



NATIONAL CENTER FOR

**TEACHER
RESIDENCIES**

ANNUAL REPORT

2024-2025

Message from the CEO

This year's annual report is a celebration of what makes teacher residencies such a powerful force in education.

Teacher residencies thrive because they build on strengths already present. Teacher residents bring passion and a deep dedication to students' learning. Mentor teachers contribute wisdom, craft, and experiences that guide the next generation. And school district partners, charters, and colleges and universities offer the support needed to shape the curriculum and show how hands-on learning for teacher residents comes alive in classrooms. Together, these assets form the foundation for sustainable, impactful teacher preparation.

We know that the field of education is evolving rapidly. What excites me is how teacher residencies are responding with innovation and resilience—expanding pathways into the profession, designing programs that reflect the communities it serves, and deepening partnerships with schools and universities. These efforts are not just meeting challenges; they are opening new opportunities to strengthen the teaching profession, combatting teaching shortages in their local communities and improving teacher retention across the nation.

This year, we have seen remarkable progress: NCTR welcomed 65 Network members and 22 Residency Design Academy (RDA) teams for the 2024-2025 academic year—the largest NCTR community since our inception in 2007. To date, we have launched over 125 teacher residency programs in 33 states since 2007. Our collective dedication and vision to support aspiring educators and the students they will teach shines bright as we continue to make significant strides in shaping the future of teacher preparation.

I am filled with optimism for what lies ahead. With your partnership, we will continue to grow a future where every child is taught by a well-prepared teacher to help them thrive.



With gratitude and hope,

A handwritten signature in black ink that reads "Kathlene Campbell, Ph.D." The signature is written in a cursive, flowing style.

Kathlene Campbell, Ph.D.
CEO

Message from the Board Chair

As we stand on the cusp of a new chapter, I feel a profound sense of optimism about the future of our teacher residency programs. These initiatives are not only vital to the educational landscape but also instrumental in shaping the lives of countless students and educators alike. The opportunities that teacher residencies present are immense, offering the chance to cultivate a new generation of passionate, prepared, and resilient teachers who will make a lasting impact in classrooms across the nation.

However, with these opportunities come significant challenges that we must confront head-on. The ever-evolving dynamics of education require us to be agile and innovative in our approach. We must address disparities in educational access, ensure our programs are reflective of the communities they serve, and provide robust support to teacher residents as they navigate their professional journeys.

I am incredibly grateful for the dedication, hard work, and support of each person that has contributed toward breathing life into the teacher residency model, building and strengthening the success of teacher residency programs, and advancing the teacher residency movement for national impact. Together, we can overcome these challenges and harness the potential of these opportunities to transform education for the better. Let us move forward with determination, vision, and the unwavering belief that we can make a difference for students everywhere.

Thank you for your commitment and passion.



Sincerely,

Daniel Velasco, Ed.D.

Daniel Velasco, Ed.D.
NCTR Board Chair

TABLE OF CONTENTS

- 2 Message from the CEO
- 3 Message from the Board Chair
- 5 Acknowledgements
- 6 About NCTR
- 8 NCTR's Impact At A Glance
- 10 Preparing Teachers Who Represent and Value the Communities They Serve
- 13 Building Capacity to Transform Teacher Preparation
- 19 Researching, Enhancing, & Sharing the Impact of Teacher Residency Programs
- 23 Increasing Public and Private Support for Teacher Residency Programs
- 26 Cultivating Partnerships to Increase Reach and Impact
- 29 Ensuring Efficient Organizational Operations
- 31 The NCTR Community for 2024-2025



Susan Banchemo is a teacher resident at RTR Teacher Residency. This picture was taken at Ettrick Elementary School.

Acknowledgements

We extend our heartfelt gratitude to those who continue to support the impact of teacher residency programs and the National Center for Teacher Residencies. To our NCTR Residency Design Academy (RDA) and Network members, your unwavering commitment and generosity have been instrumental in advancing our shared mission to prepare and empower the next generation of educators. To our collaborators and funders, your belief in our initiatives allows us to develop innovative, high-quality teacher residency programs that not only support aspiring teachers but also enhance student learning outcomes nationwide and improve our nation's teaching workforce. By investing in teacher residencies, you are actively contributing to a brighter future for education, fostering environments where both teachers and students can thrive. Thank you all for being an essential part of our journey and for your dedication to shaping the future of education.

Funders



Photo on the Front Cover: Ashley Love is a teacher resident at Philadelphia Teacher Residency. This picture was taken at Boys Latin Charter School.

Photo on the Back Cover: Devontae Cash is a teacher resident at Alternative Pathways to Educator Certification (APEC) program at Coker University. This picture was taken at Chesterfield-Ruby Middle School.

ABOUT NCTR

The National Center for Teacher Residencies (NCTR) is the leader in supporting the design, launch, sustainability, and growth of teacher residency programs and provides support toward becoming a teacher registered apprenticeship program.

NCTR directly impacts the teacher workforce by partnering with school districts, charter management organizations, nonprofit organizations, state education agencies, and institutions of higher education to provide evidence-based support to teacher residency programs.

Mission

Our 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.

Core Values

Collaboration

Justice

Data Guided

Continuous Learning



HOW WE WORK



Residency Design Academy

NCTR's Residency Design Academy (RDA) is the organization's nationally known consulting service for designing and launching a high-quality teacher residency program aligned with NCTR's Levers for Teacher Residencies. Emerging teacher residency programs work with NCTR to 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.



Network

NCTR's Network is composed of teacher residency programs across the nation. As part of the Network, members receive consulting support and have the opportunity to collaborate and exchange best practices with one another in support of teacher preparation in their own communities.



Boundless Educators Initiative

NCTR's Boundless Educators Initiative (BEI) contributes financial and technical support to increasing student access to well-prepared teachers who reflect the communities they serve throughout the United States. BEI supports the recruitment, preparation, and retention of educators through our national Network of teacher residency programs.



Tailored Consulting

Tailored consulting provides technical assistance to any stakeholder interested in improving any aspect of the teacher development continuum, including strengthening teacher preparation partnerships, retention strategies, guidance toward becoming a teacher registered apprenticeship program, mentor teacher professional learning, research and evaluation analyses, and policy and advocacy support.



Hannah Mickens is a teacher resident at Philadelphia Teacher Residency. This picture was taken at Boys Latin Charter School.



Graduates of the East Harlem Teaching Residency celebrate their completion of the program, as they set out prepared to teach the next generation of students.

THE NCTR IMPACT

Since 2007, NCTR has...

- Supported or helped launch over **125** teacher residency programs and teacher registered apprenticeship programs in **33** states
- Awarded grants to support **44** teacher residency programs for the recruitment and preparation of over **1,700** teacher residents through the Boundless Educators Initiative (BEI)
- Supported the recruitment and preparation of more than **14,000** teacher residents of NCTR's Network programs toward becoming teachers of record
- Contributed to NCTR's Network program graduating well-prepared educators that have gone on to teach more than **1.9 million** students across the U.S.²



Celebrating Graduate Success!

14,606

cumulative graduates
of programs currently
or previously in NCTR's
Network

1,914,827

students taught by
graduates of programs
currently or previously in
NCTR's Network²

THE 2024-2025 NCTR COMMUNITY AT A GLANCE



Residency Design Academy

- 24 design teams composed of institutes of higher education, school districts, state education agencies, and/or charter school management organizations, including a national charter network
- 25 teacher residency and/or teacher registered apprenticeship programs designed and prepared to launch in 10 states



NCTR Network

- 65 members partnered with 661 school districts and charter schools
- 75 established teacher residency or teacher registered apprenticeship programs in 27 states, including Washington D.C.



Boundless Educators Initiative

- 34 established and two newly designed programs in 20 states
- \$5.8 million directly provided to 31 grantees to support teacher residents, contributing to positive outcomes in preparation, retention, and community impact

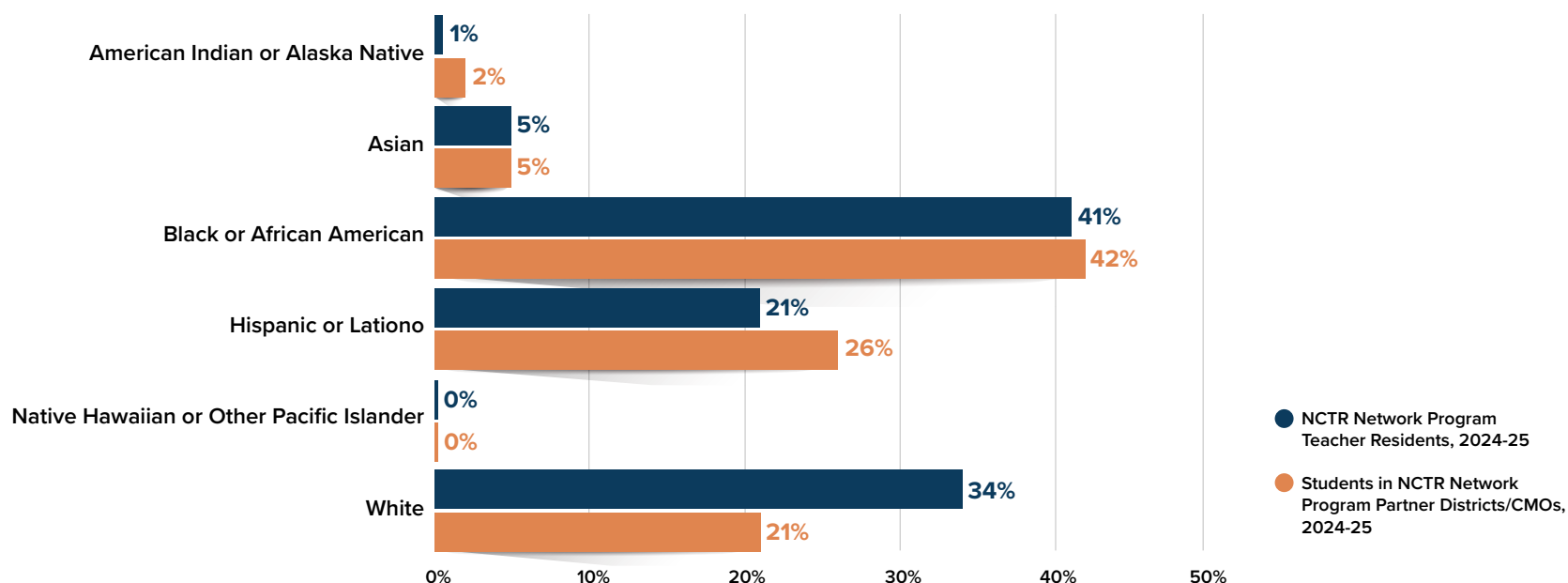
²NCTR calculates the number of students impacted by tallying up the number of cumulative graduates reported for every program to ever be in the NCTR Network, with graduates being counted for as many years as programs have reported them to be teaching. This total is then multiplied by the proportion of NCTR graduates teaching elementary vs. secondary school to estimate the number of graduates teaching at each school level. These numbers are then multiplied by the most recently reported average class sizes of public school and secondary school teachers by the National Center for Education Statistics (See https://nces.ed.gov/surveys/ntps/estable/table/ntps2021_sft07_t1s).

PREPARING TEACHERS WHO REPRESENT AND VALUE THE COMMUNITIES THEY SERVE

Programs in NCTR's 2024-2025 Network collectively enrolled a total of 2,571 teacher residents who represent and value the communities they serve. Also, teacher residents, graduates, and principals have reported that participating in a teacher residency program has positively impacted their professional learning and school culture.³

Recruiting educators who represent and value the communities they serve

Racial and Ethnic Demographics of NCTR Network Program Teacher Residents & Students in NCTR Network Program Partner Districts and Charter Schools



95%

of teacher residents agreed that their program is committed to preparing teachers who can support students of all backgrounds and identities to thrive and succeed

³In 2024-2025, NCTR surveyed program participants and partners of our Network programs. 1,018 teacher residents and apprentices, 1,064 mentor teachers, 586 graduates, and 309 principals representing 54 programs participated, or a total of 2,977 people.

Preparing and ensuring students from historically underserved communities have access to effective educators

926

of 2023-2024 graduates of NCTR Network programs were hired to teach in Title I schools

88%

of 2023-2024 graduates of NCTR Network programs were hired to teach in Title I schools (average)

What Our Programs Say:

89%

of teacher residents of NCTR Network programs reported to be prepared or very well prepared

86%

of graduates of NCTR Network programs reported to be prepared or very well prepared

80%

of mentor teachers reported teacher resident is prepared or very well prepared

93%

of principals reported that residency graduates are more effective than a typical new teacher

Supporting retention of educators to create lasting, meaningful change

81%

of hired graduates of NCTR Network programs return to teach after three years (i.e. teach for a fourth year)

What Our Programs Say:

94%


of mentor teachers agreed that being a residency program mentor makes them a more effective teacher

97%

of principals reported that participation in a residency program has positively impacted the culture of their school

94%

of principals reported that participation in the residency programs improves student learning and achievement at their school



Trayvond Taylor and Johnae McGee are teacher residents at The Educator Academy. This photo was taken at the Educator Academy's Summer Institute at Brookside Charter.

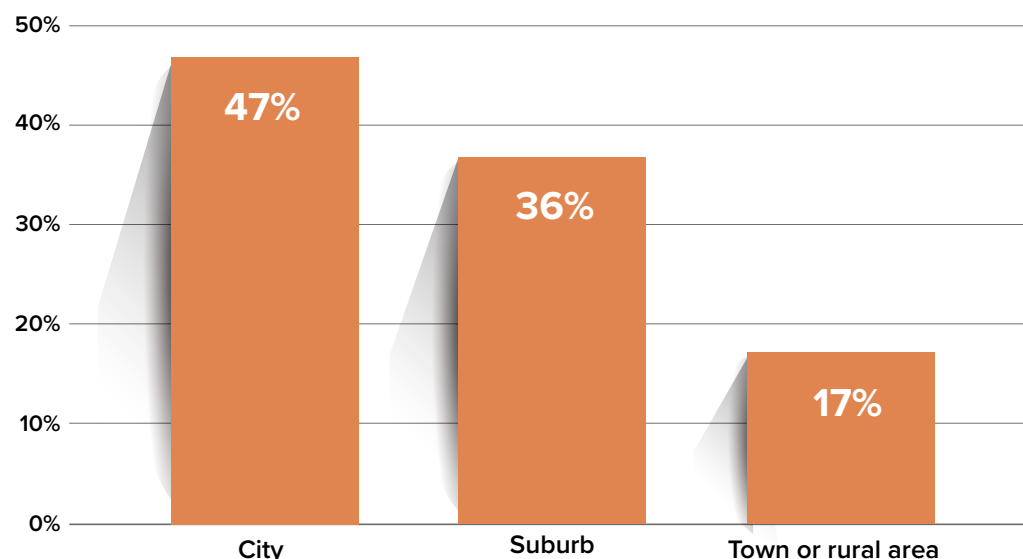
BUILDING CAPACITY TO TRANSFORM TEACHER PREPARATION

A key priority of NCTR's strategic plan—building capacity to transform teacher preparation—focuses on engaging members in continuous learning to enhance the quality of residency programs so that they best serve their communities and support transformative change in the teaching workforce.

NCTR is committed to continuously improving teacher residency programs, ultimately leading to better educational outcomes for students and overall program growth.

The 2024-2025 NCTR community was one of the largest ever, exhibiting the continued growth of NCTR and the teacher residency movement. This year's Network and RDA collectively included nearly 100 established or soon-to-be-launched programs, with 16 of those being newly or soon-to-be registered apprenticeship programs. The NCTR community was composed of Network members and RDA teams located in 30 states, and 47% of Network member program partner districts and charter schools being located in cities, 36% in suburbs, and 17% in towns or rural areas.⁴

NCTR Network Programs Serve a Variety of Communities Across the U.S.



“

As a school leader, I've been consistently impressed by the caliber of educators coming out of the program... They're prepared, passionate, and ready to make an immediate impact on students.”

– NCTR Network Program Principal

⁴ NCTR categorized program partners using the National Center for Education Statistics' locale classifications. NCES classifies all territory in the U.S. into four types – City, Suburban, Town, and Rural – and each type is divided into three subtypes based on population size or proximity to populated areas. The classifications begin with standard urban and rural criteria defined by the Census Bureau, and NCES extends these designations to provide additional detail. For more information see <https://nces.ed.gov/programs/edge/Geographic/LocaleBoundaries>.



Felipe Gomez is a teacher resident at Boston Teacher Residency. This photo was taken at Dudley Street Neighborhood Charter School.

NCTR Programming for 2024-2025 By the Numbers



Six RDA Institutes aligned to the Levers for Teacher Residencies



One RDA site visit to the University of New Mexico's District Partner Teacher Residency (DPTR) in New Mexico



NCTR team engaged in 325 one-on-one consulting sessions with NCTR Network members



Three Network site visits to programs in Connecticut, Indiana, and California:

- Connecticut Teacher Residency Program (CT-TRP)
- Marian University Klipsch Educators College 4 + 1 Residency
- Tulare County Office of Education Teacher Residency for Rural Education (TRRE) for NCTR Network members (Virtual)



Twenty virtual Community Learning Experiences (CLEs), includes three BEI CLE sessions

- Topics included mentor professional learning, teacher registered apprenticeship programs, multilingual learners and education, transformational leadership, post-program graduate support for BEI grantees, and state and federal education policy



The National Symposium for Educator Preparation, Policy, and Leadership brought together 365 registrants, composed of RDA participants and Network members, teachers, university/college faculty, education deans, teacher leaders, school district personnel and superintendents, state licensure and certification professionals, education leaders, and state and federal policymakers.

Mentor Professional Learning

NCTR, in partnership with the Teacher Development Network (TDN and Dallas College), concluded an eight-month pilot of a mentor professional learning program in March in Dallas. The multi-year pilot program provided mentor professional learning to more than 120 mentor teachers at Dallas College and resulted in a report to guide and advance the need for supporting mentor teachers in the field.

[Learn More](#)

Teacher Registered Apprenticeship Programs

Similar to NCTR's teacher residency model, a teacher registered apprenticeship program centers the clinical experience, ensuring that apprentices get the practical experience they need to be ready on day one to be effective teachers. NCTR has supported numerous teacher residency programs in becoming registered apprenticeship programs, including Alternative Pathways to Educator Certification (APEC) at Columbia College.

[Learn More](#)

“

Our mentor teachers are learning how to be a teacher leader, as well as learning from their residents, new tech, new strategies. The school benefits, too, as we typically get more diverse teachers through the residency program that more closely match our students' cultures and ethnicities.”

– NCTR Network Program Principal



Alysse, teacher resident, stands with Lori Schmidt, mentor teacher, as part of the Arizona Teacher Residency program. This picture was taken at Broadmoar Elementary School.

Programming Highlights

Residency Design Academy

RDA Site Visit to University of New Mexico's DPTR in New Mexico

The Residency Design Academy (RDA) team conducted its annual site visit to a model residency. For the second consecutive year, RDA was hosted by Marjori Krebs, Ed.D., and her team at District Partner Teacher Residency (DPTR) in Albuquerque, New Mexico, which provided insight into recruitment, co-teaching, and resident supports.

NCTR Network

Network Programming Kickoff

NCTR Network and the Boundless Educators Initiative (BEI) officially kicked off the Programming Year for 2024-2025! More than 60 teacher residency programs from across the United States joined us for this incredible year of learning and growing together.



NCTR Network Site Visits

Programming for the Network included site visits to learn from exemplary teacher residency programs, including:



Site Visit: Connecticut Teacher Residency Program (CT-TRP) – Hartford, Connecticut

The Connecticut Teacher Residency Program (CT-TRP) welcomed Network members to Hartford for a multi-part site visit exploring how strong design and long-term investment in graduates contribute to impressive outcomes, notably a teacher retention rate exceeding 94%. Central to the visit was an in-depth look at CT-TRP's Residency Year Experience, where teacher residents receive extensive coaching, embedded district partnerships, and a strong foundation for success in the classroom. These elements demonstrate CT-TRP's comprehensive approach to preparing and retaining effective teachers across the state.



Site Visit: Marian University – Klipsch Educators College Teacher Residency – Indianapolis, Indiana

At Marian University in Indianapolis, NCTR Network members engaged in a thought-provoking site visit that emphasized how program design can be both data-informed and deeply human-centered. The leadership team facilitated conversations around “how to listen so residents and mentors will speak,”

prompting reflection on gathering and using feedback authentically.

Site Visit: Teacher Residency for Rural Education (TRRE) – Tulare, California



TRRE, housed at the Tulare County Office of Education, hosted a virtual site visit highlighting how teacher residencies can thrive in rural contexts through strong leadership, strategic partnerships, and targeted program growth. Through alignment with workforce needs and policy opportunities, participants learned how TRRE’s Residency Leadership has guided expansion across multiple

credentialing pathways, including computer science, education specialist, and school counselor residencies.



From Residency to Legacy – Sustaining BEI Graduate Success

This Boundless Educators Initiative (BEI) Community Learning Experience (CLE) series was designed to deepen collaboration among grantees and elevate strategies that sustain teacher residency graduates over time. Grounded in a shared commitment to opportunity and impact, the virtual series invited programs to reflect, share, and strengthen their graduate support efforts.



The residency program was extremely beneficial because we got hands-on experience daily and insight as to what our own classroom might look like in the future. Working alongside our mentors and getting feedback, being reflective, and making sure we were meeting goals to help us become better teachers was very helpful.”

– NCTR Network Residency Graduate



A group of mentor teachers of the Arizona Teacher Residency program prepare for a new year of mentoring teacher residents.

RESEARCHING, ENHANCING, AND SHARING THE IMPACT OF TEACHER RESIDENCY PROGRAMS

Together, NCTR along with our Network of teacher residency programs are making a positive impact locally, regionally, and nationally.

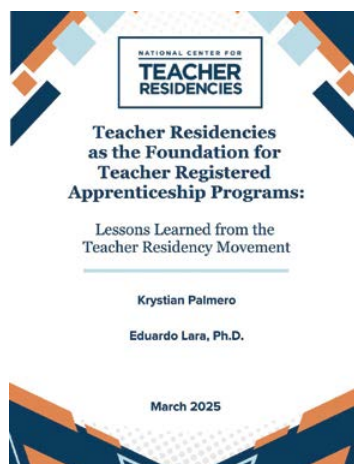
NCTR engaged in a variety of activities for 2024-2025 to document, demonstrate, and share resources to enhance the impact of our programs and advance the teacher residency movement. This includes collecting and sharing data from our regular annual surveys of Network programs and their constituents to track their impact; presenting at conferences and serving as panelists on webinars as thought-leaders in the industry; and engaging media to increase awareness of and support for teacher residencies.



Amplifying the Teacher Resident Voice for American Education Week 2024

In celebration of American Education Week (November 18-22, 2024), the National Center for Teacher Residencies recognized the contributions of those who may go unnoticed for the work and talent they bring to classrooms across the United States.

[Learn More](#)



Publications/Reports

New Report: Teacher Residencies as the Foundation for Teacher Registered Apprenticeship Programs

NCTR released a new report that looks at the changing landscape of teacher preparation and articulates how the teacher residency model and teacher registered apprenticeship programs can complement each other to offer teacher preparation pathways that center quality, workforce-driven teacher preparation.

[Read More](#)

“

I feel like my success as a teacher is directly related to my participation in this residency program. I was prepared to be day-one ready.”

– NCTR Network Residency Graduate

SHARING OUR IMPACT

NCTR Presents During UPenn's Series on the U.S. Teaching Profession

Two NCTR staff members presented an in-depth look into the landscape of the teaching profession in the United States as part of a series of convenings hosted by the University of Pennsylvania. In August 2024, Keilani Goggins, managing director of programs who oversees the programming of the Boundless Educators Initiative (BEI), spoke on the impact of BEI on the teaching profession. In January 2025, NCTR CEO Kathlene Campbell discussed how teacher residencies develop, improve, and support the entire teacher workforce from aspiring teachers to school administrators.



BEI Highlighted on AIR's 'Working Well' Podcast

Keilani Goggins, managing director of the Boundless Educators Initiative (BEI), participated in a podcast hosted by American Institutes for Research's (AIR) "Working Well" that spoke to individuals from

three programs focused on the recruitment and retention of Black educators in America. Dr. Rashad Anderson of Call Me MiSTER and Dr. Trinity Davis of Teachers Like Me also partook in the podcast that was accompanied by a profile brief of the programs.

BEI Participated in Webinar Talk on Supporting Teachers of Color

On December 4, Managing Director of the Boundless Educators Initiative (BEI) Keilani Goggins joined a webinar hosted by the National Center for Research on Education Diversity (NCRED) as part of their Educator Diversity RPP Lab Learning Series. The Learning Series brought together scholars, practitioners, and policy leaders to share innovative strategies and insights on supporting teachers of color and Indigenous teachers in educational settings.

NCTR & AZTR Co-Presents at the AACTE Conference



NCTR's Director of Programs Eduardo Lara, Ph.D., co-presented with Arizona Teacher Residency (AZTR) leaders Drs. Jessica Manzone and Victoria Theisen-Homer on responsive and relational teacher preparation during the AACTE 2025 Conference at the Long Beach Convention Center in February.

NCTR Presents at AASPA

NCTR Chief Growth Officer Jill Pitner co-hosted a webinar in August 2024 hosted by the American Association of School Personnel Administrators (AASPA) about the transformative impact of teacher residency programs. The webinar, titled "Transforming Educator Preparation: The Power of Teacher Residency Programs and New Innovations in Bachelor's Degree Residencies," looked at how these innovative programs are enhancing teacher preparation and helping districts get to zero vacancies by boosting retention rates in high-need districts and expanding to bachelor's degree pathways to expand access to the profession.

NCTR Presents at the National Convening on Registered Apprenticeships in Teaching

In January 2025, NCTR Chief Growth Officer Jill Pitner led a session titled "Great Mentors Lead to Great Teachers," engaging state education and labor agencies, local education agencies, and educator preparation pathways to examine how to select and support mentors in your teacher apprenticeship program to strengthen the teacher apprentice learning in the on-the-job experience.

NCTR Co-Presents with Dallas College at NASDTEC Conference

NCTR and Dallas College, which is recognized for being the first approved teacher apprenticeship program in Texas, engaged state education leaders in June 2025 during the NASDTEC 96th Annual Conference. Their session, titled "Expanding Teacher Preparation Pathways to Meet Local Needs without Compromising Quality," provided a look into the elements the Department of Labor defined for registered apprenticeships for teaching as well as an opportunity to share design and implementation strategies found in teacher residency programs that were "the first-in-state" approved registered apprenticeship programs for teaching in Texas, Mississippi, and South Carolina.

NCTR Presents at NASDTEC Conference

NCTR's CEO Kathlene Campbell and Chief Growth Officer Jill Pitner facilitated a session titled "Strategies to Attract, Recruit, and Retain a More Diverse Teacher Workforce." State education and nonprofit leaders deconstructed the recruitment, preparation, and retention strategies codified by the National Center for Teacher Residencies (NCTR) and The Center for Public Research and Leadership (CPRL).

NCTR and Dallas College Collaborates with New Teacher Center for Webinar on Mentor Professional Learning

NCTR and Dallas College joined New Teacher Center for a webinar that spoke to teacher residencies, with NCTR shared their learnings and experience on how mentor teachers contribute to the support and growth of teacher residents as well as their own practice and the overall school environment.

NCTR's Director of Programs Elizabeth Hearn and CEO Dr. Kathlene Campbell were joined by Sara DeLano, Dean of Educator Pathways at Dallas College, an NCTR Network member, who was able to share her own experience with mentor professional learning at Dallas College.



NCTR In The News

2024-2025 - Appeared in 37 Articles in Various Publications, including:

- The Washington Post
- Education Week
- The New York Times
- ABC News
- U.S. News & World Report
- EdSource



"Residencies are where education is meeting the workforce," said Kathlene Campbell, CEO of NCTR. "Gone are the days where you only learn theory and later on practice it. A residency brings both of those things together so you're learning about the content while also in a classroom with children and an experienced teacher who's helping you make those instructional decisions in order to propel children's academic achievement."

[Innovative teacher-prep programs aim to fix K-12 shortages](#), Inside Higher Ed, July 24, 2024



"I think what's unknown at this moment is how many individuals are going to continue to go into teaching, who may just have had their scholarships disrupted," said Kathlene Campbell, Ph.D., CEO of the National Center for Teacher Residencies.

[Trump slashed teacher training, citing DEI. Educators say the grants fought staff shortages](#), AP News, March 6, 2025



"I got into education because I believe every child should have a good teacher, and a well-prepared one," said NCTR CEO Kathlene Campbell, Ph.D. "I'm shocked that I'm having to argue that right now."

[Education groups demand Congress' help to reverse Trump's grant terminations](#), Education Week, March 4, 2025



Photo Credit: Erica Romero

INCREASING PUBLIC AND PRIVATE SUPPORT FOR TEACHER RESIDENCY PROGRAMS

NCTR's goal to increase public and private support for teacher residency programs involves advocating for legislative actions that support teacher residencies and establishing partnerships to uplift and advance the teaching profession.

NCTR launched a new series of webinars on policy and a weekly Policy RoundUp for Network and Residency Design Academy members. Both were designed to empower and engage our programs in effective advocacy at the federal level with insights on how federal budget decisions and policy shifts could directly impact their teacher residency programs.

Beyond supporting our programs with knowledge and tools, NCTR actively engaged in federal advocacy. We submitted outside witness testimony to the U.S. Senate Committee on Appropriations Subcommittee on Labor, Health and Human Services, Education, and Related Agencies. We also circulated an appropriations letter to members of both the House and Senate subcommittees, emphasizing the critical importance of federal investment in teacher residency programs. To further strengthen our efforts, we met with bipartisan members of Congress, building relationships and growing national support for high-quality teacher preparation.



NCTR Visits The Hill for CEF Funding Day

NCTR CEO Kathlene Campbell, Ph.D., and Chief Growth Officer Jill Pitner participated in the Committee for Education Funding's Hill Day held in July. As many others who attended, representing a wide range of areas in the education space, Dr. Campbell and Pitner advocated against the federal budget cuts to education for FY2025, voicing the impact and continued need of funding to support teacher residency programs across the nation, that in turn support student's learning and growth in the classroom.

“

Thank you so much for your work to send out the Policy RoundUp emails. The team just expressed how grateful they are for this information and that they are sharing the email with colleagues in different fields (social work).”

– NCTR Network Member

Policy RoundUp
Weekly E-newsletter Engagement
(from January-June 2025)

37 messages

17,843 total sends

63.2% average open rate

NCTR, AACTE, and 100+ Organizations Urge Congress to Reverse Federal Grant Cancellations

NCTR and AACTE led a coalition of over 100 education organizations urging Congress to reverse recent cancellations of key federal teacher preparation grants, which are exacerbating the teacher shortage crisis. The canceled programs—Supporting Effective Educator Development, Teacher Quality Partnership, and the Teacher and School Leader Incentive Program—are vital for addressing critical shortages in areas like science, math, and special education. These cuts have left many teacher preparation programs without essential funding, disrupting the careers of students nearing graduation and intensifying challenges in under-resourced communities.

[Read More](#)

NCTR, AACTE, and Others File Lawsuit to Protect Federal Funding for Teacher Preparation Programs

On March 3, 2025, the National Center for Teacher Residencies (NCTR), the American Association of Colleges for Teacher Education (AACTE), and others filed a lawsuit to challenge the termination of over 100 teacher preparation grants that were illegally ended by the U.S. Department of Education last month. These grants, funded under three Congressionally appropriated programs – the Teacher Quality Partnership Program, the Supporting Effective Educator Development Program, and the Teacher and School Leader Incentive Program – were used to support programs that prepare and develop educators.

[Read More](#)

BEI Policy Project

NCTR has led a two-year project funded by the Stone Foundation that has sought to deepen BEI grantees' understanding and engagement in advocacy of policies related to the recruitment and preparation of residents of color. NCTR led programming with BEI grantees that focused specifically on both understanding policies at the federal, state and local levels and also engaged BEI grantees in imagining what steps they could take to advocate for policies that would support their mission of diversifying the teacher workforce and sustaining that diversity over time. Lessons from this two-year project are informing future policy advocacy work related to the recruitment, preparation, and retention of teachers of color.



Make Your Story Count Video Advocacy Campaign

NCTR launched a video advocacy campaign to encourage our teacher residency programs to submit a video sharing their story about how their program is making an impact that was shared with Congress at a time when federal budgeting to support teacher preparation programs was at risk of being eliminated.

We received several submissions from our teacher residency programs that spoke to why funding for teacher training programs, like teacher residencies, are vital for the teacher workforce in their communities.

Check out video submissions from the following programs:

[Arizona Teacher Residency Program](#)

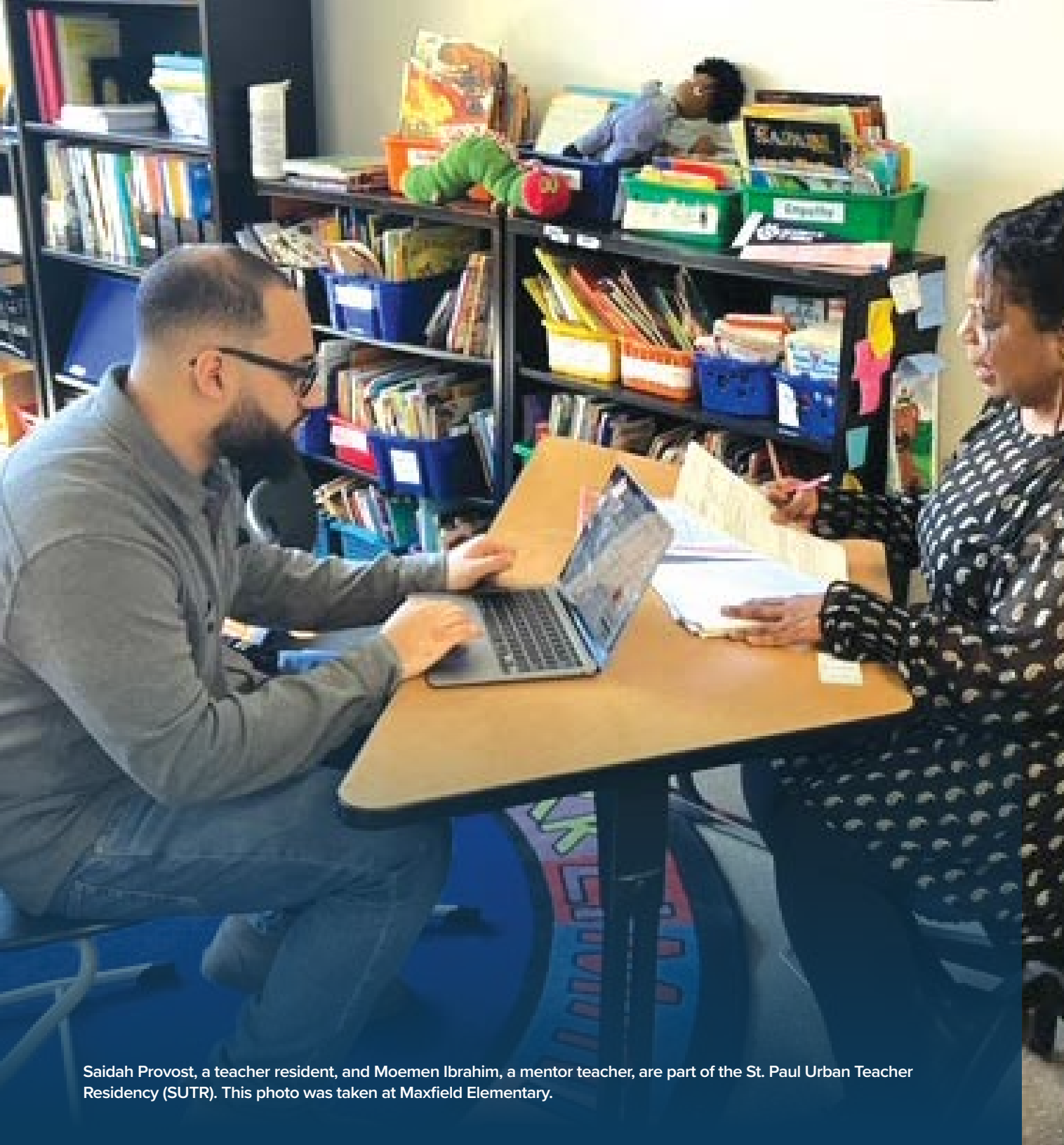
[PEBC Teacher Residency in Denver, Colorado](#)

[Frostburg State University in Maryland](#)

“

“Just being in the school environment consistently and seeing how a real classroom runs day to day made all the difference. I walked away feeling prepared, supported, and excited to have my own class.”

– NCTR Network Program Graduate



Saidah Provost, a teacher resident, and Moemen Ibrahim, a mentor teacher, are part of the St. Paul Urban Teacher Residency (SUTR). This photo was taken at Maxfield Elementary.



CULTIVATING PARTNERSHIPS TO INCREASE REACH AND IMPACT

Cultivating partnerships is not only a key priority of our strategic plan, but it is a core part of our work as we aim to help increase the number of active teacher residency programs in the nation and our Network of teacher residency programs to enhance their learning and growing experience with one another.

National Symposium

NCTR hosted its 2025 National Symposium for Educator Preparation, Policy, and Leadership that is designed to share and examine strategies and policies to improve the recruitment, preparation, and retention of effective teachers with a focus on four levers: teacher leadership, educator preparation program, district/school leader, and policy.

NCTR hosted the event virtually for the first time in collaboration with the American Association of Colleges for Teacher Education (AACTE), Deans for Impact (DFI), The Hunt Institute, the Learning Policy Institute (LPI), the National Board for Professional Teaching Standards (NBPTS), the National Education Association (NEA), and Teacher Powered Schools.



Juliana Urtubey, 2021 National Teacher of the Year, served as one of the keynote speakers for the three-day event. Author and teacher Dr. Christopher Emdin was also a keynote speaker.

By The Numbers

20%

higher attendance as compared to 2024

125

presenters

86%

of survey respondents said National Symposium inspired new ideas for recruiting, preparing, and retaining teachers

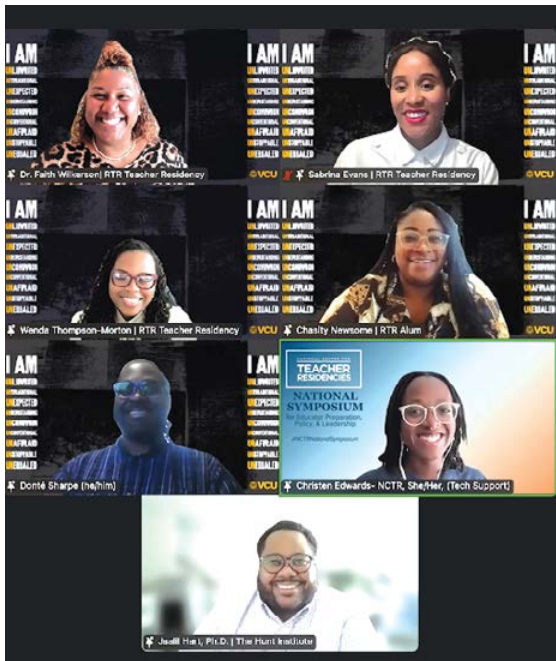
94%

of survey respondents were satisfied or very satisfied with the quality of the sessions

“

The National Symposium provided an opportunity to hear from colleagues from a wide variety of settings who are all seriously engaged in the work of producing exceptional teachers from underrepresented groups who will become the next line of educators in our schools. I was encouraged by the many expressions of joy in doing this work and the amazing resilience displayed despite opposition. The event was stimulating, inspiring, and strengthening.”

– Attendee at Symposium 2025



Appreciation to our Collaborators


NCTR is thankful for the collaboration this academic year of organizations that believe all students deserve an effective, well-prepared educator. Our collaborators include:

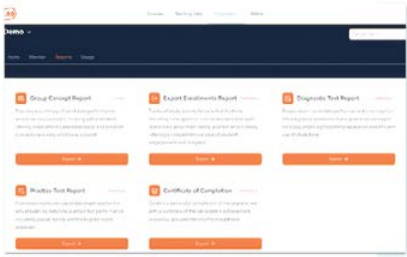
- 240 Tutoring
- American Association of Colleges for Teacher Education (AACTE)
- Beyond 100K
- Columbia Center for Public Research and Leadership (CPRL)
- Coalition to Reimagine the Teaching Profession
- Deans For Impact (DFI)
- Education First
- Education Resource Strategies (ERS)
- Ensemble Learning
- The Hunt Institute
- Learning Policy Institute (LPI)
- National Board for Professional Teaching Standards (NBPTS)
- National Education Association (NEA)
- New Teacher Center
- Proserva
- SRI International
- Teacher Development Network LLC (TDN)
- Teacher-Powered Schools


MONITORING MADE SEAMLESS

SUPPORT EVERY CANDIDATE AT SCALE

Bulk Reporting Features







Robert Parker

Justin Johnson is a teacher resident at the Chicago Public Schools Teacher Residency program. This picture was taken at Powell Elementary School.



ENSURING EFFICIENT ORGANIZATIONAL OPERATIONS

NCTR strives to improve our internal operations by embedding continuous improvement systems in strategic planning and strengthening our data-guided, decision-making processes.

NCTR continually finds new ways to enhance its operations and increase its impact. This year, there were a few key operational changes that helped support the organization’s efforts. These include:

- Adoption of a system to track updates and progress related to the recently adopted strategic plan. This system will continue to be used for this purpose as additional projects related to the strategic plan are rolled out in coming years, and will also be expanded to help support these projects operationally.
- NCTR has moved from its long-time offices in Chicago’s Lincoln Park neighborhood to a new location at the Aon Center in the downtown Loop. In addition to providing streamlined business services, the new location offers a variety of spaces that NCTR can use for staff retreats and board meetings.

New Board Members



Annamarie Francois, Ed.D



Phil Nguyen

NCTR is proud to welcome the newest members to the NCTR Board: Annamarie Francois, Ed.D., associate dean of public engagement and faculty director of the Ed&IS Transformative Coaching and Leadership Program at UCLA’s School of Education and Information Studies; and Phil Nguyen, founder and managing partner of EdChiefs, a strategic consulting firm.

New Staff Members

NCTR welcomed four new staff members to its team:



Manager of Research and Evaluation Christen Edwards



Associate Director of Programs Jeremy Scott



Managing Director of Policy Erica Romero



Chief of Staff Naureen Madhani, Ph.D.



Christian Watkins is a teacher resident at Memphis Teacher Residency.
This picture was taken at Dunbar Elementary School

THE NCTR COMMUNITY FOR 2024-2025

Residency Design Academy

- Bennett College
- Bethel University
- California State University-Long Beach
- Carlow University
- DePaul University
- Livingstone College
- McKendree University
- Metro State University
- Norfolk State University
- North Carolina Agricultural and Technical State University
- North Central Carolina University
- Rocketship Public Schools
- Shaw University
- Southwest Minnesota State University
- St. Augustine's University
- St. Cloud State University
- University of Arkansas-Pine Bluff[^]
- University of Georgia[^]
- University of Illinois, Chicago
- University of Minnesota
- University of St. Thomas
- University of Texas at Austin
- University of Wisconsin Whitewater
- Vermont Rural Education Collaborative

[^] BEI-RDA grantees

NCTR Network Members

- Alameda County Office of Education Teacher Residency Program
- Alder Graduate School of Education Teacher Residency
- Alternative Pathways to Educator Certification, Coker University
- Alternative Pathways to Educator Certification, Columbia College*
- AppleTree Early Learning Teacher Residency
- Arizona Teacher Residency*
- Avance Residency Los Angeles
- Boston Teacher Residency*
- California State University, Bakersfield Black Educator Teacher Residency*
- California State University, Fresno
- Central Connecticut State University Central Inspire Teacher Residency Program
- Chicago Public Schools Teacher Residency*
- Clemson University CU-PREPARES
- Connecticut Teacher Residency Program*
- Dallas College
- Delaware State University*
- East Carolina University edPIRATE
- East Harlem Teaching Residency*
- EducateME Foundation Black Teacher Residency*
- Elizabeth City Pathway Project to Teaching
- Fresno Teacher Residency Program
- Georgia Gwinnett College Inspiring Future Teachers (GIFT)
- Georgia State University CREATE Project*
- Great Oaks Teacher Residency Program*
- IGNITE DeKalb Teacher Residency Program
- IndyTeach*
- Jackson Public Schools TEACH JPS Scholarship Residency Program*
- Louisville Teacher Residency
- Loyola University Maryland and Baltimore County Public Schools Baltimore Teacher Apprenticeship Program
- Marian University Klipsch Educators College 4 + 1 Residency
- Marshall Teacher Residency*
- Memphis Teacher Residency*
- Mississippi State University Teacher Residency*
- Nashville Teacher Residency*
- New York University Teacher Residency
- Norman C. Francis Teacher Residency*
- Oakland Teacher Residency*
- Old Dominion University Teacher in Residence Program*
- PEBC Teacher Residency*
- Philadelphia Teacher Residency*
- Project Inspire Teacher Residency*
- Propel Teacher Residency Program
- PUC Teacher Residency Program
- RTR Teacher Residency*
- Sacramento City Bridge Teacher Residency
- Sacred Heart University Teacher Residency Programs
- SD 308 NxtGEN Teacher Residency Program
- Seattle Teacher Residency*
- South Cook Teacher Residency
- Southwest Minnesota State University Para-to-Programs and Southwest Teacher Preparation Partnership
- Teach St. Louis Teacher Residency Program*
- Texas A&M International University U Teach U Transform
- Texas A&M University Teacher Education Residency Model (TERM)
- The Educator Academy Teacher Residency Program*
- The University of West Alabama Project REACH
- Tulare Teacher Residency for Rural Education Project (TRRE)
- University of Minnesota, Twin Cities
- University of New Mexico COEHS District Partner Teacher Residency
- University of Southern Mississippi
- University of St. Thomas*
- Washington Education Association Apprenticeship Residency in Teaching (ART)
- Western Michigan University Urban Teacher Residency Program
- William Carey University Carey Teacher Residency*
- Winston Salem State University Residency and Apprentices Program: Supporting Equity in Schools (RAMSES)
- Yale University Teacher Residency Program

*BEI grantees

Interested in becoming a member? Visit our website at nctresidencies.org or contact us at (312) 397-8878.

