



State Teacher Apprenticeships and Residencies

Executive Summary

As a solution to the long-standing shortage of qualified educators in the U.S., states across the country have invested in or established new “Grow-Your-Own” programs, including teacher apprenticeships and residency models. Teacher apprenticeships and residencies both provide intensive, mentored classroom training, but they differ primarily in funding and structure. Apprenticeships are registered with the U.S. Department of Labor and guarantee a paid, progressive wage, while residencies focus on clinical immersion. Both models are increasingly used together to create paid, high-retention teacher preparation pathways in high-need geographies, grade levels, and subject areas. The infographic, below, from the National Center for Teacher Residencies (NCTR) provides a useful comparison.

Figure 1. Characteristics of Teacher Residency and Registered Apprenticeship Programs

Elements	Teacher Residencies	Teacher Registered Apprenticeships
Partnership	P-12 schools, districts/CMOs, EPP, collective bargaining unit, and other community-based organizations	Employers , workforce development boards and apprenticeship offices, instruction providers, collective bargaining units, sponsors and other groups
On-the-Job Learning	A yearlong clinical experience in the P-12 classroom with guidance from an carefully selected, experienced mentor focused on the competencies of a skilled teacher	Programs provide structured on-the-job training with instruction from an experienced mentor
Related Instruction	State-approved EPP provides coursework to prepare residents with competencies identified with the hiring district and aligned with state professional teaching standards.	Apprentices are provided supplemental classroom education based on the employer’s training needs
Progressive Wage Schedule	Residents earn a stipend or salary during their clinical experience (scholarship, licensing fees)	Apprentices are employed by the district/CMO and earn a progressive wage as their skills increase
Credential	Residents become eligible to apply for a state teaching license and/or receive a BA or MA degree	Apprentices become eligible to apply for a state teaching license and/or receive a BA or MA degree

Source(s): [National Center for Teacher Residencies \(August 2025\)](#).



State	Summary	Citation(s)
Alabama	An executive order established a K-12 registered teacher apprenticeship program.	Ala. Exec. Order 732 (January 18, 2023)
Arkansas	Arkansas' GYO model, through state education agency guidance, permits the use of teacher apprenticeship models.	Ark. Dept. of Edu. Guidebook (June 2024)
Florida	State law establishes the Teacher Apprenticeship Program to create an alternative pathway for individuals to enter the teaching profession.	Fla. Stat. Ann. § 1012.555
North Carolina	The statute establishes a teacher apprenticeship grant program to provide local education agencies with grants to cover the tuition costs of educator preparation programs for eligible teacher apprentices and to provide salary supplements for teacher apprentices.	N.C. Gen. Stat. Ann. § 115C-269.32
Oklahoma	As enacted, it directs the Oklahoma Commission for Educational Quality and Accountability to establish student-teaching requirements, including a teacher-registered-apprentice program.	70 Okla. Stat. Ann. § 6-187E
Tennessee	The Tennessee Department of Education provides guides for teacher apprenticeship as part of the state's Grow Your Own program, including a program application and rubric on the Grow Your Own website.	Ten. Dept. of Education
Virginia	The Commonwealth provides a competitive grant program for registered teacher apprenticeships.	Va. Dept. of Education

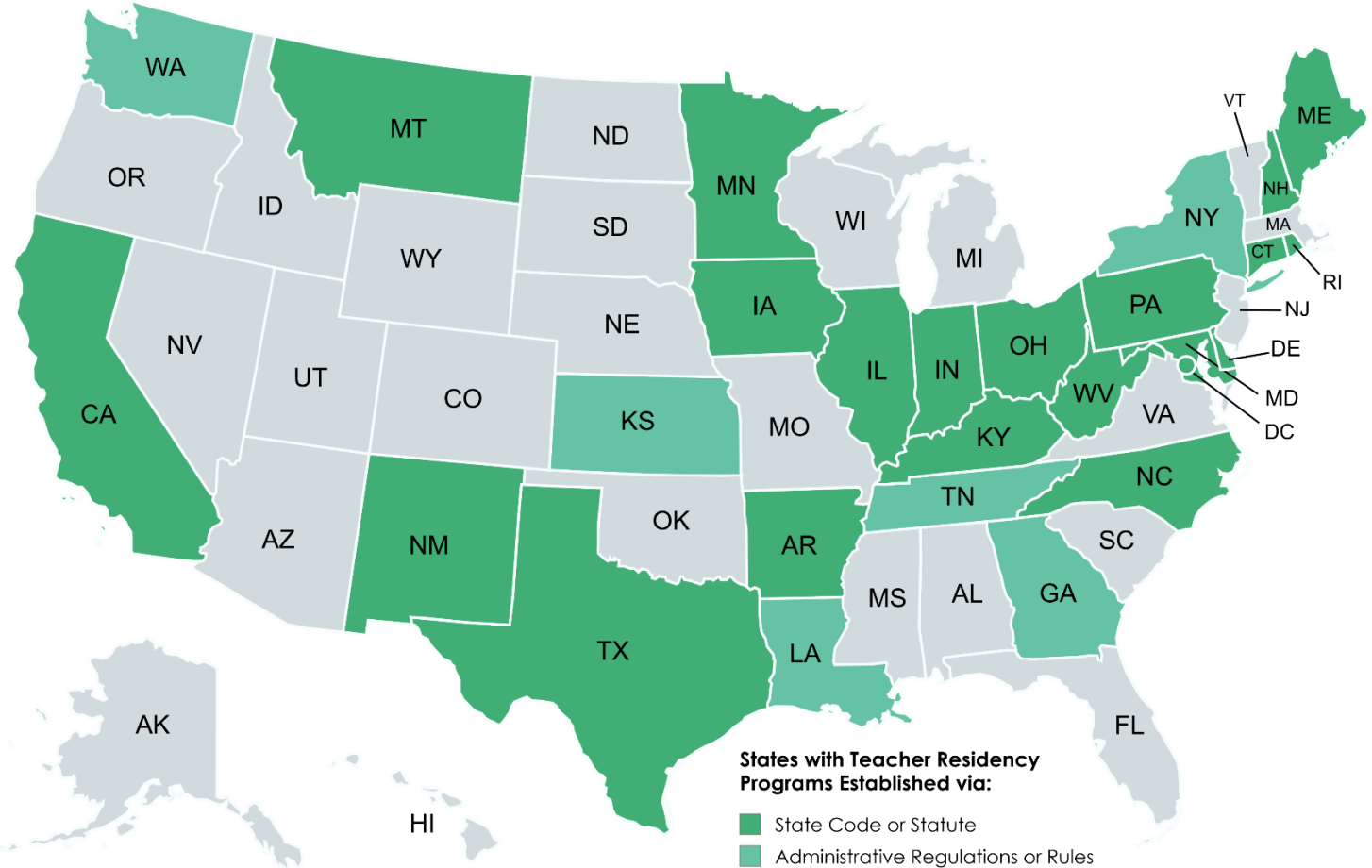
Findings and Analysis – Teacher Residencies



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Figure 3. Comparison of States with Established Teacher Residency Programs



Source(s): Education Commission of the States (July 2025).

State	Summary	Citation(s)
Arkansas	State law permits the State Board of Education to promulgate rules for the requirements for educator licensure through other alternative educator preparation programs, including teacher residency programs at public schools, which may be in partnership with an educator preparation program at an institution of higher education.	Ark. Code Ann. § 6-17-409
Georgia	The Georgia Teacher Academy for Preparation and Pedagogy is a non-traditional preparation program with job-embedded clinical practice.	Ga. Comp. R. & Regs. 505-3-.05
Kentucky	Statute establishes an alternative certification option that allows a teacher to become certified through a residency program, with the state policy requiring the residency program to be established through an approved partnership between a postsecondary institution and a school district.	Ky. Rev. Stat. Ann. § 161.048
Louisiana	State regulation requires a one-year teacher residency for teacher licensure.	28 La. Admin. Code Pt XLV § 743



State	Summary	Citation(s)
North Carolina	Statute permits educator preparation programs that use a residency model and outlines the criteria for residency requirements. It also outlines requirements for temporary resident teacher licenses.	N.C. Gen. Stat. Ann. § 115C-269.1, -269.25, -270.20; and 16 N.C. Admin. Code 6C.0341
Tennessee	State board policy requires candidates to complete one of the following four types of clinical practice requirements to complete an educator preparation program: <ol style="list-style-type: none"> 1) Student teaching, 2) Internship, 3) Job-embedded, or 4) Instructional leader internship. The internship clinical practice must be for one year, of which at least 100 days include direct teaching experiences.	Tenn. Comp. R. & Regs. 0520-02-04-.02; Tenn. SBOE Policy 5.504
Texas	The statute requires the commissioner of higher education to establish a Texas Teacher Residency Program at a public institution of higher education.	Tex. Educ. Code Ann. § 21.904
West Virginia	The statute permits teachers to earn certification through a clinical teacher of record program, subject to state regulations that outline the expectations of a teacher residency program. Further, board rules require all educator preparation programs leading to educator licensure to begin the transition to a full residency model by including at least one program with a yearlong residency pathway as the final clinical experience.	W. Va. Code Ann. § 18A-3-1 and -2a; and W. Va. Code R. 126-114 App. A

Findings and Analysis – Recent State Teacher Apprenticeship and Residency Legislation (2025-2026)

State	Measure (Year)	Status	Summary
Arkansas	House Bill 1305 (2025)	Withdrawn by Sponsor	Introduced a proposal to mandate the State Board of Education to issue teaching licenses to individuals who do not meet traditional or alternative licensure requirements, provided certain conditions are met. Specifically, allowing individuals to be licensed if they are approved for hire by a public school district board of directors or the governing body of an open-enrollment public charter school. To qualify, these individuals must possess either a bachelor's degree in a relevant subject, an associate degree, or trade certification with five years of relevant career experience, or ten years of relevant career experience. A teaching license granted under this subsection is valid only for the duration of the individual's employment with the recommending school district or charter school, and it expires upon the conclusion of that employment.
Delaware	House Bill 51 (2025)	Died in Committee	The bill would have expanded the state's educator apprenticeship program to include not only teacher apprenticeships but also paraprofessional registered occupation programs and registered youth apprenticeship programs.



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State	Measure (Year)	Status	Summary
Hawaii	Senate Bill 1566 (2025)	Died in Committee	Proposed the establishment of a Hawaii Teacher Registered Apprenticeship Program to address ongoing teacher shortages in the state's public schools. Additionally, the bill would have added mentor qualifications and provided a \$4,000 stipend for qualified mentors.
Idaho	Senate Bill 1098 (2025)	Died in Committee	It would have established a Registered Teacher Apprenticeship Program to provide an alternative pathway for prospective teachers to obtain a bachelor's degree and teaching licensure through a combination of on-the-job training and academic coursework, subject to approval by the U.S. Department of Labor.
Nebraska	Legislative Bill 847 (2026)	Sent to the Governor	Establishes the state Office of Registered Apprenticeship within the state Department of Labor and shifts all apprenticeship programs to the entity's authority.
New Mexico	House Bill 30 (2026)	Enacted	This act stipulates that teaching residents will now receive a stipend set at a percentage of the statutory minimum salary for level one teachers, with undergraduates receiving at least 65 percent and those with a bachelor's degree receiving at least 80 percent. It also clarifies that after completing the residency, teaching residents may work at any public school, rather than being restricted to schools within the sponsoring district. Additionally, partner school districts or charter schools are expected to offer employment to teaching residents based on staffing needs and the resident's performance, rather than being mandated to do so. The legislation maintains requirements for rigorous admission and preparation, co-teaching, ongoing training, and compensation for mentor teachers and administrators, cohort-based collaboration, and post-completion support for residents. Funding provisions include a minimum of \$2,000 per year for mentor teachers and administrators, and at least \$50,000 per year for program coordinators at each approved residency program. The law continues to require a three-year service commitment from teaching residents at a public school and at least one year of post-program support.
Tennessee	House Bill 1977 (2026)	Pending in Committee	The bill would have established a statewide teacher residency program administered by the state Department of Education. It would also have authorized grants of up to \$44,500 per teacher resident, for up to 100 residents annually, to support program costs, residents' stipends, and mentor teacher stipends, subject to appropriations. To qualify for funding, residency programs would need to provide a full academic year of integrated coursework and clinical apprenticeship, use competitive admissions, select effective mentor teachers, offer evidence-



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			based training and compensation, and require a three-year teaching commitment in a public or charter school within the partnering or high-need LEA. If a teacher resident does not fulfill the three-year service requirement, the program would reimburse the stipend under Department-established terms.
Texas	House Bill 2780 (2025)	Died in Committee	It would have established the Texas Teacher Residency Partnership Program, designed to facilitate partnerships between qualified educator preparation programs and school districts or open-enrollment charter schools. The program aimed to provide residency positions for individuals training to become certified educators, known as partnership residents, who will gain field-based experience in classrooms from grades PreK-12. The program would be structured to gradually increase these residents' instructional responsibilities, including observation, co-teaching, and lead-teaching. The legislation would have mandated that participating districts and schools enter into agreements with educator preparation programs to provide at least one school year of clinical teaching and pair residents with mentor teachers. Funding would have entitled districts to an allotment ranging from \$22,000 to \$42,000 per partnership resident, with additional funds available for residents pursuing special education certification.
Washington	House Bill 1651 (2025)	Enacted	The legislation defines a teacher residency as a year-long, hands-on teaching experience in partnership with a public school and a board-approved teacher preparation program, requiring at least 900 hours of clinical practice, assignment to a preservice mentor, and participation in a cohort. Residents and mentors are to receive funding and stipends, with state funds restricted to supporting these programs exclusively. The bill also creates a teacher apprenticeship model, requiring approval from both the Washington State Apprenticeship and Training Council and the Professional Educator Standards Board, and mandates 2,000 hours of mentored teaching experience, with up to 540 hours as a paraeducator counting toward this requirement. Entities must be approved as teacher preparation programs before applying to operate apprenticeships, and any changes in school partners require board approval.