

NATIONAL CENTER FOR
**TEACHER
RESIDENCIES**

Teacher Residencies as the Foundation for Teacher Registered Apprenticeship Programs:

Lessons Learned from the
Teacher Residency Movement

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About NCTR



The National Center for Teacher Residencies (NCTR) is a nonprofit organization dedicated to developing, launching, supporting, and accelerating the impact of teacher residency programs as well as supporting teacher residency programs to become teacher registered apprenticeship programs.

Headquartered in Chicago, NCTR's mission

is to transform educator preparation by advancing the teacher residency movement to prepare, support, and retain more effective educators who represent and value the communities they serve. For more information about NCTR, please visit

nctrresidencies.org.

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Table of Contents

The Need for Innovation in Teacher Preparation	4
What is the Teacher Residency Model?	10
What are Teacher Registered Apprenticeship Programs?	12
A Brief History of Teacher Registered Apprenticeship Programs as Earn While You Learn Models	12
Toward Teacher Residency & Apprenticeship Alignment: Braiding Learning, Mentorship, and Clinical Experience of Two Similar Models	13
A Conceptual Model of Teacher Apprenticeships	15
Exploring the Overlapping Characteristics of Teacher Residency Programs and Teacher Registered Apprenticeship Programs	17
Designing a New Program in the Residency Design Academy	17
Applying to be a Teacher Registered Apprenticeship Program as a Teacher Residency Program	19
What Learnings from Teacher Residency Programs can Teacher Registered Apprenticeship Programs Apply?	20
Partnerships are essential	20
Center teacher candidates to ensure quality preparation	21
Finances matter for programs and candidates	22
What Challenges are Still Ahead for Teacher Registered Apprenticeship Programs?	24
Apprenticeship Contexts Vary	24
Accessing Funds	25
Looking to the Future	25
References	27

Teacher Residencies as the Foundation for Teacher Registered Apprenticeship Programs: Lessons Learned from the Teacher Residency Movement

The Need for Innovation in Teacher Preparation

The National Center for Education Statistics found that, as of October, 2024, 35% of public schools across the country were operating with at least one teacher vacancy, and 20% of public schools were operating with multiple teacher vacancies (National Center for Education Statistics, 2024). To account for these vacancies, 43% of school leaders reported that they were using non-teaching staff outside of their intended duties, and 42% of school leaders reported using other teaching staff outside of their intended duties (National Center for Education Statistics, 2024).

Without a trained and qualified teacher, students are at risk of losing opportunities to progress academically. In states like Texas where 52% of new teachers entered the classroom uncertified, students can lose up to 4 months of learning in reading and 3 months of learning in math when taught by uncertified teachers (Dallas Morning News Editorial, 2024).

To ensure school systems are able to address the persistent teacher vacancies and provide students with an education that enables them to reach their full academic and social potential, regardless of their personal or social circumstances, EPPs have been exploring how different teacher preparation models can attract and prepare more certified teachers (Merod, 2023). Common teacher preparation pathways include traditional student teaching; alternative certification, job-embedded programs, or internship programs; teacher residency programs; and, recently, teacher registered apprenticeship programs (T-RAPs). (See Table 1)

Table 1. Common Teacher Preparation Pathways

Traditional Student Teaching	Teacher candidates work full-time for 16 weeks under the supervision of a cooperating teacher at the conclusion of their coursework for certification.
Alternative Certification/ Job-Embedded/ Internship Programs	Teacher candidates complete the requirements for certification while working as a teacher of record.
Teacher Residency Programs	Teacher candidates complete a yearlong clinical experience with a mentor teacher while completing coursework for certification that is aligned with the responsibilities of their clinical experience.
Teacher Registered Apprenticeship Programs	Teacher candidates engage in on-the-job training under the supervision of an experienced journeyworker to master a set of competencies and standards required by state licensure regulation to earn teacher certification.

While each pathway contains the following components, the ways in which they attend to each component may differ:

Partnership

Teacher preparation requires involvement from and partnership between EPPs and school districts/charter management organizations (CMOs).

EPP-Based Coursework

Candidates complete coursework to learn the fundamentals of teaching, including pedagogy and instruction.

Clinical Experience

Clinical experiences allow candidates to translate their learnings from their coursework into day-to-day instruction in school-based settings with an experienced teacher.

Certification

At the conclusion of their preparation, candidates are eligible to apply for certification in a specific subject area.

Compensation

Depending on the pathway, candidates may receive monetary compensation while completing their clinical experiences.

Rather than viewing the different pathways as competitors, we acknowledge that each pathway provides a unique opportunity to meet the needs of specific audiences of aspiring teachers. Ultimately, each pathway is working towards the same goal:

To prepare teachers who are certified and prepared to serve as teachers of record for students in their communities.

Although we hope to prepare more teachers, we know that simply having a higher volume of teachers is not enough. We need teachers who engage in quality preparation that enables them to meet the needs of students in their communities. Well-prepared teachers of color, in particular, have the opportunity to positively impact student learning. While teachers of color confer benefits to all students, they are particularly advantageous for students of color. Black educators have been shown to contribute significantly to student achievement among Black students in both reading and math; in particular, lower-performing students benefit substantially from a teacher of the same race (Dee, 2004; Egalite et al., 2015). What's more, Black students who have a single Black teacher in grades three through five are more likely to graduate from high school and consider college, particularly Black males (Gershenson et al., 2018). Despite the well known benefits of a diverse workforce, in 21% of districts nationwide, there isn't a single teacher of color, and 14% of districts only have one (TNTP, 2025).

To address this gap, many programs have adopted a "Grow Your Own" (GYO) approach to expand the teacher supply and recruit teacher candidates who live, work, or attend a school within particular school districts (Edwards & Kraft, 2024). The National Center for Grow Your Own defines GYO programs as "a clear, articulated pathway for an aspiring educator to become a teacher for free and get paid to do so" (National Center for Grow Your Own, 2025). GYO programs lower the financial barrier to becoming a teacher, fill hard-to-staff areas, and ensure teachers are better prepared and, therefore, stay in the classroom for longer periods of time. GYO

The **National Center for Grow Your Own** (NCGYO) is a 501(c)(3) non-profit organization which provides technical assistance to state education agencies, state apprenticeship agencies, and local education agencies (school districts) that are interested in launching or expanding "Grow Your Own" (GYO) and/or registered apprenticeship programs for aspiring teachers and principals.

programs provide the opportunity for teachers from the community to work in their communities (Master & Doss, 2022).

“One of the main points of registered apprenticeships in teaching is to ensure the aspiring educator (aka apprentice) gets more time under a mentor teacher, who is the teacher of record, before they take over a classroom of their own.”

– **David Donaldson, Founder of
National Center for
Grow Your Own**

Teacher residency programs reflect the changing landscape of teacher preparation by advocating for reducing barriers of entry into the profession (most notably cost for candidates), ensuring a stronger connection between preparation and actual classroom experiences, and preparing teacher candidates to teach in the communities they are prepared in. The introduction of teacher registered apprenticeship programs (T-RAPs) has created an opportunity to build upon the evidence-based lessons learned

over the past 20 years by teacher residency programs across the country. Whereas many may believe teacher residency programs only differ in the length of the clinical experience, key components of the teacher residency model can be found in and incorporated into T-RAPs as well.

In response to this similarity, the purpose of this report is to articulate how the teacher residency model and T-RAPs can complement each other to offer teacher preparation pathways that center quality, workforce-driven teacher preparation.

Table 2. Comparison Chart of Teacher Preparation Pathways

Pathway	Partnership	EPP-Based Coursework	Clinical Experience	Certification	Compensation
Traditional Student Teaching	<p>EPP arranges a placement for candidate's clinical experience with school district/CMO</p> <p>EPP provides supervision during clinical experience at school district/CMO</p>	Candidates typically complete the required coursework prior to engaging in the clinical experience	<p>Candidates typically complete a clinical experience for 16 weeks in a full-time capacity</p> <p>Candidates are placed in a classroom with an experienced teacher</p>	<p>Candidates are eligible for certification at the conclusion of the clinical experience if they have completed all other certification requirements, such as licensure tests</p> <p>Candidates may earn a bachelor's degree or master's degree</p>	Candidates typically do not receive monetary compensation for the hours worked during their clinical experience
Alternative Certification/ Job-Embedded/ Internship Programs	<p>School district/CMO employs the candidate as a teacher of record</p> <p>EPP provides supervision while candidate completes coursework</p>	Candidates complete coursework for certification in addition to teaching responsibilities	<p>Candidates are placed in a classroom as the teacher of record</p> <p>Candidates may have a mentor teacher assigned to them</p>	Candidates may be employed under an emergency or provisional teaching license while completing requirements for certification	Candidates are typically employed by the school district/CMO as teachers of record and are paid a salary
Teacher Residency Programs	<p>EPP and school district/CMO partner to:</p> <p>Recruit, select, and support candidates, mentor teachers, and training sites</p> <p>Coordinate a clinical experience that is aligned with</p>	Candidates complete coursework that is directly aligned with their clinical experience	<p>Candidates typically complete a clinical experience for an entire school year</p> <p>Candidates are matched with a mentor teacher</p>	<p>Candidates are eligible for certification at the conclusion of the clinical experience if they have completed all other certification requirements, such as licensure tests</p> <p>Candidates may earn a bachelor's degree, masters degree, or</p>	<p>Candidates may be employed by the school district/CMO in a support role, such as paraprofessional or instructional assistant, and are paid a salary</p> <p>Candidates may not be employed by the school district/CMO, but may receive a stipend as</p>

Teacher Residencies as the Foundation for Teacher Registered Apprenticeship Programs

	<p>coursework and assessments</p> <p>Provide graduate supports to candidates who complete the program</p>			credential only	compensation during their clinical experience
Teacher Registered Apprenticeship Programs	<p>EPP and school district/CMO partner to:</p> <p>Recruit, select, and support candidates, journeyworkers, and job sites</p> <p>Coordinate on-the-job training that is aligned with related instruction and assessments</p> <p>Partners with local workforce boards, bargaining units, etc. to determine workforce development needs and compensation</p>	<p>Candidates complete related instruction that is directly aligned with their on-the-job training</p> <p>Related instruction may account for previous learning from professional experiences</p>	<p>Candidates complete on-the-job training for a fixed number of hours or until they have mastered a set of competencies</p> <p>Candidates complete on-the-job training under the supervision of an experienced journeyworker</p>	<p>Candidates are eligible for certification at the conclusion of the on-the-job training</p> <p>Candidates may earn a bachelor's degree, masters degree, credential only, or a teacher apprenticeship degree</p>	<p>Candidates are employed and paid by the school district/CMO</p> <p>Candidates receive a pay increase based on their mastery of competencies as determined by the program</p>

What is the Teacher Residency Model?

As a member of the [Pathways Alliance](#), NCTR helped craft the following [definition of teacher residency programs](#):

Teacher residencies are preparation pathways that are **anchored in partnership** and reflect a **program 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 pre-service 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.

NCTR supports programs in translating this definition of teacher residency programs into practice through its [Levers for Teacher Residencies](#).

When networks of teacher residency programs enact the levers as a movement, barriers into the teaching profession are disrupted through a systems-change approach to allow more aspiring teachers to enter the field. These levers place deliberate focus on the needs of teacher residents that have led to the current lack of various identities and experiences in the field.

Teacher residency programs are now seen as the [strongest approach](#) to teacher preparation, and [studies](#) continue to demonstrate that the teacher residency model is positively impacting students, aspiring teachers, existing teachers, and schools. [Data from the NCTR Network](#) indicates that the teacher residency model:

- prepares teachers to fill teacher shortages;
- improves teacher instructional practice;
- increases the degree to which the teacher workforce represents the communities it serves;
- leads to higher retention rates for new and mid-career teachers;
- increases student achievement; and
- generates high principal satisfaction rates.

Table 3. NCTR Levers for Teacher Residencies

Lever	Definition
Partnership & Design	To understand and meet the needs of the school district and community, residency leadership must work in collaborative partnership with community members and organizational partners who represent the communities they serve .
Residency Leadership	Teacher residency leadership is characterized by leaders who are able to execute on a strategic vision , maintain reflective dispositions, build strong relationships with and influence a diverse group of constituents, and advocate for the teacher residency model .
Resident Recruitment & Selection	The ongoing task of recruiting and selecting high-quality teacher resident applicants who can be successful in underserved schools and hard-to-staff subject areas requires articulating a clear value proposition that addresses a range of variables including financial barriers. Translating your value proposition to teacher resident applicants effectively requires comprehensive, innovative, and data-driven recruitment and selection strategies that are aligned to the mission, vision, and programmatic needs .
Training Site Recruitment, Selection & Support	An effective residency year experience requires that teacher residents have access to extensive opportunities to learn and practice at a training site where the school leadership understands and is committed to the vision and mission of the teacher residency program .
Mentor Recruitment, Selection & Support	Mentor teachers serve critical roles in supporting and preparing teacher residents. To identify, recruit, and select cohorts of impactful mentor teachers who successfully support and prepare teacher residents, programs set a programmatic vision, clearly articulate expectations of the mentor teacher role, and commit to providing ongoing mentor teacher support .
Residency Year Experience	The yearlong clinical experience, which aligns to the organization's mission and vision, is designed around their effective implementation of High-Priority Resident Practices that facilitate student achievement . The clinical experience also includes a carefully orchestrated gradual release of teaching responsibilities where, by the end of the clinical experience, teacher residents are prepared with credentials and are confident to be teachers of record.
Financial Sustainability	Teacher residency programs must build a financial model that allows for long-term sustainability in service to the mission and vision. While short-term funding can play an important role in starting a teacher residency program, sustainable teacher residencies create the conditions to plan for and implement a long-term financial strategy with a concrete, multi-year roadmap .
Graduate Support	Teacher residency graduates benefit from ongoing group and individualized support and professional development , which may include affinity groups, continued instructional coaching, and other strategies to be attentive to their unique needs as new teachers of record. Teacher residencies also use post-residency data to enhance recruitment and the residency year experience, so that, ultimately, induction supports lead to enhanced graduate effectiveness and retention .

What are Teacher Registered Apprenticeship Programs?

For context purposes, this section will delve into the historical background of registered apprenticeship programs (RAPs), segue into the inception of teacher registered apprenticeship programs (T-RAPs), and use these two historical points to articulate T-RAPs' alignment with teacher residencies. While recognizing that the U.S. Department of Labor (DOL) has established a definition for [registered apprenticeships](#), the alignment will culminate in a conceptual model for a T-RAP.

A Brief History of Teacher Registered Apprenticeship Programs as *Earn While You Learn* Models

The U.S. first codified a system of registered apprenticeship programs (RAPs) in 1937 via the [National Apprenticeship Act](#). However, the teaching profession was originally not one of the identified apprenticeable positions. Since then, Congress has furthered legislation to strengthen public workforce initiatives, including the [Workforce Investment Act of 1998](#). Among the latter legislation's chief accomplishments was the creation of local Workforce Investment Boards (WIBs), which are sometimes also referred to as Workforce Development Boards. Comprised of, but not limited to, members from educational institutions, labor unions, and businesses, WIBs were charged with directing workforce development funds.

Sixteen years and two Presidents later, the [Workforce Innovation and Opportunity Act](#) (WIOA) was passed in 2014 as bipartisan legislation with the goal and aligned funds to further strengthen the country's public workforce system. The legislation created a reciprocal relationship between apprentices and employers by stressing financial and education support of Americans with significant barriers to employment into high-quality jobs while also helping employers hire and retain skilled workers (U.S. Department of Labor, 2025c). To break down financial barriers to entry into an apprenticeable occupation, the “earn while you learn” model is key to this endeavor. The apprenticeship model uses a blend of paid, on-the-job learning and aligned formal instruction. Similar in spirit to teacher residencies, the T-RAP model can disrupt barriers into the profession, especially if catalyzed as a movement that works in concert with the teacher residency movement.

In this model, job sites guide apprentices through a carefully planned work process schedule that outlines the tasks they will practice to master the competencies necessary to be successful in the occupation. Meanwhile, education institutions offer formal instruction to apprentices that is aligned directly with their work process schedules to

support their development. While on the topic of work process schedules, it is important to note that one of the attractive features of this model for apprentices is the progressive wage schedule that increases as benchmarks are met throughout the program. This incremental earning potential recognizes the apprenticeship experience as labor while also rewarding apprentices financially throughout their professional growth.

Apprenticeships have grown in popularity since 2014 with an 89% increase since then, resulting in approximately 679,000 Americans in apprenticeships (U.S. Department of Labor, 2025a; Marcus, 2024). This rise in popularity of apprenticeships, coupled with the teacher shortage crisis exacerbated by the COVID-19 pandemic, created the impetus for the Department of Labor (DOL) to approve the profession of teaching as apprenticeable in 2021, unlocking funds for teacher residency programs (Gregory, 2024). The availability of DOL funds for teacher residencies that align with apprenticeships created a potential avenue for financial sustainability of programs.

The similarities between teacher residencies and apprenticeships are clear. Both models situate the learner, in this case, a novice teacher, in a robust clinical experience where they learn the teaching profession from a seasoned teacher. In the context of teacher residencies, this seasoned teacher is most often referred to as a mentor teacher, whereas apprenticeships refer to them as a journey worker. Paired with teacher preparation coursework from a partnering university, an effective apprenticeship synthesizes theoretical knowledge from coursework with practical experiences from their apprenticeship to engage in praxis, a hallmark of effective teaching.

Toward Teacher Residency & Apprenticeship Alignment: Braiding Learning, Mentorship, and Clinical Experience of Two Similar Models

Teacher residences have often been compared to medical residencies, in part, because both roles are regarded as professions. In the case of teacher apprenticeships, there is an assumption the role aligns with apprenticeships in the trades like carpentry, plumbing, and construction. Though the trades reflect important occupations that are a vital part of the workforce, teacher apprenticeships are more akin to apprenticeships in another professional field – the law.

Similar to the teaching field, the legal field also finds itself engaged in discussions about strengthening access, reducing entry barriers, and rethinking pathways to licensure; this includes increasing experiential learning (Harvard Law School Center on the Legal Profession, 2024b; Merritt et al., 2023; Harvard Law School Center on the Legal Profession, 2024a). In other words, discourse on diversifying pathways into law echoes

discourse in the field of teaching. It is relevant to note that the field of teaching is no stranger to forces attempting to deprofessionalize it (Mathis & Welner, 2015; Milner, 2013). It is imperative for the future of the field to reject calls for deprofessionalization and instead center teachers as informers of their own profession, including teacher apprenticeships and its meaning.

Contributing to the discourse on lawyer apprenticeships is Robert Lerman, professor emeritus of economics at American University. Drawing from 30 years of research on apprenticeships, Lerman defines an apprenticeship as, “a structured method of learning high levels of occupational competency. It is a qualification that emphasizes learning by doing as well as the apprentice’s productive contributions,” yet emphasizes that, “apprenticeship is fundamentally about learning” (Harvard Law School Center on the Legal Profession, 2024a).

Identifying learning as the fundamental aspect of an apprenticeship allows for an entry point for alignment with a teacher residency model. At NCTR, our extensive teacher residency consulting and research positions us to articulate alignment with T-RAPS. For example, the teacher residency model provides teacher residents with learning opportunities in a cohort of peers with coursework that integrates theory and practice while participating in a full school year of P-12 classroom experience under the guidance of an experienced mentor teacher – all while earning a salary stipend. In the same vein, a T-RAP matches an apprentice with a mentor teacher to provide on-the-job learning while participating in related coursework while being provided with a progressive wage schedule and other financial support. Both models include the earning of a state issued teaching license and a degree from the partnering education institution. In addition to other similarities, this effective braiding of *learning*, *mentorship*, and *clinical experience*, that is at the heart of both models, is captured in the following table:

Table 4. Teacher Residency Programs and Teacher Registered Apprenticeships

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

A Conceptual Model of Teacher Apprenticeships

The alignment of teacher residencies with T-RAPs articulated in the previous section informed the development of a conceptual model to illustrate one approach toward designing a teacher apprenticeship model. However, it's important to stress this is one recommended model, but similar to teacher residencies, there is flexibility in design and implementation that should take into consideration local contextual needs as informed by community needs, WIBs, and other applicable constituents and partners. This model integrates a pre-apprenticeship phase for teaching assistants who work to complete their


“When I was designing the first-ever registered apprenticeship in teaching program back in Tennessee, one of our non-negotiables was a minimum yearlong residency model based on the research and work of the National Center for Teacher Residencies. I am grateful for the leadership, partnership and commitment to quality that the National Center for Grow Your Own has with Kathlene Campbell and NCTR.”

– **David Donaldson, Founder of National Center for Grow Your Own**

B.A. degrees. In their final year of their B.A. degree, teaching assistants enter the apprenticeship phase, underscored by their first year as an apprentice which is aligned with being a teacher resident. Upon successful completion of the first year as an apprentice and passage of coursework and state certification exams, a candidate would be recommended for teacher licensure. Upon being hired as the teacher of record, there is an induction year of support along with a pay increase commensurate with their experience based on their district/CMO's payscale. This pay increase also aligns with criteria specifying a progressive wage scale throughout the program and, if applicable, collective bargaining agreements. The following graphic visually depicts this conceptual model:

Table 5. Teacher Registered Apprenticeships

Pre-Apprenticeship		Apprenticeship	
Years 1-3 of B.A.		One-Year Residency / Fourth Year of B.A.	One-Year Induction
Teaching Assistant (Pre-Apprentice)		Year 1 Apprentice (Teacher Resident)	Year 2 Apprentice (Teacher of Record)
PROGRESSIVE WAGE			
District Teaching Assistant Pay		District Living Stipend Pay	District Full-Time Salary



One significant difference between teacher residencies and apprenticeships is that the latter has to include wage increases aligned with acquisition of increased skills and competencies.

Based on the conceptual model, we see that both the teacher residency model and T-RAPs are structured preparation pathways with wrap-around supports that allows for growth in professional competencies while candidates earn as they learn from mentor teachers in partnership with teacher preparation programs, emphasizing praxis. Similar to the definition of the teacher residency model, the concept of a teacher apprenticeship is intentionally broad and flexible, allowing for local contexts to inform the model and implementation of it in reflection of a community's needs.

Exploring the Overlapping Characteristics of Teacher Residency Programs and Teacher Registered Apprenticeship Programs

Since teaching was introduced as an apprenticeable profession, NCTR has been working with institutions across the country to design and launch new teacher residency programs that are eligible to become T-RAPs through the Residency Design Academy (RDA). NCTR has also been supporting institutions who have made adjustments to existing teacher residency programs in our Network to become T-RAPs. We will highlight two of these programs:

- Baltimore Teacher Apprenticeship Program (BTAP)
- The University of Southern Mississippi Golden Eagle Teacher Apprenticeship

Designing a New Program in the Residency Design Academy

The Baltimore Teacher Apprenticeship Program (BTAP) is a teacher preparation program established in 2024 in partnership between Baltimore County Public Schools and Loyola University Maryland. The BTAP partnership participated in NCTR's RDA in the 2023-2024 academic year to establish this teacher residency program with the intent to become a T-RAP.

In their first year of operation, BTAP is actively collaborating with the Maryland Department of Labor to explore becoming a T-RAP.

What is the NCTR Residency Design Academy?

NCTR's Residency Design Academy (RDA) is a nationally known consulting service that supports the design and launch of a high-quality teacher residency program aligned with NCTR's Levers. As part of the academy, programs can explore whether a teacher residency program meets their needs or fully work toward building and launching a high-quality teacher residency model in their own context.

“As we worked through the NCTR's guiding principles and learned about the Levers, [NCTR] helped us realize that as a collective group we already had the tools in place to apply for a registered apprenticeship.”

– Carla Simons, Manager, Office of Educator Licensure, Baltimore County Public Schools

Table 6. Baltimore Teacher Apprenticeship Program Profile

Lever	Description
Partnership & Design	EPP: Loyola University Maryland Employer: Baltimore County Public Schools
Residency Leadership	Loyola University Maryland: <ul style="list-style-type: none"> Dean, School of Education Associate Dean, School of Education Chair, Teacher Education Department Director, Special Education Program Baltimore County Public Schools: <ul style="list-style-type: none"> Manager, Office of Educator Licensure Director, Teacher Development Coordinator, Curriculum & Instruction, Special Education Certification Analyst, Office of Educator Licensure
Resident Recruitment & Selection	Current Cohort: <ul style="list-style-type: none"> 5 full-time candidates 5 part-time candidates 4 conditional teachers Resident (Apprentice) Profile: <ul style="list-style-type: none"> Current paraeducator at Baltimore County Public Schools OR Future paraeducator at Baltimore County Public Schools (upon admission to BTAP) Conferred Bachelor's Degree Committed to teaching in Baltimore County Public Schools for at least 3 years upon completion
Training Site Recruitment, Selection & Support	Three Training Sites: <ul style="list-style-type: none"> 2 Elementary Schools 1 High School
Mentor Recruitment, Selection & Support	Mentor Profile: <ul style="list-style-type: none"> 1:1 teacher resident-to-mentor teacher ratio Hold a professional MSDE certificate/license in Special Education Assigned to a Special Education classroom Recommended by school administration
Residency Year Experience	Credential Areas: <ul style="list-style-type: none"> Special Education - Elementary/Middle Education Special Education - Secondary/Adult Education Clinical Experience: <ul style="list-style-type: none"> One-year clinical experience with an experienced mentor teacher

	Coursework: <ul style="list-style-type: none"> Master's in Education, Special Education 40 graduate credits Compensation: <ul style="list-style-type: none"> Paraeducator salary and benefits in accordance with collective bargaining unit Supports: <ul style="list-style-type: none"> Individualized academic planning District-based induction supports
Financial Sustainability	<ul style="list-style-type: none"> 25% tuition discount from Loyola University Maryland \$300/credit benefit from Baltimore County Public Schools Paraeducator compensation and benefits from Baltimore County Public Schools
Graduate Support	Salary for a licensed special education teacher at BCPS starts at \$60,000/year.

Applying to be a Teacher Registered Apprenticeship Program as a Teacher Residency Program

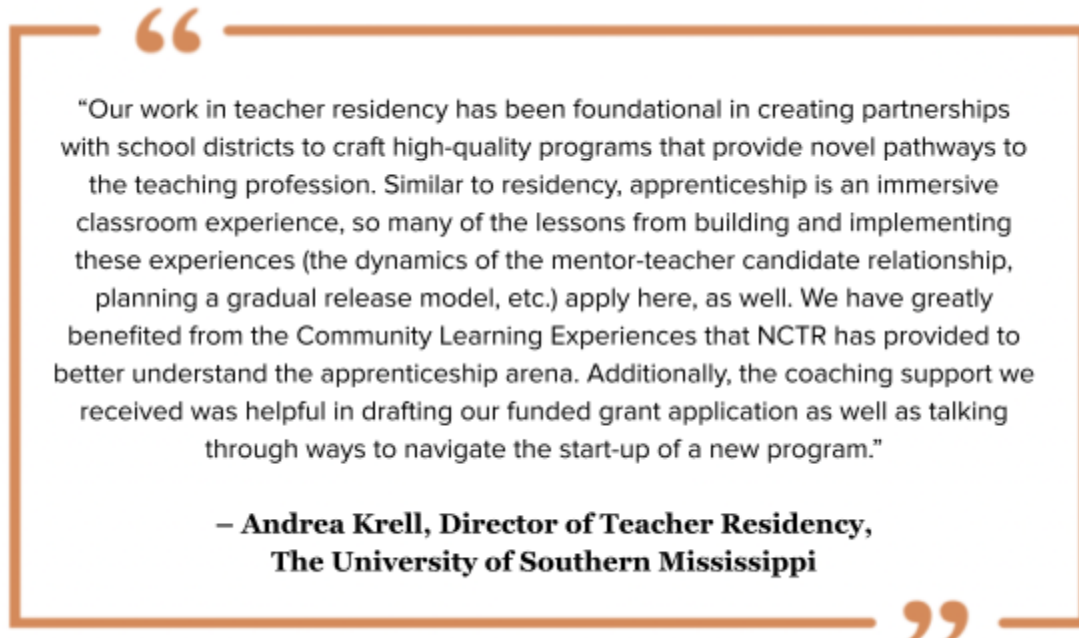
What is the NCTR Network?

NCTR brings together over 60 Network members to collaborate and exchange best practices to continuously strengthen their programs and influence teacher preparation nationally.

Thanks to the generous support of the Kellogg Foundation, [The Teacher Residency Programs at The University of Southern Mississippi](#) (USM) has been a member of the NCTR Network since 2022. Network members receive in-person and virtual programming, including data-based learning opportunities. This programming supports a teacher residency program's impact goals for improvement with residency design and

implementation, including apprenticeship model alignment, while advancing the field toward effective educator preparation.

The University of Southern Mississippi Director of Teacher Residency Andrea Krell contacted NCTR in spring 2024 for support on consulting on registering as a T-RAP and support on an application for an [Apprenticeship Building America](#) grant. Echoing the parallel between teacher residencies and apprenticeships, Krell shares her insights:



USM's robust efforts to align their pre-existing [Teacher Assistant Program](#) paid off, becoming [the first T-RAP in the state](#) to be recognized by the Mississippi Office of the U.S. Department of Labor. The momentum from this honor continued when USM was later [awarded a \\$3.8 million Apprenticeship Building America grant](#).

What Learnings from Teacher Residency Programs can Teacher Registered Apprenticeship Programs Apply?

T-RAPs have the opportunity to learn from almost 20 years of evidence that informs and demonstrates the positive impact of the teacher residency model and NCTR's Levers to establish a strong foundation for their teacher preparation program that centers partnership, quality, and sustainability.

Partnerships are essential

The success of teacher residency programs is largely dependent on the partnership and collaboration between school districts/CMOs and EPPs. By sharing ownership and responsibility across organizations, each partner is able to leverage their expertise to collectively train teachers who are prepared to teach successfully in their communities.

Partnership is interwoven into every aspect of designing and operating a teacher residency program. Examples of partnership in teacher residency programs include:

- **BTAP** partners, Baltimore County Public Schools and Loyola University Maryland, coordinate to design a residency year experience that incorporates both requirements for achieving Maryland professional licensure and Department of Labor apprenticeship standards.

Becoming a T-RAP expands partnerships to include additional collaborators such as Departments of Labor, unions and collective bargaining units, and workforce development boards. Introducing these collaborators into teacher preparation allows for T-RAPs to further emphasize the workforce-driven nature of candidates' preparation. These additional collaborators are able to work together with school districts/CMOs and EPPs to ensure candidates are prepared in content areas where there are critical vacancies and in alignment with the labor conditions they will work under as teachers of record, particularly related to compensation and wage increases.

“We’ve heard that teacher preparation ignores the districts’/CMOs’ needs and that apprenticeships are the answer to that. Teacher residency programs have been listening, and the partnerships between EPPs/IHEs and districts/CMOs are yielding great results in principal satisfaction, teacher retention, and job satisfaction among mentor teachers.”

**- Jill Pitner, Chief Growth Officer,
National Center for Teacher Residencies**

Center teacher candidates to ensure quality preparation

“If we think that schools alone will prepare aspiring teachers, then we are mistaken. Schools’ first priority will always be students, and it needs to remain there. However, aspiring teachers need an entity where they are the priority.”

**- Dr. Kathlene Campbell,
Chief Executive Officer,
National Center for
Teacher Residencies**

One of the defining characteristics of teacher residency programs is the extended clinical experience that teacher residents complete under the guidance of a mentor teacher. The extended clinical experience allows for teacher residents to gradually assume teaching responsibilities with continuous feedback loops that enable them to begin to master the skills needed to become an effective teacher of record by the end of their preparation. This

experience, however, requires significant coordination between EPPs and school districts/CMOs. School districts/CMOs work with EPPs to ensure coursework is relevant to the realities of teaching in their schools and work with mentor teachers and training sites to provide teacher residents opportunities to assume teaching responsibilities and become part of the school community. In return, EPPs offer coursework and assessments that are directly aligned with the experiences teacher residents have in their classrooms. At the center of this coordination is the teacher residents' learning.

Honoring teacher residents' clinical experiences as a unique period in their teaching careers to learn about and practice teaching skills without the full responsibility of being a teacher of record requires creating conditions for them to practice, make mistakes, and grow into their teaching practice. We know that being a teacher, let alone being a teacher in training while also being a student, can be a taxing endeavor. As such, teacher residency programs build systems to provide supports that enable teacher residents to focus on their learning, such as:

- As employees of **Baltimore County Public Schools**, **BTAP** candidates have access to all employee benefits, including an Employee Assistance Program, and individualized academic planning and coaching supports from clinical faculty at **Loyola University Maryland**.

As T-RAPs work to ensure the on-the-job training experience is as meaningful and robust as possible, partners should intentionally design structures that center the apprentices' learning and reduce barriers that may detract from their learning.

Finances matter for programs and candidates

The teacher residency model redistributes the cost of teacher preparation that has typically been assumed by teacher candidates to be spread across school districts/CMOs, EPPs/IHEs, and candidates. With school districts/CMOs and EPPs/IHEs taking on more of the cost of preparation in order to make teacher preparation more financially accessible for candidates, partnerships must develop a financial model that reduces barriers for candidates and is sustainable and scalable for future candidates.

For example, both institutions in the BTAP partnership commit to reducing financial barriers for candidates to ensure the program is as accessible as possible.

- **Baltimore County Public Schools** offers tuition benefits to participating paraeducators at a rate of \$300/credit, totalling \$12,000 per teacher resident.

- **Loyola University Maryland** offers a 25% tuition discount to all teacher residents, totaling almost \$7,000 per teacher resident.

This model is an example of a braided funding strategy in which all partners contribute to the financial model for the program. The shared commitment from each institution significantly reduces the primary and largest financial barrier for most candidates: **tuition**.

While making the program affordable and accessible is important, teacher residency programs must also focus on how to make their financial model sustainable and scalable. Because a bigger portion of the cost associated with teacher preparation now falls on the institutions involved in the preparation rather than the candidate, teacher residency programs must continue to expand their revenue streams, either in number of revenue streams or the total amount associated with each revenue stream.

Building on the emphasis teacher residency programs place on reducing financial barriers for teacher residents, T-RAPs are able to strengthen their braided financial models by applying for WIOA grants through Departments of Labor. WIOA funds can be used to cover costs associated with (U.S. Department of Labor, 2025b):

- **Related Training & Instruction:** EPP-based coursework aligned with the apprentice's on-the-job training.
- **On-the-Job Training:** The apprentice's clinical experience with an experienced journeyworker (known as a mentor teacher in the teacher residency model).
- **Supportive Services:** Services that reduce barriers to engagement, such as transportation or childcare services.

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"For us, teacher apprenticeship has helped us expand support to undergraduate teacher candidates who are serving as TAs in schools across the state. We had an existing curriculum to serve these students, but apprenticeship is providing additional structure to enrich their learning experiences while also providing financial supports that will make the program more accessible to a broader range of candidates."

– **Andrea Krell,**
Director of Teacher Residency,
The University of Southern
Mississippi

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Kelly Riling, one of NCTR's Managing Director of Programs, leads a Community Learning Experience for teacher residency programs to explore and discuss strategies and practices for becoming a T-RAP and says, *"The benefits are clear. T-RAPs open the door to new funding streams, such as Department of Labor grants, reducing reliance on traditional education budgets."* By accessing a new revenue

stream, T-RAPs have the opportunity to not only sustain their teacher preparation programs, but also scale them to include more candidates without sacrificing the quality of their preparation.

What Challenges are Still Ahead for Teacher Registered Apprenticeship Programs?

As the field continues navigating how to design and implement T-RAPs that center quality teacher preparation, there are a number of barriers programs are facing in accessing the benefits of becoming a registered apprenticeship program, including officially getting registered with DOLs and accessing apprenticeship funds.

Apprenticeship Contexts Vary

Registered apprenticeship programs can be registered through one of two agencies, depending on where they are located: Department of Labor Office of Apprenticeship (OA) or the State Apprenticeship Agency (SAA). Depending on the agency, there may be variations in the standards, credentials, and tracking systems that T-RAPS must follow in order to become and remain registered and be eligible for benefits through the DOL. EdTrust and the Pathways Alliance have developed a [resource that compiles publicly available information related to T-RAPs in each state](#), including whether programs are registered through OA or SSA.



While navigating the individual context for T-RAPs in your state requires time and effort for programs to become familiar and align their design with, Riling shares, *“This mirrors our approach of tailoring program design to specific contexts and underscores the importance of understanding the state-level landscape when developing T-RAPs.”* Depending on how programs will register their T-RAPs, DOL representatives may be available to support in preparing to apply for registration.

Accessing Funds

Programs that are recognized by DOL as T-RAPs are automatically eligible to access WIOA funding; however, WIOA funding is distributed to local workforce development boards by the federal government. As such, workforce development boards have different requirements and processes for accessing WIOA funds.

To revisit a statistic provided earlier in this report, according to the U.S. DOL, there were approximately 679,000 apprentices in registered apprenticeship programs for all apprenticeable professions in 2024. However, many advocates for apprenticeship programs indicate that there aren't nearly enough available apprenticeship positions to meet the demand, citing the financial investment required by employers to set up and maintain a registered apprenticeship program as a significant barrier (U.S. Department of Labor, 2025a; Marcus, 2024).

Despite the financial investment required to operate a registered apprenticeship program, the U.S. DOL reports 94% of apprentices across all professions stay with their employers at the conclusion of their program (National Apprenticeship, 2025), and the Urban Institute found that employers receive an average return on investment of \$1.44 for every dollar spent on an apprentice (Kuehn et al., 2022). With retention of highly effective teachers central to their work, many teacher residency programs like BTAP and the Golden Eagle Teacher Apprenticeship commit to providing support to teacher residents during and beyond their clinical experience to ensure they stay in the classroom in the communities where they trained.

Looking to the Future

As more programs become T-RAPs and more EPPs work to prepare teachers to fill critical teacher vacancies in their communities, two questions remain at the forefront:

- How do we ensure quality remains at the center of teacher preparation?
- How do we understand the varying models of teacher preparation and the decisions needed to identify the type of program that is needed and/or desired to meet our communities' needs?

We know that there is likely no singular solution to address persistent teacher vacancies, so multiple pathways into the teaching profession must be available to aspiring teachers to ensure each candidate has at least one option that meets their needs.

Building on the lessons learned by teacher residency programs across the country, all teacher preparation pathways have the opportunity to strengthen institutional partnerships to center quality preparation and reduce barriers to entry into the profession for aspiring teachers. When considering establishing or transitioning to a T-RAP, Dr. Campbell advises, *“T-RAPs built off of a strong teacher residency program are created from a stable foundation that has shown its positive impact on teacher retention and student achievement. However, T-RAPs built in isolation or that disregard well known effective components of teacher residency programs should not expect to positively impact students’ academic achievement.”*

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