



## Setting the Foundation: Exploring the Teacher Residency and Teacher Apprenticeship Pathways

[The National Center for Teacher Residencies](#) hosted a webinar on October 9, 2025 to examine the complementary features between the teacher residency and registered teacher apprenticeship models and share lessons learned from teacher residencies. Webinar participants shared questions with our panel of experts: Dr. Kathlene Campbell from NCTR, Erin Mote from Innovate Edu, Dr. Marla Sanders from APEC, Dr. Afra Hersi from Loyola University Maryland, and Carla Simons from Baltimore County Public Schools. Not every question was answered during the webinar, please see the questions and answers below to learn more.

### FAQ from the Webinar

**Question:** What are the differences between teacher residencies and registered teacher apprenticeship programs?

**Answer:** Great question! Teacher residencies and registered teacher apprenticeships for teaching share the same elements, and the differences between the two models may be visible in how those elements are implemented. For example, APEC is both a teacher residency program and a registered teacher apprenticeship program. One example is how APEC leaned on the teacher residency model to strengthen and improve the preparation of the apprentice teacher by carefully selecting and developing mentor teachers (journeyworkers) and implementing a gradual release of teaching responsibility. Another example is APEC adjusting the teacher resident pay schedule to include a progressive wage increase, which is a requirement for apprentices in a registered teacher apprenticeship program. Please find the link to NCTR's report: [Teacher Residencies as the Foundation for Teacher Registered Apprenticeship Programs](#) to learn more.



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**Question:** Do you know if data has been collected to demonstrate candidate satisfaction?

**Answer:** Yes, there is! Each year, NCTR collaborates with our partners to collect and use data for continuous improvement. NCTR has a suite of evaluation tools that measure teacher resident, mentor teacher, and principal satisfaction.

- 89% of teacher residents in NCTR's Network reported feeling prepared or well-prepared for the classroom.
- 93% of principals who hired graduates of the teacher residency program report that teacher residency graduates are more effective than a typical new teacher.
- 81% of teacher residency graduates return to teach for a fourth year.

NCTR's team of consultants engages our Network members to use the data to set improvement goals and provides 1:1 consulting and Communities of Practice focused on strategies to strengthen design and implementation.

**Question:** How do NCTR and teacher residency programs define and monitor teacher residents' or apprentices' competencies as they move through the teacher residency program?

**Answer:** At NCTR, we support teacher residency and apprenticeship programs to develop and implement a gradual release of teaching responsibility to guide and inform every stakeholder engaged in the program. The gradual release of teaching responsibility articulates the competencies (High Priority Resident Practices) aligned to district and state teaching standards, and demonstrates the alignment between the coursework and the on-the-job learning experience. Teacher residents or apprentices, mentor teachers, and supervisors utilize the gradual release to guide learning, observation, and assessment of the teacher resident.

**Question:** My question has to do with aspiring teachers who join a pathway to teaching and have deep content expertise and/or experience teaching students. Are you seeing programs that offer credit for applicable work experience or content expertise?

**Answer:** Teacher preparation pathways are looking to find ways to honor and award credit for previous experiences that can be applied toward either the degree and/or teacher certification. Two examples from the field include conducting a transcript analysis to determine which courses can satisfy program requirements for certification and



evaluating competencies upon entry to the program, and giving credit for the demonstration of competencies.

**Question:** Are you seeing or exploring any approaches that allow STEM career changers to train to teach and become a part-time teacher while retaining the opportunity to continue to work on research?

**Answer:** This is such an interesting idea! We know that teachers can job-share in districts, but have not heard about this strategy being implemented systematically.

**Question:** In your experience, what would teacher apprentices/residents benefit the most from in terms of external support, outside of the mentor or coursework?

**Answer:** An important strategy that we've seen improve teacher resident and apprentice learning is the strategic placement of teacher residents and apprentices in cohorts at carefully selected schools for the on-the-job learning experience. NCTR provides technical assistance to develop and implement the processes to recruit and select training sites with the capacity to support teacher resident learning which we see as a factor to improve teacher retention.

**Question:** Do the mentor teachers receive additional pay for their role? If so, how is that funded?

**Answer:** Yes, most mentor teachers are paid a stipend for their role, and Title II monies are a recommended source of funds for the stipend.

**Question:** Who are the resources within the school/district that provide support for the aspiring teacher, mentor teacher, and even the principal to ensure the aspiring teachers' needs are being met, and maintain the quality of the program experience?

**Answer:** The goal is to allocate or reallocate resources, both human and financial, across the partnership to efficiently and effectively grow and develop teacher talent from preservice through in-service. NCTR's consultants provide support to schools, districts, and educator preparation programs to examine and fill the roles and responsibilities requisite for teacher residents and apprentices to engage in high-quality teacher preparation. Some of these roles may include clinical supervisors; site coordinators; or

course instructors from the district's curriculum and instruction, induction, or human resources departments, or from the institution of higher education.

**Question:** Can you expand on the strategies you use to "center the aspiring teacher"?

**Answer:** There is a section with more detail on centering teacher candidates to ensure quality preparation in the report. Please find the link to NCTR's report: [Teacher Residencies as the Foundation for Teacher Registered Apprenticeship Programs](#). To center the residents' or apprentices' learning, programs must acknowledge the duality of the aspiring teacher's role: a teacher in training and a student. Robust classroom-based learning experiences enable them to observe mentor teachers enact instructional practices, co-plan and co-teach with their mentor teachers, and receive timely and meaningful feedback about their own practice. The progression of these experiences is articulated in a gradual release of teaching responsibility. The gradual release of teaching responsibility is a coordinated effort between school districts/CMOs and EPPs to ensure aspiring teachers' coursework is closely aligned to their day-to-day experiences in the classroom.

Please visit [NCTR's website](#) to learn more about the elements found in effective teacher residency programs that can be applied to registered teacher apprenticeship programs. Please reach out to Jill Pitner at [jpitner@nctresidencies.org](mailto:jpitner@nctresidencies.org), she will gladly support your other inquiries and connect you to more resources.