

NATIONAL CENTER FOR

**TEACHER
RESIDENCIES**

Transforming Educator Preparation Webinar #2

Empower & Inspire Mentor
Teachers through Professional
Learning

January 22, 2026



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

Welcome and Introductions



Erica Hines

Chief Program Officer
NCTR



Jill Harvieux Pitner

Chief Growth Officer
NCTR

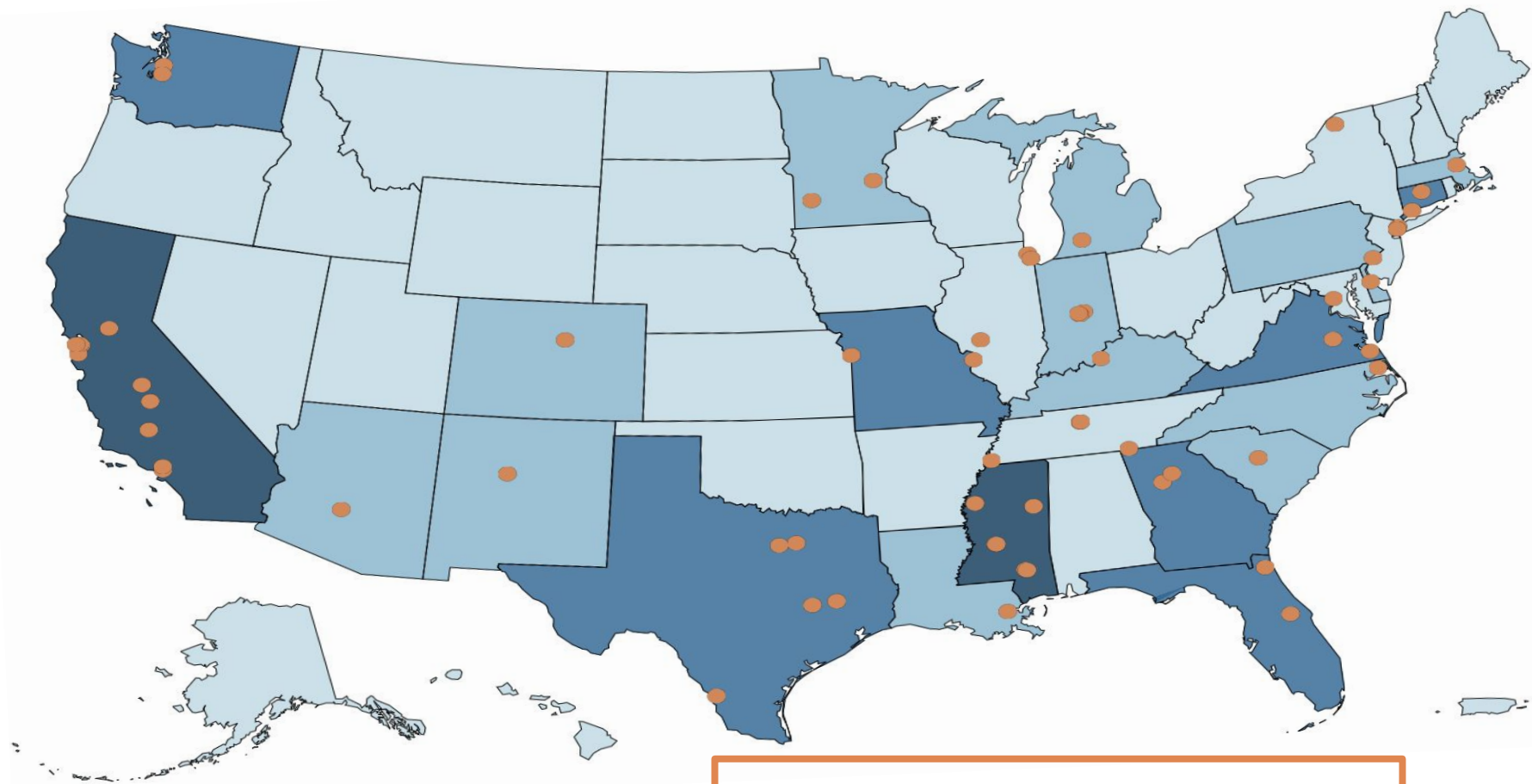


Elizabeth Hearn

Director of Programs
NCTR

*Share your name,
organization/institution,
and your role in the
chat*

Learning Lessons from the Field



65

NCTR Network Members

75

Established teacher residency
or registered apprenticeship
programs

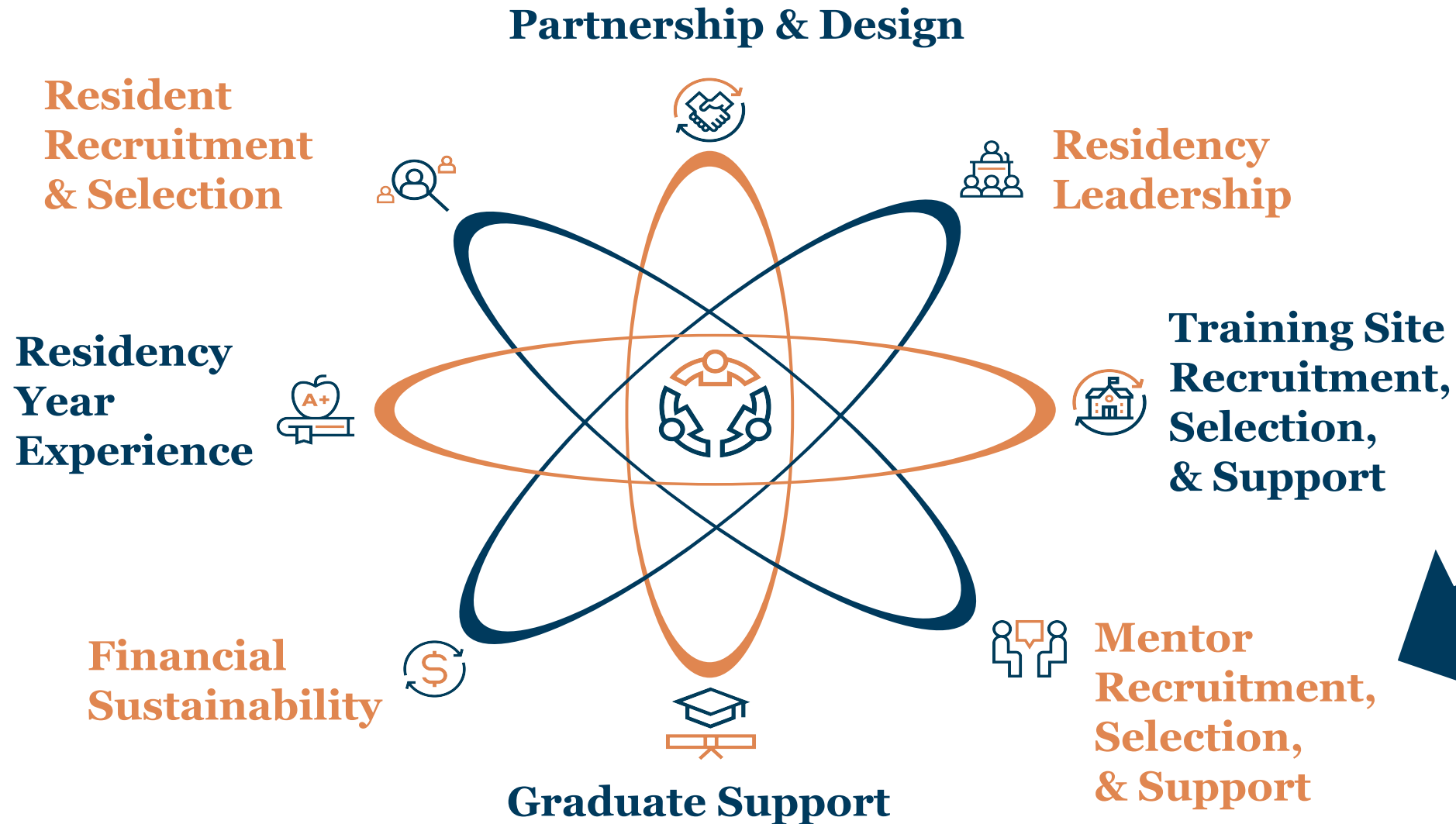
27

States
including
Washington D.C.

2,571

Teacher residents enrolled in
Network member programs for
2024-2025

**Based on 2024-2025 Annual Report data*



FACULTY / FIELD SUPERVISOR

“This is what works in schools. This is how my course works. I’ll grade your work, support you through observations, and monitor requirements.”

MENTOR TEACHER

“This is what works with kids. This is how I run my classroom. I’ll support you in learning these skills.”

PRE-SERVICE TEACHER

“What should I do in the classroom? And how do I do it in order to learn the most and get certified?”

Mentor as a Bridge



STATE EDUCATION AGENCY / DEPARTMENT OF LABOR

Data collection, program approval, certification reqs., teaching standards, policies, and funding

Research & Experience;
Theories about what works

Institutional credit requirements for degree/program

COURSE PROVIDER / EDUCATOR PREP PROGRAM

FACULTY / FIELD SUPERVISOR

“This is what works in schools. This is how my course works. I’ll grade your work, support you through observations, and monitor requirements.”



Experience and Knowledge about Community; Curriculum & Teaching Standards

DISTRICT

SCHOOL LEADER

MENTOR TEACHER

“This is what works with kids. This is how I run my classroom. I’ll support you in learning these skills.”

RESIDENT-APPRENTICE

“What should I do in the classroom? And how do I do it in order to learn the most and get certified?”

Practice 1: Intentionally shape a culture of learning

"That the activities and time to share with one another was invaluable. Being able to talk with others who are also mentoring these amazing residents is not only a blessing, but a reminder that grace should be given to both mentor and residents."

Practice 2: Center active learning and reflection

"I have started... moving away from a "fix-it" mentality toward a coaching approach. Rather than providing immediate solutions, I've learned to ask reflective questions that encourage new teachers to analyze their own practice and generate their own insights."

Practice 3: Utilize models

"...the discussions and videos are very helpful in helping us to bring real scenarios and problem solving to light."

Practice 4: Deepen learning through the coaching of mentors

"Learning a new skill during a PD session can feel helpful, in concept; practicing that skill (with a mentoring coach present), helps me build confidence to use the new skill."

Panel of Experts



Dr. Karen Wright

Director of Residencies and Clinical Experiences
Marian University



Bailey Rager

3rd Grade Master Teacher & Mentor
*Enlace Academy,
Neighborhood Charter Network
The Klipsch Educators College residency
program at Marian University*



Ashley Vierra

Program Manager
*IGNITE DeKalb Teacher Residency
DeKalb County Public Schools*



Ericka Francois

3rd Grade Teacher and Mentor
*Pleasantdale Elementary
DeKalb County Public Schools
IGNITE DeKalb Teacher Residency*



Ann Akens

4th Grade Dual Language Teacher & Mentor
*Clarendon School
Osborn School District
Arizona Teacher Residency/Apprenticeship*



- ❑ Carefully select and strategically develop mentor teachers
- ❑ Every stakeholder across the teacher preparation ecosystem has a role to play to support the mentor teacher

THANK YOU!

To learn more, please visit our website.



NCTR

www.nctresidencies.org