24,307	7,729	10,579	4,528
% retained in school	77.0	80.6	78.8	75.9	74.6	73.5
% retained in district	83.5	86.5	86.5	82.3	81.6	78.9
% retained in profession	90.8	93.3	92.6	90.6	89.3	84.5
Cumulative retention rate after 3 years						
Number of teachers	58,986	1,203	27,883	9,238	14,079	6,583
% retained in school	43.3	48.7	46.8	43.6	39.4	35.2
% retained in district	55.2	61.6	59.8	55.3	50.7	44.2
% retained in profession	71.4	77.9	78.2	73.1	63.3	56.2

Notes: This analysis included new teachers who entered the profession between 2018–19 and 2023–24. New teachers from the most recent cohort (2023–24) were only included in the calculations of first-year retention rates, while teachers from the 2022–23 cohort were only included in the first-year and second-year retention rates. Only teachers entering between 2018–19 and 2021–22 were included in the cumulative 3-year retention rate.

Source: Learning Policy Institute analysis of a linked dataset created from credential data provided by the California Commission on Teacher Credentialing and staffing and schools data provided by the California Department of Education. (2026).

Figure 11. Probability of Staying in the Profession for New Teachers, by Pathway



Note: The graph shows the survival probabilities (i.e., the likelihood of staying in the profession) for teachers by preparation pathway after controlling for teacher and school characteristics. Probabilities are shown for teachers' first, second, and third years of teaching.

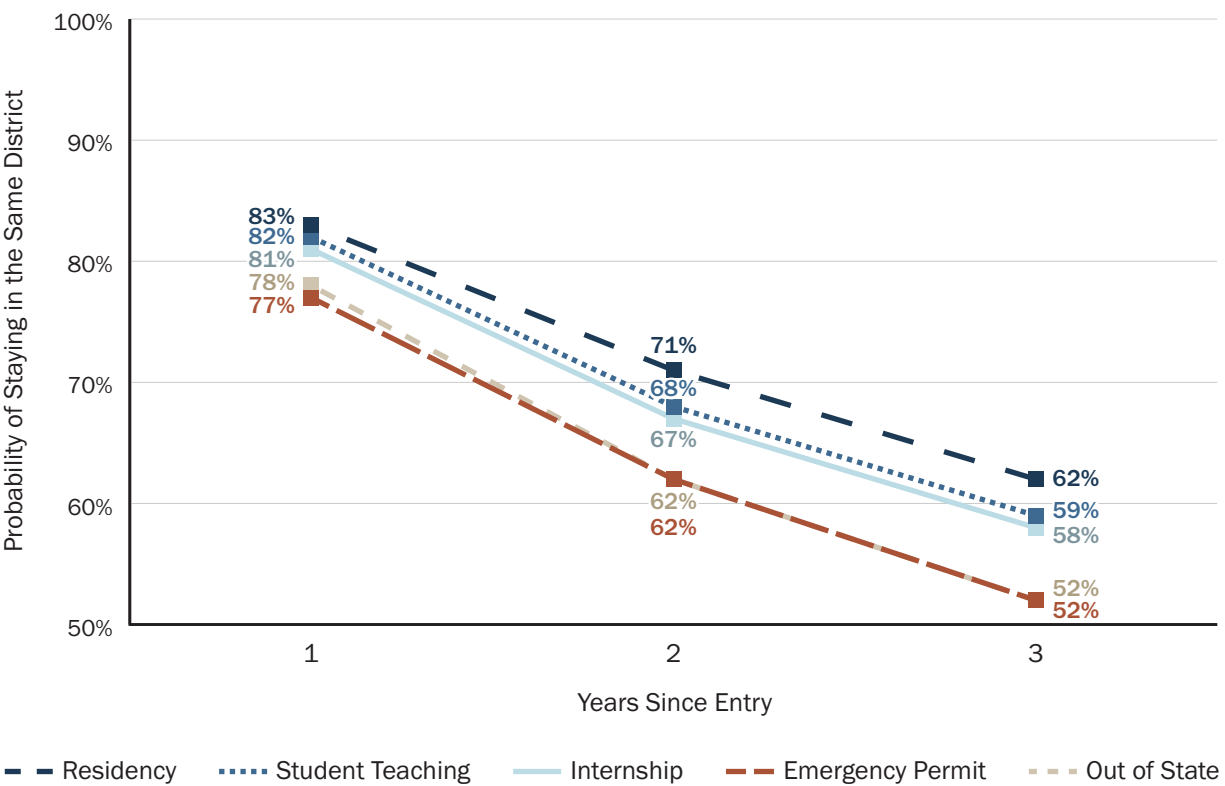
Source: Learning Policy Institute analysis of a linked dataset created from credential data provided by the California Commission on Teacher Credentialing and staffing and schools data provided by the California Department of Education. (2026).

As shown in [Figure 11](#), after accounting for teacher, school, and district characteristics, residency-prepared teachers and teachers prepared through student teaching were more likely than new teachers from other pathways to stay in the profession after the first 3 years. This figure illustrates the estimated probability of staying in the profession after the first, second, and third years of teaching. An estimated 78% of residency-prepared teachers and 77% of teachers prepared through student teaching remained in the profession at the end of their third year, compared to 74% of interns, 63% of those prepared out of state, and 62% of those entering on emergency-style permits. The differences in the likelihood of retention in the profession for residency-trained new teachers were significantly higher than those of new teachers through internship, emergency-style permits, and out-of-state preparation (see [Table A16](#) in the [Technical Appendix](#)).

Residencies are designed as partnerships between specific districts (or groups of districts) and preparation programs to increase the supply of teachers to these specific districts. Thus, it is important to understand the extent to which residency-prepared teachers remain in those districts. Unfortunately,

state data does not capture where teaching candidates completed their residency or student teaching placement, so we cannot directly measure whether new teachers remain in the same district in which they were trained. As a proxy, we examine the extent to which teachers remain in the same district where they got their first teaching job.

Figure 12. Probability of Staying in the District for New Teachers, by Pathway



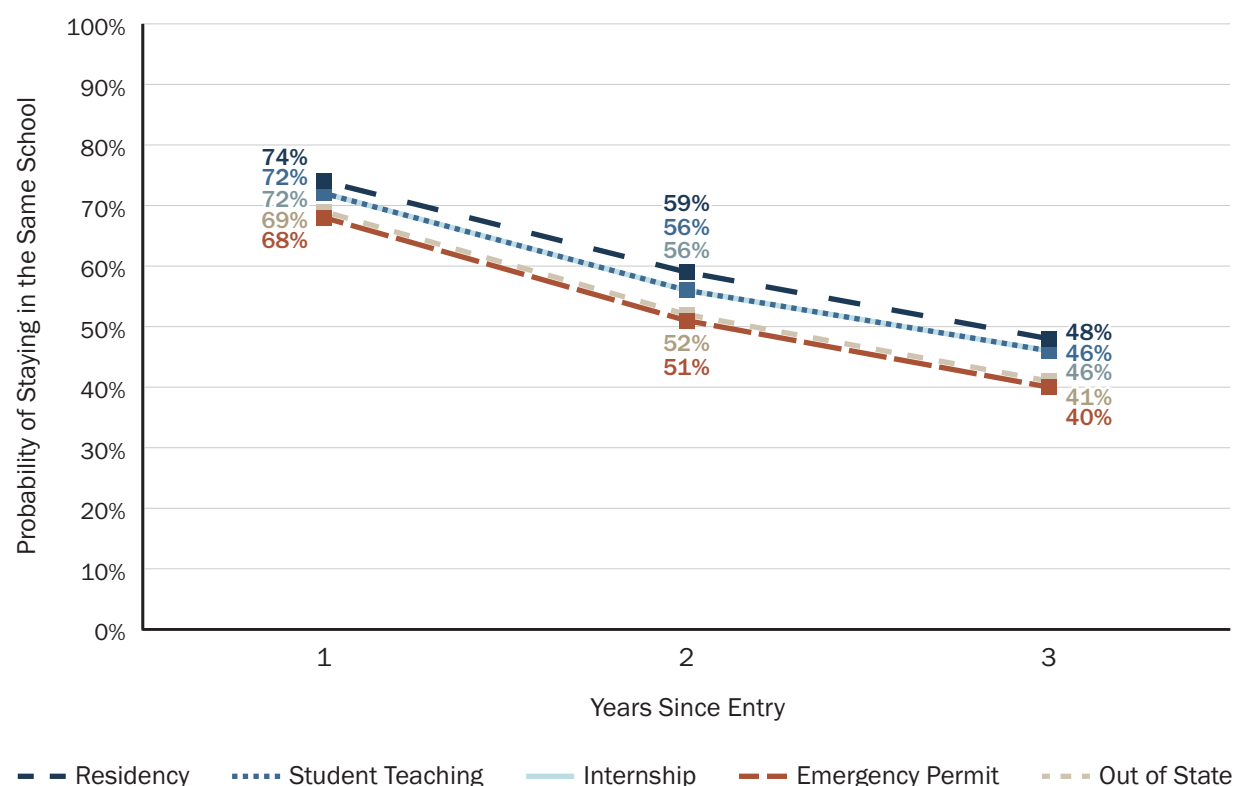
Note: The graph shows the survival probabilities (i.e., the likelihood of staying in the same district) for teachers by preparation pathway after controlling for teacher and school characteristics. Probabilities are shown for teachers' first, second, and third years of teaching.

Source: Learning Policy Institute analysis of a linked dataset created from credential data provided by the California Commission on Teacher Credentialing and staffing and schools data provided by the California Department of Education. (2026).

Figure 12 illustrates the predicted probability, by pathway, that new teachers stay in the same district, while controlling for a broad range of teacher, school, and district characteristics. As shown, residency-prepared teachers had a higher probability of staying in the same district at the end of their first, second, and third years of teaching than teachers prepared through other pathways. At the end of their third year of teaching, an estimated 62% of residency-prepared teachers stayed in their district, compared to 59% of new teachers prepared through student teaching, 58% of those entering through internships, 52% of those entering on emergency-style permits, and 52% of those prepared out of state. All of these differences were statistically significant (see Table A17 in the Technical Appendix).

We also examined the predicted probability of new teachers staying in the same school in which they got their first teaching job, by pathway, while controlling for teacher, school, and district characteristics. As shown in [Figure 13](#), residency-prepared teachers also had a higher probability of staying in the same school at the end of their first, second, and third years of teaching than teachers prepared through other pathways, all else equal. At the end of their third year of teaching, an estimated 48% of residency-prepared teachers stayed in their school, compared to 46% of new teachers prepared through student teaching, 46% of those entering through internships, 41% of those prepared out of state, and 40% of those entering teaching on emergency-style permits. All of these differences were statistically significant (see [Table A18](#) in the [Technical Appendix](#)).

Figure 13. Probability of Staying in the School for New Teachers, by Pathway



Note: The graph shows the survival probabilities (i.e., the likelihood of staying in the same school) for teachers by preparation pathway after controlling for teacher and school characteristics. Probabilities are shown for teachers' first, second, and third years of teaching.

Source: Learning Policy Institute analysis of a linked dataset created from credential data provided by the California Commission on Teacher Credentialing and staffing and schools data provided by the California Department of Education. (2026).

Retention patterns for residency-prepared new teachers and other new teachers also varied by credential area. Differences in retention rates for residency-prepared new teachers and other new teachers were considerably larger for new teachers working under a Multiple Subject credential (primarily elementary teachers teaching across subjects). At the end of their third year of teaching, an estimated 82% of residency-prepared teachers working under a Multiple Subject credential stayed in the profession,

compared to 79% of new teachers prepared through student teaching, 76% of those entering on internships, 64% of those entering teaching on emergency-style permits, and 63% of those prepared out of state. In contrast, retention rates among teachers working under Education Specialist credentials (special education teachers) did not differ significantly across residency-prepared new teachers, new teachers prepared through student teaching, and those entering on internships. The retention results across pathways for new teachers with Single Subject credentials (secondary teachers teaching specific subjects) were very similar to the full sample, as discussed above. See [Table A19](#) for the full results by credential area and [Table A20](#) for the predicted probabilities of retention for new teachers with Multiple Subject credentials.

To test the robustness of the retention findings, we reanalyzed these data using multiple alternative methods to compare retention. The patterns of results were the same in these additional models, and the findings from these alternative methods are discussed in the [Technical Appendix](#).

Summary and Implications

Teacher residencies offer an innovative preparation approach meant to address local staffing needs, closely align coursework with intensive opportunities to practice teaching skills, and reduce financial barriers for teaching candidates. Since 2018, California has invested heavily in this preparation model through the Teacher Residency Grant Program (TRGP). In addition to the more than \$740 million allocated in state funds, federal, local, and philanthropic sources have invested significant additional funding in the residency model. These analyses, capturing 7 years of statewide data from the California Commission on Teacher Credentialing (CTC) and linking it to staffing data from the California Department of Education (CDE), offers a broad picture of residency programs, candidates, and completers.

Key Findings

Across California, the residency pathway has grown substantially in recent years. The number of program-reported residency candidates more than quadrupled between 2018–19 and 2024–25, and approximately 7,500 new residency candidates were reported statewide during this time. Comparing these numbers to data collections for TRGP-funded residents suggests that approximately half of California’s reported residents have been TRGP-funded. As of 2024–25, about 10% of all new teacher candidates were residents. Residencies enrolled a racially and ethnically diverse pool of candidates, with more than 70% of all residency candidates identifying as people of color. Almost half (49%) of all residency candidates were Latino/a, compared to approximately one third of all student teaching and intern candidates.

The number of institutions offering a residency pathway has also grown. These residency programs varied considerably in size, with most programs enrolling a small number of candidates and a handful of programs enrolling much larger numbers. Between 2018–19 and 2024–25, more than 60% of residency candidates statewide were enrolled in just eight institutions, including five institutions in the California State University system and three private institutions of higher education.

The intentional design of residencies—in which candidates work alongside an experienced mentor teacher for the full school year and take aligned preparation coursework—also appears to benefit completers. Residency programs reported higher numbers of clinical hours for their candidates despite having the shortest average expected program length for full-time postbaccalaureate candidates. Residency completers were more likely than those prepared in student teaching programs to report high levels of clinical observation and feedback from teacher preparation program (TPP) staff. Residency completers were especially likely to report opportunities to practice what they have been learning in their teaching placement, and 90% of residency completers agreed or strongly agreed that their clinical experiences allowed them to integrate and apply the major ideas developed through their program coursework. Residency completers were much more likely than interns to report that their mentor teachers engaged in certain important supportive behaviors, such as modeling effective practice and frequently observing their teaching and offering feedback.

When it comes to preparation outcomes, residency completers were more likely to pass the California Teaching Performance Assessment (CalTPA), the state’s most commonly used teaching performance assessment, compared to student teachers and interns. Residency-prepared teachers were also more

likely to be hired and retained in California public schools. Among preservice completers who received their preliminary teaching credential, 89% of residents were employed as a teacher in a California public school within 1 school year of receiving their preliminary credential, compared to 73% of those completing student teaching programs.

Additionally, residency-prepared new teachers were slightly more likely to have main assignments in the high-need shortage areas of mathematics, science, and special education. Residency-prepared new teachers taught in schools serving higher average shares of students of color and economically disadvantaged students, compared to new teachers prepared through student teaching. Residency-prepared new teachers were also more likely than other new teachers to teach in urban schools and charter schools.

Among new teachers, those prepared in residencies were more likely than other new teachers to stay in their school and in their district in their first 3 years of teaching. When accounting for teacher, school, and district characteristics, residency-trained new teachers were an estimated 3 percentage points more likely to remain in their district after the first 3 years than new teachers trained through student teaching, 4 percentage points more likely to remain than those entering through internships, and 10 percentage points more likely to remain than new teachers entering on emergency-style permits or who were trained out of state. Given the data challenges described throughout this report, these findings likely underestimate the differences in outcomes between new teachers trained in residencies versus student teaching programs.

Overall, these findings suggest strong progress in California's residency programs. However, limitations in the state's current systems for collecting data on residents and residency programs have made it difficult to measure that progress. The following section offers suggestions for how state systems could be strengthened to better assess, support, and scale residency programs.

Policy Considerations

The findings in this report show that the following considerations are important for understanding the impact of California's residency investments and how they support effective, high-quality teacher preparation.

Consider Mechanisms to Recognize and Incentivize Residencies

Recognizing and differentiating residency programs from other preparation types at the state level could help sustain programs by clearly communicating residency features and reinforcing that they are valued by the state. One way to do this is to create a process for vetting programs based on a common definition of a teacher residency, as Texas has done.⁴⁰ This type of vetting process can help identify and recognize programs that meet all the criteria for a high-quality residency, which can be acknowledged by a special state designation. The TRGP application process already partially embeds this approach by requiring funded programs to adopt several high-quality residency features, but it could be expanded to include residencies funded through other sources.

Another option is to update the CTC's standards for TPPs to explicitly describe how residencies meet the standards. The program standards already include specific guidance for internship programs, and clarifying expectations for residencies could create a common set of standards across residency programs, regardless of funding source.

California could also consider requiring teacher residents to receive a residency credential, similar to an intern credential, that enables candidates to serve as a resident during their preparation. Both New Mexico⁴¹ and New York⁴² require this type of licensure for residents. This approach enables much better tracking of residents and allows the state to set certain requirements for residents and placement districts.

Yet another approach could be to assign a special designation indicating that the candidate was prepared through a residency pathway. Texas recently implemented the Enhanced Standard Certificate, which residency candidates receive upon completion of a state-approved residency program, and districts can offer a higher starting salary to new teachers who hold this certificate.⁴³ This approach also enables better data collection so residency programs and residency-prepared new teachers can be clearly identified and tracked over time. It may also provide candidates an additional incentive to pursue residency preparation. As Colorado⁴⁴ and Louisiana⁴⁵ have done, California might also consider establishing a residency mentor teacher professional development pathway and recognizing effective mentor teachers with an added endorsement or designation that local education agencies (LEAs) could integrate into their career ladders and salary schedules.

Leverage Resources and Strengthen Technical Assistance to Support the Scaling and Sustainability of Residencies

The positive outcomes described for residents and residency-prepared teachers in this report indicate that districts and the state could consider how to further support scaling and sustaining residencies through financial investments and additional technical assistance. As shown in this analysis, the number of residency candidates has rapidly increased over the past 7 years, but not all schools and districts are benefiting from residency-prepared teachers. The 2026–27 state budget includes an additional \$250 million in one-time funds for the Teacher Residency Grant Program, which could be used to sustain residency programs in districts and regions with successful programs, as well as expand residencies into regions, schools, and credential areas that have not seen many residents.

Most notably, the number of residents in Education Specialist programs has remained relatively low, and residency-prepared new teachers were overrepresented in the state's urban school districts. Rural areas that are currently being served by residency programs, such as in Humboldt County⁴⁶ and Tulare County,⁴⁷ have experienced success by using consortia to pool candidates across smaller districts and county offices of education to manage partnerships across many small, rural districts.

California district leaders can also consider using local funds to invest in residencies by implementing strategic staffing models or reallocating funds from teacher development budgets. As of 2025–26, the revised request for proposals for TRGP funds requires districts to explore these approaches for sustainable program development in their applications and sets the expectation that districts collaborate on strategic staffing with the Statewide Residency Technical Assistance Center (SRTAC) during the grant

funding period.⁴⁸ Given the cancellation of federal Teacher Quality Partnership grants, once an important source of residency funding in California, local and state investment may be critical to sustaining residency programs over the next few years.

Expanding access to technical assistance is a critical component of supporting the state's residency infrastructure. Technical assistance tailored to residency programs can increase their effectiveness in preparing teachers, for example by helping programs institutionalize data collection and analysis cycles and incorporate them into their continuous improvement efforts. Technical assistance providers, including the state-funded SRTAC,

can also help programs scale up to serve larger cohorts of residents or support the creation of residency consortia so that rural and smaller LEAs can access residency-prepared teachers. Other technical assistance providers that have worked with California residency programs include The Residency Lab, which closely partners with SRTAC, as well as Education First, the National Center for Teacher Residencies, Prepared to Teach, the Thompson Policy Institute, and US PREP.

Expanding access to technical assistance is a critical component of supporting the state's residency infrastructure.

For California residency programs that need support, SRTAC serves as the state-funded technical assistance provider. Its five regional hubs offer tailored assistance that helps programs improve recruitment, program design, integration of coursework and clinical experiences, residency and mentor supports, and sustainability. In 2024–25, SRTAC supported teacher residency partnerships across the state by providing grant overview sessions, presentations, and region-specific events and convenings. SRTAC's 2025–26 offerings focused on building a network for rural residencies, structuring mentor support and alignment, preparing educators for inclusive settings, and developing practices and solutions for sustaining residencies.⁴⁹

Building on its current offerings, SRTAC could scale its sustainability-focused community of practice through regional communities of practice facilitated by the five regional hubs. Recognizing the value of SRTAC's support, the 2025–26 TRGP grant application set the expectation that LEA grantees will engage with SRTAC during the grant funding period, with an emphasis on sustainability planning.⁵⁰

Improve the Collection and Use of Data on Residencies to Support Program Improvement

By updating statewide data collection and reporting requirements, the state can better document important information about the effectiveness of residencies and the outcomes of their graduates, as well as pinpoint programs that may need additional support. To enable a more accurate understanding of the number and experiences of residency completers, the CTC could clarify and align residency program definitions statewide and update its data collection processes to more accurately identify residency programs and residents. For example, the CTC could update the definitions and guidance for programs submitting annual data through the Accreditation Data System to clarify who should be reported as residency candidates and completers. The residency features required for the TRGP offer a potential framework for a statewide definition of residencies. More broadly, better integration of TRGP data with other CTC data systems would also greatly improve the ability to identify and track state-funded residents.

The CTC can also extend residency definitions into other data collection systems, including the CalTPA registration questions and program completer surveys, so that teaching candidates can more accurately self-report their pathway. To reduce the need for self-reporting, the CTC could also consider a candidate-level data system that tracks candidates upon entry into a TPP and categorizes them by pathway throughout their preparation experience. Such a system would allow CTC staff to track program completion rates and to provide additional support to programs with lower completion rates.

Further, updated data systems could better integrate candidate-level tracking with staffing data from the CDE. This integration would allow for more comprehensive understanding of how effectively residencies, and all other preparation programs, are preparing new teachers. These linked data could be used to create measures of program effectiveness, such as completion and placement rates, and to identify programs that need additional support. They could also be provided to programs to inform their own continuous improvement.

California is poised to implement system changes through the California State Educator Workforce Collaborative, a partnership of state-level agencies and institutions including the CTC, CDE, State Board of Education, Student Aid Commission, Department of Finance, Governor's Office, California State University system, University of California system, California Community Colleges Chancellor's Office, and Association of Independent California Colleges and Universities. The Collaborative provides a structure to support aligned and coordinated changes across agencies and institutions of higher education.

These policy considerations may require increased state-level staff, capacity, and resources specific to data collection, reporting, and use in order to maintain, continuously improve, and recognize high-quality residency programs. Given the growing momentum and positive outcomes of residency programs represented by the findings in this report, continued investment in recognizing, supporting, and scaling residencies is crucial to ensure residencies do not become a passing fad.

Technical Appendix

These analyses used multiple statewide administrative data sources on teacher preparation, teaching candidates, and teachers provided by the California Commission on Teacher Credentialing (CTC) and the California Department of Education (CDE). In this appendix, we detail the data and methods used. We first discuss CTC data on teacher preparation programs (TPPs), program candidates and completers, and credential holders. We then describe CDE data on staffing assignments, teacher demographics, and school characteristics. Both the CTC and CDE provided unique identifiers that allow us to link teacher-level data across sources.

Data on Preparation and Credentialing

The CTC gathers information on teaching candidates and approved TPPs, and these data can typically be linked with the credential database that captures all credentials, waivers, and permits issued by the CTC. In most data sources, preservice preparation (residency and student teaching programs) is differentiated from in-service preparation (internships), but residents cannot be distinguished from student teachers. We used the three statewide data sources that capture data separately for residency programs, residency candidates, and residency completers: (1) the Accreditation Data System, (2) Program Completer surveys, (3) credential data, and (4) California Teaching Performance Assessment (CalTPA) assessment data. This section includes further details about how we analyzed and cleaned each data source.

Accreditation Data System

California's TPPs must be approved by the CTC, and the accreditation system requires data submissions each year to the Accreditation Data System (ADS).⁵¹ Institutions must submit information on all of their approved TPPs, and these programmatic data must be submitted by level (undergraduate or postbaccalaureate), credential area (Multiple Subject, Single Subject, or Education Specialist), modality (in person, online, or hybrid), and pathway. Within each of these categories, programs must report the number of new and continuing candidates, as well as details on the candidates and programs.

Since the first year of data collection (2018–19), ADS has offered five pathway options for categorizing students, including three types of student teaching, intern, and private school pathways.⁵² The CTC provides guiding definitions to categorize student teachers into three main pathways:⁵³

1. Traditional student teaching: Clinical experience in which a master teacher models and guides the student teacher in day-to-day classroom management, planning, instruction, and assessment. The master teacher gradually releases responsibility for the classroom to the teacher candidate. Student teaching concludes with a final culminating activity, such as a solo-teaching classroom experience.
2. Coteaching: Clinical experience with two teachers (the candidate and a master teacher) working together with groups of students and sharing the responsibilities of planning, organization, delivery and assessment of instruction, and physical space throughout the clinical experience.

3. **Residency:** Clinical experience developed between a school district and an institution of higher education. A residency means the candidate is in the classroom with a mentor teacher at least 50% of the time across a minimum of 1 full school year. Residency programs usually offer candidates financial support, including, but not limited to, a living stipend, health benefits, and tuition remission. They often result in an employment offer in the district in which the residency was completed.

The residency definition used in the ADS closely aligns with the definition in the authorizing legislation for the California Teacher Residency Grant Program (TRGP). However, as of 2024–25, nine institutions that received federal Teacher Quality Partnership (TQP) funding or partnered with local education agencies (LEAs) receiving state TRGP funding did not report any residents in their annual ADS submissions. This suggests that some programs may be unaware of the pathway definitions or may interpret the residency pathway definition differently, resulting in *underreporting* of residency candidates in the accreditation data.

For the purposes of this analysis, we collapsed the five ADS categories into three pathways: (1) student teaching (including traditional student teaching and coteaching), (2) residency, and (3) intern. We excluded the private school programmatic data from this analysis. In California, teachers working in private schools can waive the student teaching requirements if they meet certain requirements.⁵⁴ Across the 7 years of data, private school pathways enrolled between 48 and 153 candidates per year (less than 1% of all reported new teaching candidates).

We collapsed these accreditation data to the institution-credential-pathway-year level. For example, we identified all student teaching candidates in California State University, Fullerton’s Multiple Subject credential program in 2019–20 as part of a single program. For most analyses, we placed candidates across levels (undergraduate and postbaccalaureate) and across modalities (in person, online, hybrid) in a single program. For certain analyses, we examined data separately by level to explore patterns for undergraduate and postbaccalaureate students. For modality, we captured whether programs offered only in-person instruction, only online instruction, or had both types of instruction (i.e., hybrid). We included 7 years of data, capturing the 2018–19 to 2024–25 school years ($N = 2,954$ program-level observations).

Candidates

The CTC asks institutions to report the number of new and continuing candidates for each program they identify. We calculated the total number of candidates by combining the new and continuing candidates. [Table A1](#) illustrates the number of residency candidates reported statewide by academic year and by credential area. Within a given year, candidates should be counted as either new or continuing. When combining data across multiple years, candidates can appear in these data more than once if they were enrolled for more than 1 academic year.

Table A1. Program-Reported California Residency Candidates, by Credential Area

Credential area	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25
All credential areas							
New residency candidates	421	604	903	1,057	1,117	1,343	2,026
Continuing residency candidates	73	75	140	383	222	454	419
Total residency candidates	494	679	1,043	1,440	1,339	1,797	2,445
Multiple Subject							
New residency candidates	210	284	456	473	559	706	995
Continuing residency candidates	39	57	94	325	153	321	250
Total residency candidates	249	341	550	798	712	1,027	1,245
Single Subject							
New residency candidates	167	226	312	344	407	404	570
Continuing residency candidates	30	<10	25	11	43	71	97
Total residency candidates	197	235	337	355	450	475	667
Education Specialist							
New residency candidates	44	94	135	240	151	233	461
Continuing residency candidates	<10	<10	21	47	26	62	72
Total residency candidates	48	103	156	287	177	295	533

Note: This analysis includes accreditation data reported by teacher preparation programs. Some programs with known residencies do not report residents separately from student teachers in the accreditation data. As a result, this is an undercount of residency candidates statewide.

Source: Learning Policy Institute analysis of data from the California Commission on Teacher Credentialing's Accreditation Data System. (2026).

In addition to these overall totals, institutions must report the racial and ethnic identity and gender identity of their candidates. Institutions reported using the demographic categories displayed in [Table A2](#), and we have slightly updated these categories to align with other data sources. [Table A3](#) presents the race and ethnicity and gender identity of new candidates by pathway and year.

Table A2. Demographic Categories in the Accreditation Data System

Race and ethnicity categories	Gender identity categories
• American Indian or Alaskan Native • Asian (Chinese, Japanese, Korean, Vietnamese, Asian Indian, Laotian, Cambodian, Filipino, Hmong) • Black or African American • Hispanic/Latinx (of any race) • Native Hawaiian or Pacific Islander (Guamanian, Samoan, Tahitian) • White • Two or more races • Decline to state race/ethnicity	• Female • Male • Nonbinary • Decline to state gender

Source: California Commission on Teacher Credentialing's Accreditation Data System. (2026).

Table A3. Program-Reported New Candidate Demographics, by Pathway and Year

Panel A: Racial and ethnic identity	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25
All candidates							
Asian or Pacific Islander	8%	9%	9%	9%	9%	8%	9%
Black or African American	4%	4%	4%	4%	4%	5%	5%
Latino/a of any race	31%	33%	35%	39%	40%	41%	39%
Multiracial	4%	4%	5%	5%	5%	4%	4%
Native American	1%	1%	1%	1%	1%	1%	1%
White	43%	41%	36%	33%	33%	33%	32%
Not reported	7%	8%	10%	9%	8%	8%	9%
Residency candidates							
Asian or Pacific Islander	10%	9%	10%	9%	11%	8%	10%
Black or African American	3%	6%	6%	7%	6%	7%	6%
Latino/a of any race	30%	42%	48%	52%	52%	51%	49%
Multiracial	5%	7%	5%	6%	6%	6%	5%
Native American	2%	2%	<1%	1%	<1%	<1%	<1%
White	26%	28%	26%	22%	22%	23%	24%
Not reported	25%	5%	6%	3%	2%	4%	6%
Student teaching candidates							
Asian or Pacific Islander	8%	8%	9%	9%	9%	8%	9%
Black or African American	4%	3%	3%	4%	4%	5%	5%
Latino/a of any race	33%	33%	36%	39%	41%	42%	39%
Multiracial	4%	4%	4%	5%	5%	4%	4%

Panel A: Racial and ethnic identity	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25
Native American	1%	1%	1%	1%	1%	1%	1%
White	43%	42%	35%	34%	33%	33%	33%
Not reported	7%	8%	11%	9%	9%	7%	9%
Internship candidates							
Asian or Pacific Islander	8%	9%	7%	10%	9%	9%	9%
Black or African American	6%	6%	6%	6%	6%	6%	7%
Latino/a of any race	27%	30%	29%	34%	32%	35%	34%
Multiracial	4%	5%	6%	5%	3%	5%	5%
Native American	1%	1%	1%	1%	2%	1%	1%
White	45%	41%	41%	34%	40%	34%	34%
Not reported	9%	8%	10%	12%	9%	10%	10%

Panel B: Gender identity	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25
All candidates							
Female	71%	70%	72%	73%	71%	72%	69%
Male	27%	28%	25%	26%	26%	26%	27%
Nonbinary	<1%	<1%	<1%	<1%	1%	1%	1%
Not reported	2%	1%	2%	1%	2%	2%	4%
Residency candidates							
Female	70%	76%	77%	76%	75%	74%	73%
Male	30%	22%	23%	21%	22%	23%	23%
Nonbinary	<1%	1%	<1%	<1%	3%	2%	2%
Not reported	<1%	1%	<1%	2%	1%	1%	2%
Student teaching candidates							
Female	72%	70%	73%	74%	72%	72%	68%
Male	27%	28%	25%	25%	26%	25%	27%
Nonbinary	<1%	<1%	<1%	<1%	1%	<1%	1%
Not reported	2%	1%	3%	1%	2%	2%	4%
Internship candidates							
Female	67%	69%	70%	70%	69%	68%	68%
Male	31%	29%	28%	28%	29%	27%	28%
Nonbinary	<1%	<1%	<1%	1%	<1%	<1%	1%
Not reported	2%	2%	2%	1%	2%	4%	4%

Note: This analysis includes accreditation data reported by teacher preparation programs.

Source: Learning Policy Institute analysis of data from the California Commission on Teacher Credentialing's Accreditation Data System. (2026).

Program Characteristics

In addition to reporting the enrollment patterns from these data, we also created a few different variables to describe program characteristics. First, we created metrics meant to capture program size by combining new candidates and continuing candidates in a given program to capture total enrollment. Next, we explored the program level and the extent to which programs were enrolling undergraduate versus postbaccalaureate students. As described in the main text, only a very small number of residency candidates were identified as undergraduates (less than 3% of all candidates), and only one institution consistently reported undergraduate residency candidates.

We also created variables capturing program length and clinical hours. Specifically, institutions had to report on the expected length of the program in months for full-time and part-time candidates, as well as the total number of hours of clinical practice required in the program. The CTC requires 600 hours of clinical practice for all teaching candidates, regardless of pathway, although the nature of these hours varies across pathways.⁵⁵ Notably, a subset of programs (8%) reported total numbers below the statewide requirement of 600 hours, and about 3% of programs reported under 100 hours. About two thirds of these programs reporting less than 100 hours were intern programs, indicating that they may have been misinterpreting the question. Given concerns about data quality, we dropped programs reporting less than 100 hours from any analyses of clinical hours. [Table A4](#) presents these program characteristics over time for all residency programs reported in the accreditation data.

Table A4. Residency Program Characteristics Over Time

Program characteristics	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25
Average program size	21.5	14.8	20.9	21.2	21.3	26.8	23.7
Median program size	16	11	10	14	11	15	14
Average expected program length (in months) for full-time postbaccalaureate candidates	12.7	13.2	13.6	13.3	13.1	14.0	13.0
Average clinical hours	847.0	778.6	763.0	741.7	738.6	784.8	752.4

Notes: This analysis includes accreditation data reported by teacher preparation programs. Some programs with known residencies do not report residents separately from student teachers in the accreditation data. As a result, not all residency programs are included in the table above. Program size represents the total number of candidates reported in a given year.

Source: Learning Policy Institute analysis of data from the California Commission on Teacher Credentialing’s Accreditation Data System. (2026).

Program Completer Surveys

Since 2016–17, the CTC has administered a program completer survey for all teaching candidates. This survey operates somewhat differently for completers from the California State University (CSU) campuses compared to all other completers. CSU administers its own completer survey (including the CTC’s questions) to its students as they complete their preliminary teaching programs. CSU then submits the survey responses to the CTC. All other completers are prompted to complete the survey as they submit the

online application for their preliminary credential. [Table A5](#) includes the estimated response rates for each year of the survey. There were 43,474 survey respondents over this 4-year period, representing an 80% estimated response rate.

Table A5. Estimated Program Completer Survey Response Rates

Variable	2020–21	2021–22	2022–23	2023–24	Total
Number of California-prepared new preliminary credentials issued	16,559	12,638	11,164	13,759	54,120
Number of respondents in the program completer file	13,480	10,219	9,289	10,486	43,474
Estimated response rate	81%	81%	83%	76%	80%

Note: The number of California-prepared new preliminary credentials is drawn from the [CTC’s California Educator Supply dashboard](#).

Source: Learning Policy Institute analysis of data from the California Commission on Teacher Credentialing’s Program Completer Survey and Educator Supply Dashboard. (2026).

Pathway Information

This analysis focused on 4 years of the program completer survey data, from 2020–21 to 2023–24, because the CTC introduced the option for completers to self-identify as participating in a teacher residency program in 2020–21. Specifically, survey respondents were asked, “Which of the following best describes the kind of clinical experience you had during your preparation?” Starting in 2020–21, program completers could select one or more of the following options:

- Student teaching with a cooperating teacher
- Resident for a full year of coteaching with a residency mentor teacher while taking aligned coursework
- Teaching fellow or intern in a program where I served as teacher of record while taking courses for my credential⁵⁶
- Teaching on an emergency credential [PIP/STP] while taking courses for my credential

We used these responses to categorize 42,805 survey respondents into pathways. Of all respondents, 93% selected just one category. Among those who selected more than one category, we used three decision rules to categorize them:

1. If a candidate selected both resident and another pathway, we categorized them as a resident.
2. If a candidate selected student teacher and another pathway (but not resident), we categorized them as a student teacher.
3. If a candidate selected intern and working on an emergency credential, we categorized them as an intern.

To be eligible for a preliminary credential in California, candidates must complete either a preservice preparation program (as a student teacher or resident) or an intern program. However, a small number of completers ($n = 1,589$, 4% of all respondents) identified only working on an emergency credential. We excluded these candidates from analyses using the program completer data.

The residency definition in the survey emphasizes the yearlong clinical placement rather than other features of a residency. Because of concerns that those in yearlong student teaching placements may self-identify as residents, we employed an added layer of data checks to confirm completers' self-reported pathway. For interns, we checked whether their institution offered an intern program in their credential area (92% of all responding interns completed programs with approved intern programs). For residents, we checked whether their institution had either (1) received a TRGP or TQP grant in that credential area or (2) reported having residents in the accreditation data. Of all responding residents, 85% completed programs that met at least one of these criteria. We excluded the remaining 845 responding residents from any analyses that examined results by pathway.

Completer Experiences

The program completer survey asks respondents a set of questions about their preparation experiences, including questions about their overall perceptions of their program's effectiveness, their preparedness, their exposure to certain content areas, and their clinical experiences and support. The full set of CTC survey questions can be found on its program completion survey dashboards.⁵⁷ In this section, we briefly describe the questions used in this analysis.⁵⁸

For all survey questions, we compared responses across pathways and over time. We also explored patterns at the program level (i.e., institution-credential-pathway-year) to see how much variation existed across programs. For most questions, response patterns did not change significantly over time, so we combined 4 years of data for this analysis.

The preparedness questions ask program completers to rate how well prepared they feel to meet the teaching performance expectations (TPEs), California's teaching standards for beginning teachers, on a scale from 1 (not at all) to 5 (very well). Table A6 shows the percentage of respondents by pathway who reported being well or very well prepared for each TPE.

Table A6. Preparedness for Teaching Performance Expectations, by Pathway

How well did your teacher preparation program prepare you to do each of the following as a teacher?	Percentage selecting "well" or "very well"							
	All completers		Residency		Student teaching		Internship	
	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
TPE 1: Engaging and Supporting All Students in Learning								
Use knowledge of students' strengths and prior experiences to engage them in learning	41,961	87%	4,677	90%	24,690	88%	11,031	83%
Connect classroom learning to the real world	41,922	84%	4,671	87%	24,666	86%	11,028	81%
Engage students in inquiry, problem-solving, and reflection to promote their critical thinking	41,838	84%	4,654	86%	24,624	85%	11,001	81%

How well did your teacher preparation program prepare you to do each of the following as a teacher?	Percentage selecting “well” or “very well”							
	All completers		Residency		Student teaching		Internship	
	N	%	n	%	n	%	n	%
Meet instructional needs of English learners	41,885	79%	4,659	79%	24,645	79%	11,022	77%
Identify and address special learning needs with appropriate teaching strategies	41,907	79%	4,667	80%	24,652	78%	11,027	80%
TPE 2: Creating and Maintaining Effective Environments for Student Learning								
Engage students in cooperative group work as well as independent learning	41,896	85%	4,656	87%	24,663	86%	11,023	82%
Establish and maintain a safe and respectful learning environment for all students	41,937	89%	4,663	91%	24,689	91%	11,024	86%
Create a productive learning environment with high expectations for all students	41,939	87%	4,662	89%	24,701	88%	11,020	84%
TPE 3: Understanding and Organizing Subject Matter for Student Learning								
Develop curriculum to teach content standards effectively	41,884	81%	4,633	84%	24,674	83%	11,021	76%
Use effective instructional strategies to teach specific subject matter and skills	41,943	84%	4,643	87%	24,701	86%	11,032	80%
Select, adapt, and develop materials/resources/tech to make subject matter accessible to all	41,886	82%	4,642	85%	24,667	84%	11,016	79%
TPE 4: Planning Instruction and Designing Learning Experiences for All Students								
Plan instruction based on students' prior knowledge/language/culture/development	41,929	85%	4,642	88%	24,698	87%	11,033	81%
Plan/adapt instruction with appropriate strategies/resources/tech to meet the learning needs of all	41,989	85%	4,647	87%	24,729	86%	11,045	82%
TPE 5: Assessing Student Learning								
Develop/use assessment data to establish learning goals and to plan/modify instruction	41,917	80%	4,643	83%	24,689	80%	11,022	78%
Involve all students in self-assessment, goal setting, and monitoring progress	41,851	79%	4,642	80%	24,639	80%	11,014	77%
Give productive feedback to students to guide their learning	41,915	83%	4,644	85%	24,691	84%	11,020	80%
TPE 6: Developing as a Professional Educator								
Evaluate the effects of your actions on student learning and modify plans accordingly	41,799	83%	4,622	84%	24,615	84%	11,012	80%
Work with families to better understand students and to support their learning	41,767	71%	4,621	73%	24,571	70%	11,016	74%
Work with colleagues to improve instruction	41,842	80%	4,621	82%	24,637	80%	11,025	79%

Note: TPE = teaching performance expectation.

Source: Learning Policy Institute analysis of data from the California Commission on Teacher Credentialing's Accreditation Data System. (2026).

Additional questions ask Multiple Subject and Education Specialist program completers to rate their opportunities to learn how to teach aspects of literacy and mathematics on a scale from 1 (none) to 5 (extensive opportunity). [Table A7](#) presents the percentage of program completers by pathway who responded to each survey item as either “explored in some depth” or “extensive opportunity.”

Table A7. Training for Literacy and Mathematics Teaching, by Pathway

In your teacher preparation program, how much opportunity did you have to do each of the following?	Percentage selecting “explored in some depth” or “extensive opportunity”							
	All completers		Residency		Student teaching		Internship	
	N	%	n	%	n	%	n	%
English language arts								
Learn ways to teach decoding skills	17,157	65%	1,953	69%	9,679	65%	4,689	63%
Learn ways to build student interest and motivation to read	20,005	76%	2,214	78%	11,522	78%	5,326	71%
Learn how to help students make predictions to improve comprehension	19,100	72%	2,190	77%	11,100	75%	4,918	66%
Learn how to support older students in learning to read	15,771	60%	1,798	64%	8,855	61%	4,332	58%
Learn ways to teach reading and writing to students at different stages or reading abilities	19,419	74%	2,158	76%	11,223	76%	5,122	68%
Learn how to activate students’ prior knowledge	21,890	83%	2,416	85%	12,671	85%	5,800	77%
Listen to an individual child read aloud for the purpose of assessing his/her reading achievement	19,980	76%	2,248	79%	11,593	78%	5,217	70%
Plan and teach a guided reading lesson	20,423	77%	2,231	79%	11,881	80%	5,360	72%
Learn to teach students to organize their ideas prior to writing	19,171	73%	2,161	76%	11,227	76%	4,908	66%
Use student reading assessment results to address student needs and improve your teaching	20,167	77%	2,244	79%	11,544	78%	5,444	73%
Practice what you learned about teaching reading in your field experiences	20,655	78%	2,296	81%	11,863	80%	5,546	74%
Study state standards for reading/ language arts	20,770	79%	2,292	81%	11,987	81%	5,528	74%
Study, critique or adapt reading curriculum materials	19,008	72%	2,161	76%	10,869	74%	5,077	68%

In your teacher preparation program, how much opportunity did you have to do each of the following?	Percentage selecting “explored in some depth” or “extensive opportunity”							
	All completers		Residency		Student teaching		Internship	
	N	%	n	%	n	%	n	%
Mathematics								
Learn typical difficulties students have with place value	15,943	61%	1,903	68%	9,374	64%	3,956	53%
Learn typical difficulties students have with fractions	14,918	58%	1,733	63%	8,779	61%	3,710	50%
Use representations (e.g., geometric representation, graphs, number lines) to show explicitly why a procedure works	16,888	65%	1,982	71%	10,098	69%	4,060	55%
Prove that a solution is valid or that a method works for all similar cases	16,531	63%	1,930	69%	9,847	67%	4,010	54%
Study, critique, or adapt math curriculum materials	18,015	69%	2,110	75%	10,565	72%	4,543	61%
Learn how to facilitate math learning for students in small groups	18,663	71%	2,144	76%	10,914	74%	4,771	64%
Adapt math lessons for students with diverse needs and learning styles	19,399	74%	2,226	79%	11,265	76%	5,040	68%
Practice what you learned about teaching math in your field experience	19,988	76%	2,259	80%	11,760	80%	5,088	68%
Study national or state standards for mathematics	19,058	73%	2,131	76%	11,160	76%	4,908	66%
Review local district mathematics curriculum	16,636	64%	1,966	70%	9,599	65%	4,313	58%

Source: Learning Policy Institute analysis of data from the California Commission on Teacher Credentialing's Accreditation Data System. (2026).

Credential Data

As the state agency that issues all teaching credentials and permits, the CTC maintains a database of all documents associated with every educator in the state who has received a teaching credential. Preparation institutions must apply for their candidates' preliminary credentials so they can certify that residents have completed all program requirements. As a result, all preliminary credentials for California-prepared teaching candidates include the name of the preparation institution.

For this analysis, we used these credential data in multiple ways. First, we identified residents who attended a “residency-only” institution (i.e., an institution that offers only residency programs, so all program completers are, by definition, residency-prepared). There are three residency-only institutions: (1) Alder Graduate School of Education, (2) High Tech High Graduate School of Education, and (3) Marshall Teacher Residency, managed by Summit Public Schools.

We also used these credential data to identify when preservice candidates (both residents and student teachers) received their preliminary credential and their credential area. For the placement analysis, we limited the sample to California-prepared teaching candidates who received a preliminary credential between June 1, 2018, and May 31, 2024.

Finally, we used credential data to identify new teachers' pathway into the profession. Each observation in the CTC's credential database includes a unique identifier along with information on the specific document type, the term, specific teaching subjects associated with each document, preparation institution or LEA associated with the document, state in which a candidate was prepared, and document issue date. We used this information to identify each person's first teaching credential document and sorted those documents into four categories:

1. Preliminary credential (in state): The first document is a first-time preliminary teaching credential in Multiple Subject, Single Subject, or Education Specialist associated with a California-based preparation institution. This includes candidates prepared through residency and student teaching programs.
2. Internship credential: The first document is either a district intern credential (issued for candidates hired to teach in a California public school and enrolled in an intern program based in an LEA) or a teaching credential with an intern term (issued for Multiple Subject, Single Subject, and Education Specialist candidates hired to teach in a California public school and enrolled in a university-based intern program).
3. Emergency-style permit: The first document is one of the emergency-style permits or waivers issued in California to teachers who have been hired to teach in a California public school but have not yet fulfilled the requirements for the preliminary or intern credentials. This category includes those entering on short-term staff permits, provisional intern permits, teaching permits for statutory leave, and variable term waivers. While the specific requirements for these documents vary, they can only be issued when the LEA cannot find a teacher with appropriate credentials. These permits and waivers are typically only issued for up to 1 year. Those teaching on permits and waivers may or may not be enrolled in preparation, but they must transition to an approved TPP if they want to remain in the profession.
4. Preliminary credential (out of state): The first document is a preliminary teaching credential but without a California-based TPP and tagged with out-of-state preparation. This category includes teachers who completed their preparation in another state, as well as international teachers who have been hired in California schools. Importantly, California requires that all teachers trained out of state enter on preliminary credentials, and this category includes teachers who are new to California but not new to teaching.

Importantly, teachers can hold multiple active documents at the same time. We categorized teachers based on the *first* document issued to them. In the years included in the preparation outcomes analysis (2018–19 to 2024–25), 28% of teachers holding an emergency-style permit also held another teaching credential in the same year (either an intern, preliminary, or clear credential), and 60% of those holding an intern credential held another teaching credential in the same year.

California Teaching Performance Assessment Data

All California teaching candidates are required to pass a state-approved teaching performance assessment (TPA) to be eligible for their preliminary teacher credential. Since 2018–19, the CTC has received all TPA data for all teaching candidates taking any of the three state-approved TPAs: the California Teaching Performance Assessment (CalTPA), Educative Teaching Performance Assessment (edTPA), and Fresno Assessment of Student Teachers (FAST).⁵⁹ About 60% of teaching candidates in the state take the CalTPA.⁶⁰

When teaching candidates register for the CalTPA assessment, they answer a series of background questions, including a question about program type. This question offers six choices: (1) district intern, (2) Integrated Undergraduate Teacher Credentialing Program (ITEP), (3) residency, (4) university intern, (5) university private school program, and (6) university student teaching program. The edTPA does not include a similar registration question, so we are unable to differentiate residents from student teachers in the CTC's edTPA data files.

We used the above question to categorize candidates who took the CalTPA into three broader categories (student teachers, including ITEP; residents; and interns), and we dropped the university private school program candidates from the analysis. Since this question is asked every time candidates submit any assessment, most candidates had multiple responses. Over the 7 years of data, 16% of candidates selected more than one category. Among those who selected more than one category, we categorized candidates based on most common response they offered.

The CalTPA is administered across two assessment cycles, and this analysis includes 44,933 teaching candidates who took at least one cycle of the CalTPA between September 2018 and August 2025. For the most recent academic year of data (2024–25), we only included candidates who had attempted both cycles or who had attempted the first cycle before January 1, 2025 (to ensure they had sufficient time to attempt both cycles). This sample includes teaching candidates from 78 different TPPs, and the descriptive statistics for the full sample can be found in [Table A8](#). The relatively small number of Education Specialist credential candidates reflects the later adoption of the TPA requirement for Education Specialists, and these data only include Education Specialist candidates taking the CalTPA in the 2022–23, 2023–24, and/or 2024–25 school years.

During the COVID-19 pandemic, California waived the TPA requirement for candidates seeking a preliminary credential between March 2020 and August 2022. Early in the pandemic, the state deferred the requirement, allowing candidates to complete the TPA after entering the profession under a preliminary credential. In 2023, the California legislature voted to permanently waive the requirement for teachers who had entered the profession under this temporary TPA waiver, provided they completed a state-approved induction program and demonstrated 2 years of service with satisfactory teacher evaluations.⁶¹

During these years, thousands of candidates continued to take and pass the CalTPA. For this analysis, we dropped any candidates who took any cycle of the CalTPA after they received their preliminary credential (i.e., those who received a TPA waiver). To account for shifts in TPA administration and candidate behavior over time, we included year indicators in all regression models. To assess the robustness of the results, we also reanalyzed these data using only the postpandemic years (2022–23 to 2024–25), and the patterns described here remained the same.

Table A8. Descriptive Statistics for California Teaching Performance Assessment Sample

Characteristics	N	Percentage
All candidates	44,933	100%
Credential area		
Multiple Subject	24,265	54%
Single Subject	18,342	41%
Education Specialist	2,326	5%
Pathway		
Student teaching	29,572	66%
Residency	1,980	4%
Internship	13,381	30%
Institution type		
California State University system	22,440	50%
University of California system	446	1%
Private institution of higher education	19,424	43%
Local education agency	2,623	6%
Candidate race/ethnicity		
Asian or Pacific Islander	4,268	9%
Black	1,426	3%
Latino	17,142	38%
Native American or Alaskan Native	291	1%
White	18,150	40%
Other or declined to answer	3,656	8%
Candidate gender identity		
Female	32,557	72%
Male	11,644	26%
Nonbinary	135	<1%
Declined to answer	597	1%

Note: The unit of observation is at the candidate-credential level. Sixty-three candidates took the CalTPA in multiple credential areas, so they appear twice in this table and in the analysis.

Source: Learning Policy Institute analysis of data from the California Commission on Teacher Credentialing's California Teaching Performance Assessment records. (2026).

The outcomes in these analyses were whether candidates passed the CalTPA on their first attempt (initial passing) or across all attempts (eventual passing). Because the assessment has two cycles, the initial passing indicator identifies whether a candidate passed both cycles on their first attempt. Some candidates only attempt one cycle of the CalTPA; these candidates are included in the analysis as long as their last attempt on one cycle of the CalTPA occurred before January 1, 2025.

Candidates may receive “condition codes” on either cycle of the assessment, indicating that their submission is not scoreable. These codes occur for a variety of reasons, such as candidates submitting their materials for the wrong assessment or videos that cannot be scored because they are corrupt or of low quality. Over the 7 years of data included in this analysis, approximately 10% of the records received a condition code. We excluded these records and determined each candidate’s passing status using their first record without a condition code.⁶²

The analyses of the CalTPA data are descriptive and examine the differences between pathways in the likelihood of CalTPA passing. We first calculated overall passing rates using cross-tabulations that include pathway. We then used linear probability models to estimate the likelihood that a candidate passed the CalTPA on the first attempt or across all attempts. These regression models included the following five predictors: (1) pathway (resident, student teacher, intern); (2) final assessment year; (3) credential area and/or subject area of assessment; (4) type of preparation program (California State University system, University of California system, private institution of higher education, or LEA); (4) candidate gender; and (5) candidate race and ethnicity. The results of these regression models are displayed in [Table A9](#). To further explore the interaction between pathway and candidate race and ethnicity, we first examined descriptive differences in passing rates for each racial and ethnic subgroup. We then conducted regression analyses similar to the ones described above, adding an interaction term between pathway and race and ethnicity.

Table A9. Linear Probability Results for Likelihood of Initial Passing on the California Teaching Performance Assessment

Predictors	Model 1	Model 2	Model 3	Model 4
Pathway (compared to residency)				
Student teaching	-0.037* (0.010)	-0.036* (0.010)	-0.039* (0.010)	-0.044* (0.010)
Internship	-0.060* (0.010)	-0.056* (0.010)	-0.047* (0.010)	-0.047* (0.010)
Credential area (compared to Multiple Subject)				
Single Subject	0.143* (0.004)		0.144* (0.004)	0.164* (0.004)
Education Specialist	0.133* (0.009)		0.138* (0.009)	0.142* (0.009)
Final assessment year (compared to 2018)				
2019	-0.128* (0.007)	-0.128* (0.007)	-0.126* (0.007)	-0.123* (0.007)
2020	-0.449* (0.009)	-0.448* (0.009)	-0.444* (0.009)	-0.440* (0.009)

Predictors	Model 1	Model 2	Model 3	Model 4
2021	-0.364* (0.009)	-0.363* (0.009)	-0.360* (0.009)	-0.357* (0.009)
2022	-0.289* (0.008)	-0.289* (0.008)	-0.286* (0.008)	-0.283* (0.008)
2023	-0.258* (0.007)	-0.259* (0.007)	-0.256* (0.007)	-0.250* (0.007)
2024	-0.206* (0.007)	-0.205* (0.007)	-0.203* (0.007)	-0.195* (0.007)
2025	-0.120* (0.008)	-0.122* (0.008)	-0.116* (0.008)	-0.106* (0.008)
Assessment area (compared to Multiple Subject)				
Mild to moderate disabilities		0.135* (0.010)		
Extensive support needs		0.160* (0.015)		
English		0.195* (0.007)		
Mathematics		0.206* (0.007)		
Science		0.041* (0.010)		
Social science		0.160* (0.007)		
World language		-0.014 (0.014)		
English language development		0.076 (0.187)		
Agriculture		0.011 (0.034)		
Art		0.250* (0.012)		
Business		-0.027 (0.072)		
Health science		0.055 (0.037)		
Home economics/Family and consumer sciences		-0.164 (0.146)		
Industrial and technology education		0.239* (0.106)		
Music		0.063* (0.014)		

Predictors	Model 1	Model 2	Model 3	Model 4
Physical education		0.163* (0.009)		
Performing Art		0.183* (0.070)		
Institution type (compared to California State University programs)				
University of California			-0.005 (0.020)	-0.011 (0.020)
Private institution of higher education			-0.026* (0.004)	-0.029* (0.005)
Local education agency			-0.054* (0.010)	-0.049* (0.010)
Candidate race/ethnicity (compared to White candidates)				
Asian/Pacific Islander				-0.014 (0.007)
Black				-0.084* (0.012)
Latino/a				-0.037* (0.005)
Native American				-0.102* (0.028)
Other/Declined to answer				-0.043* (0.008)
Gender identity (compared to female)				
Male				-0.060* (0.005)
Nonbinary				-0.011 (0.036)
Other/Declined to answer				-0.032 (0.018)
Constant	0.927* (0.011)	0.925* (0.011)	0.935* (0.011)	0.964* (0.011)
Observations	44,929	44,903	44,929	44,929

Note: The dependent variable is whether a candidate passed both cycles of the CalTPA on their first attempts. * $p < .05$.
Source: Learning Policy Institute analysis of data from the California Commission on Teacher Credentialing's Accreditation Data System. (2026).

Comparing Data Sources to Identify Residency Programs

We compared the data sources described above to assess the quality of these data for identifying residents and residency programs and to triangulate information across sources. We first compared the program-level data sources, defining program at the institution-by-credential-area level (e.g., Multiple Subject credential program for San Jose State). We then created a list of programs that report residency candidates in each credential area by year in the ADS. Next, we created a list of programs in which completers self-report participating in residencies by credential area by year. We then compared these lists to the institutions that had been named partners in TRGP implementation and expansion grants and/or had received TQP grants between 2018–19 and 2023–24. We identified 15 institutions that did not report residents in the ADS but that had received a residency grant in prior years. In 2024–25, six of these institutions began reporting residents in the ADS for the first time. As of 2024–25, nine institutions still did not report residents, despite having received a residency grant.

We combined these data sources to create the program-level count of residencies (see [Table A10](#)). As in other sections of the analysis, we defined program at the institution-by-pathway-by-credential area. Many institutions running residencies have multiple district partnerships, and we cannot separately identify them in these data. For example, as of the 2024–25 year, California State University, Fresno ran six residencies serving different Central Valley districts, and these programs offered different combinations of credential programs. In these data, California State University, Fresno is only counted 3 times per year for running Multiple Subject, Single Subject, and Education Specialist residency programs.

Table A10. Number of Teacher Preparation Programs, by Pathway and Credential Area

Pathway and credential area	2020–21	2021–22	2022–23	2023–24	2024–25
Residency pathway					
Multiple Subject	24	24	33	40	44
Single Subject	28	30	36	40	42
Education Specialist	26	26	31	35	41
Student teaching pathway					
Multiple Subject	75	74	71	71	71
Single Subject	71	70	69	67	67
Education Specialist	49	48	43	44	47
Internship pathway					
Multiple Subject	45	53	57	56	57
Single Subject	48	51	51	50	60
Education Specialist	56	55	53	52	55

Notes: This table captures the number of teacher preparation programs (TPPs) reporting in the accreditation data that they had at least one enrolled candidate in a given pathway and credential area. For residencies, TPPs have also been marked as offering a residency pathway in a given credential area and year if (1) the TPP received a Teacher Residency Grant Program or Teaching Quality Partnership grant covering a given credential area and (2) at least one completer in that credential area identified as a resident in the program completer survey data in the years after receiving the grant.

Source: Learning Policy Institute analysis of data from the California Commission on Teacher Credentialing's Accreditation Data System. (2026).

Data on Staffing and Schools

The preparation and credential data sources described above were linked with multiple datasets provided by the CDE. These CDE data allowed us to follow teaching candidates into the classroom, identify their teaching positions, and describe the school and district contexts in which they work. In the section below, we describe these data along with the analyses we conducted on placement and retention.

Staffing Data

The CDE provided multiple files that include information on certificated staff in California public schools, collected through the California Longitudinal Pupil Achievement Data System. The first dataset, the staff assignment file, captures school-by-year staffing information, including the unique identifier for each educator, job classification, full-time equivalent, school code, and other staffing details for each job assignment in a given school and year. The second dataset, the staff demographic file, includes the same unique identifier; the district code; and information on race and ethnicity, age, gender, education level, employment status, and years of experience in the district. Staff may have more than one observation in a given year if they work across districts, and some of the information may be inconsistent over time.

When inconsistencies were identified for age, employment status, or years of service, we recoded those values as missing. For race and ethnicity, gender, and highest education level, we recoded inconsistent values to reflect the most recent non-missing information. Given the focus on this analysis, we included staff data from the 2018–19 through 2024–25 school years. We then linked these staff data with school-level characteristics created from other CDE datasets.

Both the staff assignment file and staff demographic file are based on annual data submissions from California’s districts that should include certificated employees actively employed at any time during a given school year. Districts submit these data each October, creating a snapshot of staffing data at that point.⁶³ For the placement and retention analyses, we connected CTC data to CDE data on staffing using each educator’s unique identifier. This allowed us to identify the active credentials for each educator in each school year, as well as the pathway into the profession for each new teacher. Importantly, when we merged the CTC credential data with the CDE staffing files, we found that a subset of records did not merge, leaving us with incomplete information for certain educators.

For the 2018–19 to 2024–25 school years, about 2% of staff assigned to teaching roles in the CDE data did not have corresponding credential information in the CTC dataset. There was also a subset of individuals with intern credentials or emergency-style permits who did not appear in the CDE staffing data. For the 2018–19 to 2024–25 school years, 17% of individuals who received an intern credential and 20% of those who received an emergency-style permit did not appear in the CDE staffing data. These missing records could be due to the timing of the CDE staffing data (e.g., someone may enter teaching in the spring semester on an emergency permit to fill a mid-year vacancy) or could include individuals for whom districts submitted documentation for intern credentials, permits, or waivers but who never ultimately started in a teaching role. Since we used both sets of data to set the sample for the retention analysis, our analysis does include teachers whose data do not appear in both data sources.

We also used these data to create teacher-level variables to capture demographic identity and teaching assignments. These variables include categorical measures of teacher race and ethnicity (Asian American, Black or African American, Hispanic or Latino/a, multiracial, Native American, Native Hawaiian or Pacific Islander, White, or race missing) and gender identity (female, male, nonbinary, gender missing). We also categorized teachers by their primary subject based on the modal subject they taught in the CDE course data files (career and technical education, computer education, English language arts, health education, history and social studies, mathematics, other subject, performing arts, physical education, science, self-contained, visual and media arts, and world language). Teachers teaching self-contained classes are primarily elementary teachers with Multiple Subject credentials and special education teachers with Education Specialist credentials.

School and District Data

To better understand the context in which teachers are working, we also included school-by-year variables provided by the CDE or created using CDE data. First, we included variables capturing the percentages of students in a given school and year who are identified as English learners, students with disabilities, economically disadvantaged (i.e., eligible for free or reduced-price meals), and students of color (identified

as Asian, Black, Latino/a, multiracial, Native American, or Pacific Islander). We also included variables capturing school characteristics, including school enrollment (the number of students enrolled in a given year), school level (elementary, middle, high, combined elementary and secondary), and charter status.

We then merged additional school-level characteristics into the dataset using the County-District-School (CDS) code. First, we added the school-level locale categories provided by the National Center for Education Statistics and collapsed them into three categories: urban, suburban, and rural or town.⁶⁴ Next, we added school-level expenditure data that captures per-pupil expenditures for each school within a county office of education or school district, including locally funded charter schools.⁶⁵ Finally, we added teacher salary information capturing the average entry-level salary for teachers with a bachelor's degree plus 30 hours at the district-by-year level.⁶⁶ We used the Consumer Price Index⁶⁷ to adjust both per-pupil expenditures and entry-level salaries for changing costs over time and used the Comparable Wage Index for Teachers⁶⁸ to adjust for differences in labor costs geographically across districts.

Placement Analysis

The placement analysis examined whether and how quickly California-trained preservice program completers (those completing a student teaching or residency program in California before receiving their preliminary credential) get a job as a teacher in a California public school. We focused on preservice program completers who received their preliminary teaching credential between June 1, 2018, and May 30, 2024 and categorized this sample in two primary ways. First, we identified residents based on the data sources described above. Next, we identified the academic year in which someone received their preliminary credential. For example, we categorized someone receiving their preliminary credential between June 1, 2018, and May 30, 2019, as receiving their credential during the 2018–19 school year. The total number of program completers included in this analysis by pathway and credential year are shown in [Table A11](#).

As shown in [Table A11](#), we identified whether each preservice program completer appears in a teaching assignment in any California public school (as recorded in the CDE staffing data described above). A small number of these program completers only appear in nonteaching roles (e.g., administrative positions, pupil services positions), and they are not counted as being placed in a teaching position. Especially among student teachers, placement rates were higher in earlier years of the panel. This makes sense given that these completers have had more years to get a teaching job. Program completers in the last year of the panel received their preliminary credential between June 1, 2023, and May 30, 2024, so we can observe only 2 years in which they could potentially appear in teaching positions (the 2023–24 and 2024–25 school years).

Table A11. Teaching Placement Rate, by Preparation Pathway and Credential Year

Preliminary credential year	Residency		Student teaching	
	Total <i>n</i>	% appearing in teaching role	Total <i>n</i>	% appearing in teaching role
2018–19	62	95%	8,088	86%
2019–20	211	95%	7,161	86%
2020–21	484	94%	10,278	84%
2021–22	652	91%	8,096	85%
2022–23	578	92%	6,473	83%
2023–24	1,116	92%	6,282	71%
All years	3,103	92%	46,771	83%

Note: Years represent the school year in which teachers received their credentials.

Source: Learning Policy Institute analysis of data from the California Commission on Teacher Credentialing's credential data and California Department of Education's staffing data. (2026).

To better understand whether these placement rates could be driven by differences in completer characteristics, we ran a linear probability model in which the outcome was placement in a teaching position and the predictors included credential year, preliminary credential area (Multiple Subject, Single Subject, Education Specialist), and age at credential. While the CTC provided a demographic background file connected to each unique identifier and containing information on race and ethnicity, gender identity, and birth year, the race and ethnicity and gender identity were missing for more than 80% of the sample, so we did not include those variables in the analysis. [Table A12](#) shows the results of the regression model. Residents were 11.3 percentage points more likely to be placed in a teaching job than student teachers. These results were substantively similar in models using logistic regression.

Table A12. Linear Probability Model Results Predicting Placement in Public School Teaching Position

Predictors	Placed in teaching job
Residency (compared to student teaching)	0.113* (0.006)
Preliminary credential year (compared to 2018–19)	
2019–20	-0.005 (0.006)
2020–21	-0.017* (0.005)
2021–22	-0.019* (0.005)
2022–23	-0.030* (0.006)
2023–24	-0.133* (0.006)
Preliminary credential area (compared to Multiple Subject)	
Single Subject	0.008* (0.003)
Education Specialist	0.028* (0.006)
Age at preliminary credential year (compared to under 25)	
25–29 years old	-0.005 (0.004)
30–34 years old	-0.034* (0.005)
35–39 years old	-0.042* (0.007)
More than 40 years old	-0.079* (0.007)
Constant	0.877* (0.005)
Observations	49,796

Notes: The dependent variable is whether a preliminary credential holder ever appears as a public school teacher in California in the years following their credential. Standard errors in parentheses. * $p < .05$.

Source: Learning Policy Institute analysis of data from the California Commission on Teacher Credentialing's credential data and California Department of Education's staffing data. (2026).

We also explored how long it takes for preservice program completers to get their first teaching job (these results are summarized in [Figure 9](#) in the main report). In this analysis, we assigned each program completer a school year based on when they received their preliminary credential (using June 1 as the cutoff). If, for example, a program completer received their preliminary credential on June 30, 2022, they were assigned to the 2022–23 school year. If they received their first teaching job in the 2022–23 school year, they are categorized as “same year.” [Table A13](#) presents the full descriptive results.

Table A13. Year(s) Between Credential and First Teaching Job, by Pathway

Years between credential and first teaching job	Residency		Student teaching		All preservice program completers	
	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Same year	1,904	61%	15,915	34%	17,819	36%
1 year	875	28%	17,966	38%	18,841	38%
2 years	69	2%	3,298	7%	3,367	7%
3–6 years	14	0%	1,643	4%	1,657	3%
Not yet teaching	241	8%	7,949	17%	8,190	16%
Total	3,103	100%	46,771	100%	49,874	100%

Source: Learning Policy Institute analysis of data from the California Commission on Teacher Credentialing’s credential data and California Department of Education’s staffing data. (2026).

Finally, we describe the average school characteristics of the first school in which preservice program completers get a teaching job and compare these characteristics of the schools for all California teachers (see [Table A14](#)). These comparisons include the school-level characteristics described in the [School and District Data](#) section.

Table A14. Placement School Characteristics for New Teachers, by Pathway

School characteristics	Schools of all California teachers	Schools of residency-trained new teachers	Schools of new teachers trained in student teaching
School level			
Elementary	49%	56%	51%
Middle	16%	14%	16%
High	29%	23%	26%
Combined elementary/secondary	6%	7%	6%
School urbanicity			
City	47%	61%	48%
Suburban	44%	32%	44%
Rural/Town	9%	7%	7%

School characteristics	Schools of all California teachers	Schools of residency-trained new teachers	Schools of new teachers trained in student teaching
School governance			
Charter school	11%	24%	15%
Average share of student group in school			
Asian	9%	6%	9%
Black	5%	7%	5%
Filipino	2%	1%	2%
Latino/a	56%	67%	57%
Multiracial	4%	3%	4%
Native American	<1%	<1%	<1%
Pacific Islander	<1%	<1%	<1%
White	21%	13%	20%
English learner	19%	23%	20%
Economically disadvantaged	63%	76%	64%
Unduplicated pupil count	77%	66%	65%

Source: Learning Policy Institute analysis of data from the California Commission on Teacher Credentialing's credential data and the California Department of Education's staffing and schools data. (2026).

Retention Analysis

The retention analysis examined whether teachers who enter California public schools stay in the profession or in the same district by pathway into teaching. The analytic sample included new teachers who entered California public schools for the first time between 2018–19 and 2023–24, identified by the CDE staffing data. We defined entry year as the first year in which a teacher appears in a teaching assignment in a public school in California. In [Table A15](#), we summarize the number of new teachers entering California public schools by pathway and entry year.

We examined retention using both descriptive survival analyses and multivariate Cox proportional hazards models. First, we estimated Kaplan-Meier survival functions to describe the probability that teachers, in their first, second, and third years of teaching (1) stay in the profession, (2) stay in the same district, and (3) stay in the same school (see [Figures A1–A3](#)). The survivor functions represent the cumulative probability of remaining in the profession or in the district as a function of years since entry, by credentials or permits.

Then, we estimated Cox proportional hazards models to examine whether differences by pathway remain, after accounting for teacher and school characteristics, over the first 3 years after entry into teaching. We first estimated a baseline, or unadjusted, model that includes only pathway indicators. We then estimated adjusted models that include only teacher-level controls. Next, we estimated models that control for teacher characteristics and school characteristics, both with and without district fixed effects. For all models, standard errors were clustered at the school level.

Table A15. Number of New Teachers, by Entry Year and Pathway

Entry year	Residency	Student teaching	Internship	Emergency-permit	Out-of-state prepared
2018–19	43	6,362	2,331	3,957	1,937
2019–20	243	6,659	2,337	4,536	1,849
2020–21	307	5,644	1,863	2,143	1,150
2021–22	610	9,218	2,707	3,442	1,645
2022–23	593	6,735	2,479	5,300	1,622
2023–24	738	5,605	2,376	5,558	1,698
Total	2,534	40,223	14,093	24,936	9,901

Note: Entry year is defined as the first year in which a teacher appears in a teaching assignment in a public school in California.

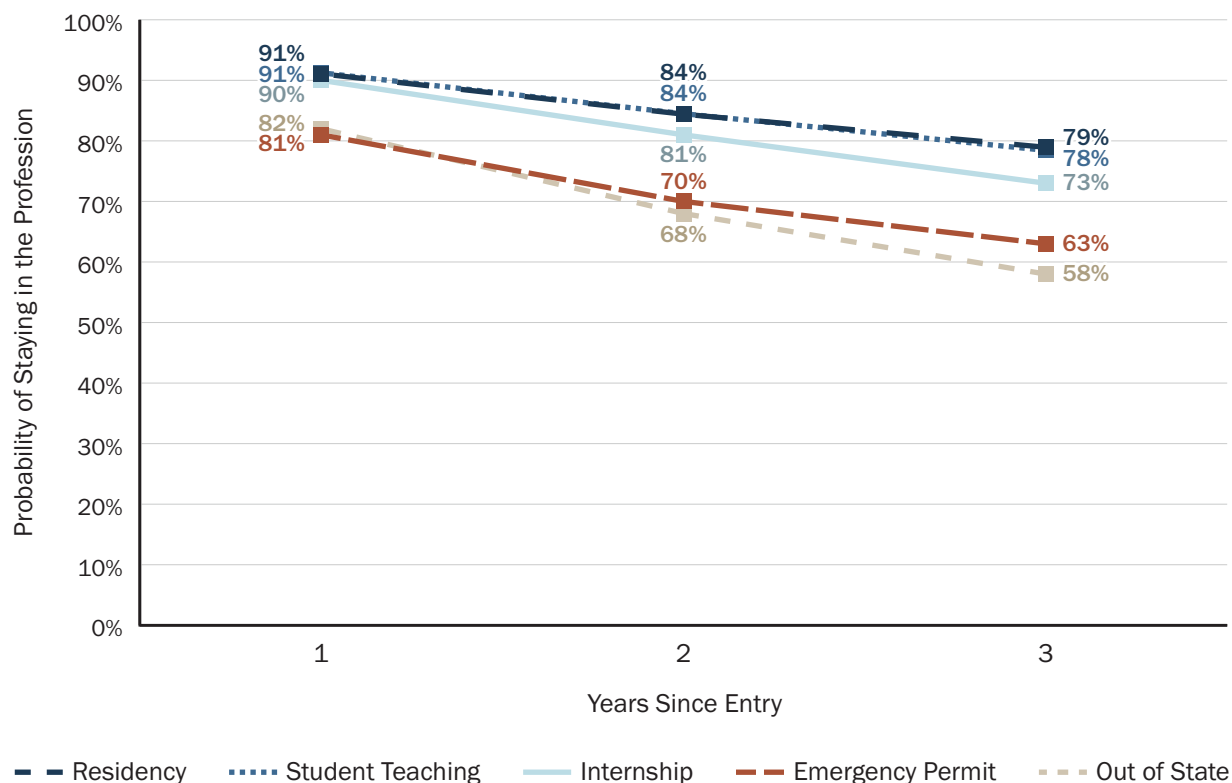
Source: Learning Policy Institute analysis of a linked dataset created from credential data provided by the California Commission on Teacher Credentialing and staffing and schools data provided by the California Department of Education. (2026).

These models are displayed in Tables [A16–18](#) for each outcome: leaving the profession, leaving the district, and leaving the school. We also used estimates from the fully adjusted Cox models to generate predicted survival probabilities by pathway (see Figures [11–13](#) in the main report). These curves show differences in probability of staying in the profession, district, or school over the first 3 years of teaching, holding other covariates constant.

We also tested the robustness of these findings using alternative models. First, we estimated multinomial discrete-time hazard models to account for competing risks across outcomes (leaving the school, district, or profession). Results from these models were consistent with the Cox models: cumulative incidence functions showed that residency-prepared teachers had higher probabilities of remaining in their schools over time compared to teachers from other pathways. We also estimated linear probability models for each outcome by year of teaching (years 1–3). These models similarly showed that residents were more likely to stay in the profession. For example, after the first year of teaching, residency-prepared teachers were approximately 3 percentage points more likely to remain in the profession than new teachers who entered the profession through other pathways. Overall, these alternative models yielded results that aligned closely with the main Cox proportional hazards models.

Using the fully adjusted Cox models, we also estimated the three outcomes for certain subgroups. We explored if results differ by credential area (see [Table A19](#)). There were larger differences between residency-trained new teachers and other pathways for Multiple Subject credential holders than Single Subject or Education Specialist credential holders. We also calculated the predicted probability of retention for new teachers with Multiple Subject credentials by pathway in [Table A20](#). We also explored whether there were differences in the likelihood of retention by pathway in charter schools. The results were substantively similar to the full sample.

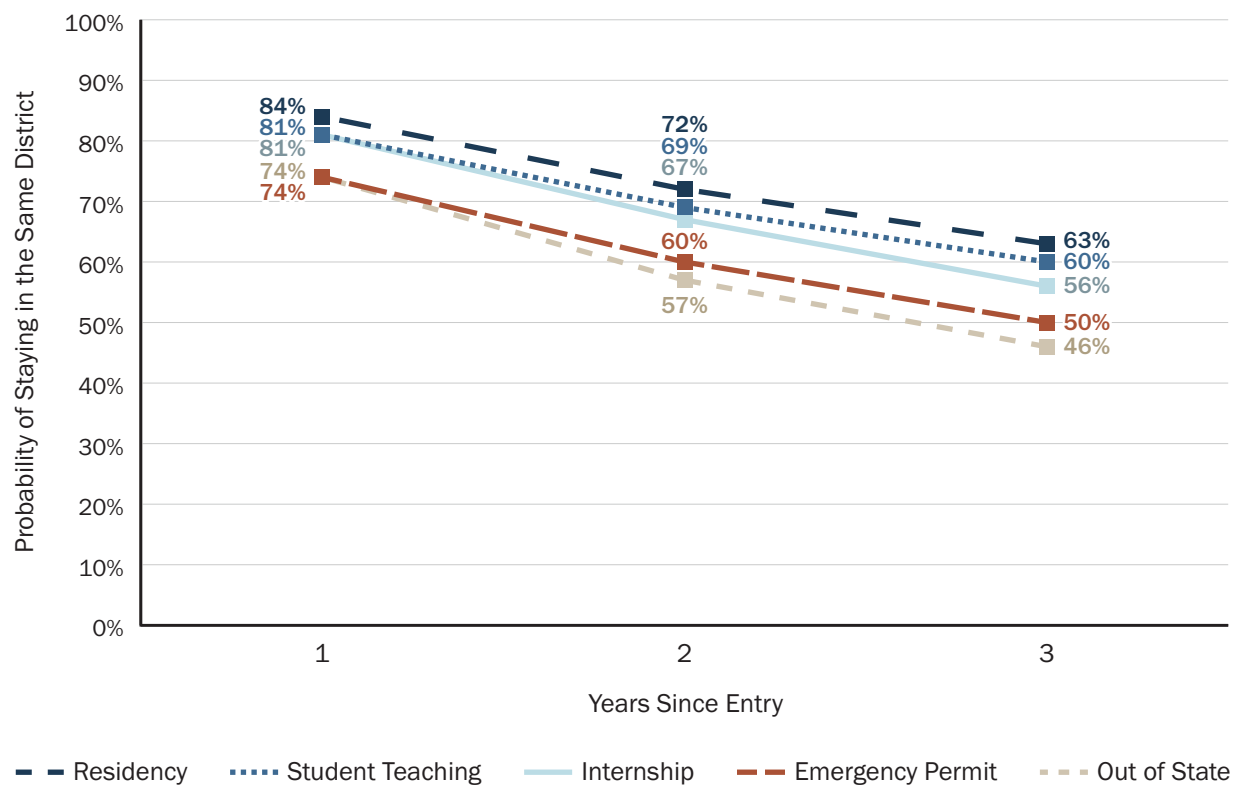
Figure A1. Unadjusted Survival Curves: Probability of Staying in the Profession for New Teachers, by Pathway



Note: The graph shows the survival probabilities (i.e., the likelihood of teachers staying in the profession) for teachers by preparation pathway. Probabilities are shown for teachers' first, second, and third years of teaching.

Source: Learning Policy Institute analysis of a linked dataset created from credential data provided by the California Commission on Teacher Credentialing and staffing and schools data provided by the California Department of Education. (2026).

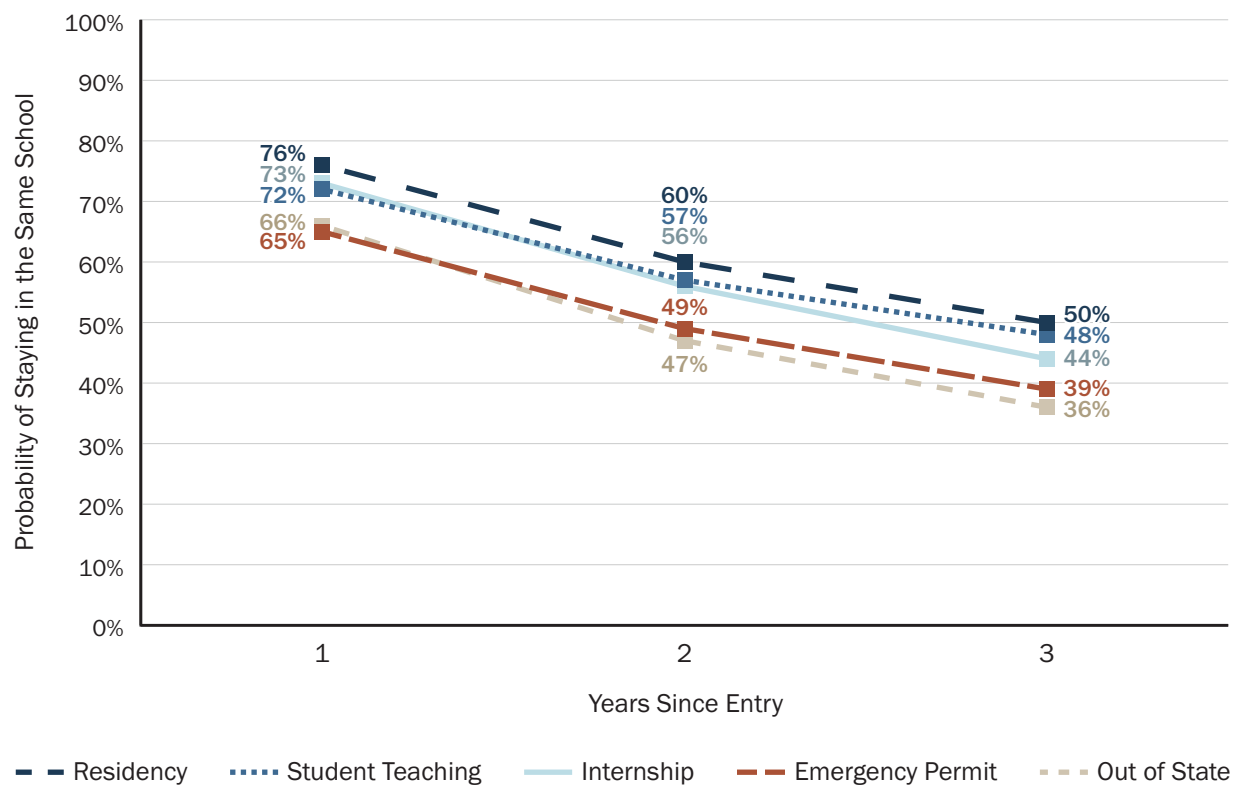
Figure A2. Unadjusted Survival Curves: Probability of Staying in the Same District for New Teachers, by Pathway



Note: The graph shows the survival probabilities (i.e., the likelihood of staying in the same district) for teachers by preparation pathway. Probabilities are shown for teachers' first, second, and third years of teaching.

Source: Learning Policy Institute analysis of a linked dataset created from credential data provided by the California Commission on Teacher Credentialing and staffing and schools data provided by the California Department of Education. (2026).

Figure A3. Unadjusted Survival Curves: Probability of Staying in the Same School for New Teachers, by Pathway



Note: The graph shows the survival probabilities (i.e., the likelihood of staying in the same school) for teachers by preparation pathway. Probabilities are shown for teachers' first, second, and third years of teaching.

Source: Learning Policy Institute analysis of a linked dataset created from credential data provided by the California Commission on Teacher Credentialing and staffing and schools data provided by the California Department of Education. (2026).

Table A16. Cox Proportional Hazard Models for New Teachers Leaving the Profession, by Pathway

Variables	Leaving the Profession			
	Unadjusted	Teacher-level controls	School- and teacher-level controls	School- and teacher-level controls with district fixed effects
Preparation pathway (compared to residency)				
Student teaching	0.017 (0.055)	0.014 (0.055)	0.033 (0.052)	0.048 (0.049)
Internship	0.219*** (0.057)	0.222*** (0.056)	0.184*** (0.054)	0.225*** (0.051)
Emergency permit	0.684*** (0.056)	0.649*** (0.056)	0.627*** (0.053)	0.660*** (0.050)
Out-of-state prepared	0.778*** (0.057)	0.664*** (0.057)	0.600*** (0.054)	0.594*** (0.051)
Observations	203,960	203,960	203,960	203,960

Notes: Teacher-level controls include gender, race and ethnicity, entry year, credential area, and subjects taught. School-level controls include school enrollment total; proportion of economically disadvantaged students, English learners, and special education students; locale, charter indicator; school level; per-pupil spending; and teacher beginning salary. Standard errors are in parentheses and clustered at the school level. * $p < .05$. ** $p < .01$. *** $p < .001$.

Source: Learning Policy Institute analysis of a linked dataset created from credential data provided by the California Commission on Teacher Credentialing and staffing and schools data provided by the California Department of Education. (2026).

Table A17. Cox Proportional Hazards Models for New Teachers Leaving the District, by Pathway

Variables	Leaving the District			
	Unadjusted	Teacher-level controls	School- and teacher-level controls	School- and teacher-level controls with district fixed effects
Preparation pathway (compared to residency)				
Student teaching	0.118*** (0.040)	0.098** (0.039)	0.106*** (0.036)	0.113*** (0.036)
Internship	0.205*** (0.041)	0.192*** (0.040)	0.141*** (0.037)	0.167*** (0.037)
Emergency permit	0.401*** (0.040)	0.379*** (0.040)	0.332*** (0.037)	0.349*** (0.036)
Out-of-state prepared	0.490*** (0.042)	0.408*** (0.041)	0.326*** (0.038)	0.339*** (0.037)
Observations	189,178	189,178	189,178	189,178

Notes: Teacher-level controls include gender, race and ethnicity, entry year, credential area, and subjects taught. School-level controls include school enrollment total; proportion of economically disadvantaged students, English learners, and special education students; locale; charter indicator; school level; per-pupil spending; and teacher beginning salary. Standard errors are in parentheses and clustered at the school level. * $p < .05$. ** $p < .01$. *** $p < .001$.

Source: Learning Policy Institute analysis of a linked dataset created from credential data provided by the California Commission on Teacher Credentialing and staffing and schools data provided by the California Department of Education. (2026).

Table A18. Cox Proportional Hazards Models for New Teachers Leaving the School, by Pathway

Variables	Leaving the School			
	Unadjusted	Teacher-level controls	School- and teacher-level controls	School- and teacher-level controls with district fixed effects
Preparation pathway (compared to residency)				
Student teaching	0.087*** (0.033)	0.075** (0.032)	0.072** (0.030)	0.047 (0.030)
Internship	0.132*** (0.034)	0.106*** (0.033)	0.078** (0.031)	0.093*** (0.031)
Emergency permit	0.292*** (0.033)	0.257*** (0.033)	0.227*** (0.031)	0.252*** (0.031)
Out-of-state prepared	0.333*** (0.035)	0.261*** (0.034)	0.215*** (0.032)	0.209*** (0.032)
Observations	176,001	176,001	176,001	176,001

Notes: Teacher-level controls include gender, race and ethnicity, entry year, credential area, and subjects taught. School-level controls include school enrollment total; proportion of economically disadvantaged students, English learners, and special education students; locale; charter indicator; school level; per-pupil spending; and teacher beginning salary. Standard errors are in parentheses and clustered at the school level. * $p < .05$. ** $p < .01$. *** $p < .001$.

Source: Learning Policy Institute analysis of a linked dataset created from credential data provided by the California Commission on Teacher Credentialing and staffing and schools data provided by the California Department of Education. (2026).

Table A19. Cox Proportional Hazards Models for New Teachers, by Pathway and Credential Area

Variables	Single Subject			Multiple Subject			Education Specialist		
	Leave the profession	Leave the district	Leave the school	Leave the profession	Leave the district	Leave the school	Leave the profession	Leave the district	Leave the school
Preparation pathway (compared to residency)									
Student teaching	0.105 (0.085)	0.108* (0.057)	0.083* (0.050)	0.214*** (0.079)	0.203*** (0.055)	0.170*** (0.045)	-0.157 (0.139)	0.140 (0.109)	0.079 (0.087)
Internship	0.306*** (0.088)	0.147** (0.060)	0.089* (0.052)	0.335*** (0.084)	0.210*** (0.057)	0.126*** (0.047)	-0.055 (0.138)	0.158 (0.108)	0.118 (0.086)
Emergency permit	0.720*** (0.086)	0.320*** (0.058)	0.253*** (0.051)	0.855*** (0.081)	0.464*** (0.056)	0.328*** (0.046)	0.356*** (0.137)	0.273** (0.108)	0.202** (0.086)
Out-of-state prepared	0.737*** (0.086)	0.361*** (0.059)	0.250*** (0.052)	0.889*** (0.082)	0.476*** (0.058)	0.340*** (0.048)	0.208 (0.152)	0.162 (0.119)	0.134 (0.095)
Teacher-level controls	x	x	x	x	x	x	x	x	x
School-level controls	x	x	x	x	x	x	x	x	x
Observations	77,250	71,059	66,947	90,096	83,619	77,036	34,857	32,361	29,852

Notes: Teacher-level controls include gender, race and ethnicity, entry year, credential area, and subjects taught. School-level controls include school enrollment total; proportion of economically disadvantaged students, English learners, and special education students; locale; charter indicator; school level; per-pupil spending; and teacher beginning salary. Standard errors are in parentheses and clustered at the school level. * $p < .05$. ** $p < .01$. *** $p < .001$.

Source: Learning Policy Institute analysis of a linked dataset created from credential data provided by the California Commission on Teacher Credentialing and staffing and schools data provided by the California Department of Education. (2026).

Table A20. Predicted Probability of Staying in the Profession, District, or School for New Teachers with a Multiple Subject Credential, by Pathway

Time	Residency	Student teaching	Internship	Emergency permit	Out-of-state prepared
Staying in the profession					
1 year	93.21%	91.66%	90.64%	84.78%	84.29%
2 years	87.46%	84.71%	82.92%	72.99%	72.19%
3 years	82.49%	78.78%	76.40%	63.60%	62.60%
Staying in the same district					
1 year	86.22%	83.40%	83.28%	79.00%	78.78%
2 years	75.39%	70.75%	70.57%	63.81%	63.48%
3 years	67.42%	61.71%	61.48%	53.43%	53.04%
Staying in the same school					
1 year	76.02%	72.25%	73.28%	68.34%	68.03%
2 years	61.63%	56.35%	57.76%	51.08%	50.67%
3 years	51.77%	45.84%	47.41%	40.11%	39.67%

Note: The table shows the survival probabilities (i.e., likelihood of staying in the profession, the same district, and the same school) for teachers by pathway after controlling for teacher and school characteristics. Probabilities are shown for teachers' first, second, and third years of teaching.

Source: Learning Policy Institute analysis of a linked dataset created from credential data provided by the California Commission on Teacher Credentialing and staffing and schools data provided by the California Department of Education. (2026).

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16. Of these nine institutions, seven had program completers who self-identified as residents over this time. We confirmed with one of the remaining two programs that they had an active residency program.
17. For numbers of TRGP-funded residents enrolled by year, see: WestEd. (2025). *California Teacher Residency Grant program dashboard*. <https://public.tableau.com/app/profile/westedimprovementscience/viz/CaliforniaTeacherResidencyGrantProgramDashboard/TeacherResidencyPipeline> (accessed 7/10/26).
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20. The CTC does maintain a list of residencies using the Accreditation Data System reporting, but the agency notes that "institutions that offer a residency program may not be listed on the dashboard." That list can be found here: California Commission on Teacher Credentialing. (2024). *Resident teacher credentialing program*. <https://www.ctc.ca.gov/credentials/roadmap-to-teaching/becoming-a-teacher-in-california/pathways-to-credentialing/resident-teacher-credentialing-program>
21. In this analysis, program is defined at the institution-by-credential level. We have identified a program as offering a residency if: (1) the program reports residency candidates in the Accreditation Data System or (2) the program has received either a TRGP or TQP grant and at least one program completer has self-reported as completing a residency program.
22. Almost all preservice or traditional teacher preparation programs are administered by institutions of higher education (IHEs). The CTC has approved one local education agency to run a preservice or traditional program: the Marshall Teacher Residency program run by Summit Public Schools. As a result, we use "TPP" rather than "IHE" to refer to the preparation institution throughout this report.
23. The 12 TPPs that received both TRGP and TQP grants between 2018 and 2024 are: (1) Alder Graduate School of Education; (2) California State Polytechnic University, Humboldt; (3) California State University, Bakersfield; (4) California State University, Dominguez Hills; (5) California State University, Fresno; (6) California State University, Los Angeles; (7) California State University, Monterey Bay; (8) Claremont Graduate School of Education; (9) Fresno Pacific University; (10) National University; (11) San Diego State University, and (12) University of California, Los Angeles. Only two institutions receiving TQP grants had not received a TRGP as of 2024: (1) California State Polytechnic University, San Luis Obispo and (2) California State University, Chico. Both of these institutions received TRGP grants in 2025 or 2026.
24. This institution, California State University, Long Beach, was a named partner for one capacity grant awarded in 2018. This study only included implementation and expansion grants awarded between 2018 and 2024. California State University, Long Beach was named as a partner for TRGP grants awarded in 2025 and 2026.

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26. For all years of this analysis, Multiple Subject and Single Subject candidates were required to have 600 hours of clinical practice. For Education Specialist candidates, this 600-hour requirement was adopted in 2018 and went into full implementation by 2022.
27. California Commission on Teacher Credentialing. (2025). *Intern pathway: Multiple/Single Subject, Education Specialist, and PK–3 ECE Specialist instruction*. <https://www.ctc.ca.gov/educator-prep/intern-pathway-multiple-single-subject-and-education-specialist>
28. Not surprisingly, expected program lengths are considerably longer for part-time and undergraduate candidates across all pathways.
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35. As described in the [Technical Appendix](#), we compare candidate-reported pathways to the program-level information available through the accreditation dashboard. We recode the candidate-reported pathway if it misaligns with program-level information (for example, removing a candidate who identifies as a resident but whose institution has never had a residency program).
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