

The Power of We: Building the Future of Teacher Preparation

2025-2026 Annual Report



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Photos on Cover:

Left: Former teacher resident Ethan Franklin practices his skills and knowledge to co-teach a class of students as part of the Arizona Teacher Residency program.

Top right: Valini Ramcharan of the Nashville Teacher Residency contributes to resident development at the organization through a workshop.

Bottom: Katrina Nelson was a teacher resident at RTR Teacher Residency. This picture was taken at Ettrick Elementary School.

A Letter from Our *CEO*

This year, we are reminded that the impact of teacher residency and registered apprenticeship programs is growing and delivering a meaningful return on investment for our schools, our communities, and most importantly, our students. This year, **86% of teacher residents and apprentices of NCTR's Network programs reported being prepared or very well prepared**, and **94% of principals of NCTR's Network programs reported graduates to be more effective than a typical new teacher**. These outcomes reflect more than strong preparation but also represent a sustained commitment to excellence that is transforming the teaching profession.

This progress is not happening in isolation. **It is the result of a powerful collective—our members, partners, and supporters working in deep collaboration to strengthen the educator workforce**. Our shared efforts demonstrate what is possible when we align around a common purpose: to build and sustain



NCTR CEO Kathlene Campbell shares the organization's mission and her hopes for positivity and growth in teacher preparation in 2026.

pathways into teaching that are rigorous, inclusive, and responsive to the needs of today's classrooms. Together, we are not only addressing persistent challenges, but we are shaping new possibilities.

At the heart of this work is an unwavering commitment to students. Every recruitment effort, every teacher resident placement, and every course aligned to the realities of the classroom is designed with one goal in mind: **ensuring that every learner has access to a well-prepared, supported, and effective teacher.** When we invest in educators, we invest in student success, and the results continue to affirm the power of that connection.

We also recognize that this work is ongoing and evolving. Building intentional structures that fully support teacher residents and apprentices is complex and necessary.

Our programs are designed to ensure that aspiring educators can show up as their whole selves, bringing their identities, experiences, and strengths into the classroom. This is not easy work, but it is essential to building a resilient and thriving educator workforce with teachers who reflect and value the communities they serve.

As we look ahead, we do so with both pride in what we have accomplished and urgency for what remains. The momentum is real. The impact is clear. And together, we will continue to build towards a future where every teacher is prepared, supported, and empowered—and every student benefits as a result.

With gratitude and hope,

Kathlene Campbell, Ph.D.

Kathlene Campbell, Ph.D.
CEO



A Letter from Our Board Chair

“

“Teacher residency and apprenticeship models are proving their value as innovative approaches and essential strategies for addressing persistent challenges in education across the nation.”

DANIEL VELASCO, ED.D., BOARD CHAIR

Over the past year, we have seen firsthand what is possible when dedicated partners come together with a shared commitment to strengthening the educator workforce. The results are both encouraging and instructive. **Our collective efforts are not only preparing effective, confident teachers, but also building sustainable pathways into the profession that benefit schools, students, and communities alike.**

Teacher residency and apprenticeship models are proving their value as innovative approaches and essential strategies for addressing persistent challenges in education across the nation. Grounded in practice, responsive to local needs, and focused on long-term outcomes, teacher residencies and registered apprenticeship programs ensure that investments in teacher preparation translate into real, measurable success in the classroom.

The Board remains steadfast in its commitment to supporting this work, and we are continually inspired by the dedication of the teacher residents and apprentices, mentor teachers, and leaders who make this work real every day.

The opportunity to deepen and scale this work is within reach. We are thankful for your partnership and your role in driving this progress forward.

Sincerely,

Daniel Velasco, Ed.D.

Daniel Velasco, Ed.D.
BOARD CHAIR



OUR BOARD MEMBERSHIP

Daniel Velasco, Ed.D., *Board Chair*

Corey Scholes, *Secretary*

Edward Herrera, *Treasurer*

Teresa Bach

Rashawn Caruthers

Edmund Clark, Ed.D.

Tina L. Fletcher, Ph.D.

Annamarie Francois, Ed.D.

Phil Nguyen

Javaid E. Siddiqi, Ph.D.

Laura Weeldreyer

Acknowledgments

We are deeply grateful to the many partners, supporters, and champions who make this work possible.

To program leaders, teacher residents, mentor teachers, and graduates—
your commitment to strengthening the educator workforce is the foundation of our impact.

We extend sincere thanks to our funders and donors, whose investment fuels innovation and growth, and to our national and local partners who collaborate with us to advance high-quality teacher preparation. We are equally appreciative of our board members and staff, whose leadership and dedication guide our mission forward each day.

Together, your collective efforts are expanding opportunity, strengthening schools, and shaping a more promising future for all learners.

FUNDERS



About the *National Center for Teacher Residencies*

Founded in 2007, the National Center for Teacher Residencies (NCTR) guides organizations to better prepare educators based on the most recent evidence.

We serve as a national catalyst that:



Strengthens the sustainability, scalability, and long-term growth of existing teacher residency and registered apprenticeship programs.



Delivers high-quality, practice-based professional learning for mentor teachers.



Advances bold education policy and advocacy in partnership with state leaders and programs.



Leads rigorous program evaluation through strategic data collection, analysis, and continuous improvement.



Partners with school districts, state education agencies, and stakeholders to align policy, funding, and strategy—ensuring coherent, effective teacher preparation systems.

Abigail Broughton was a teacher resident of RTR Teacher Residency. This picture was taken at Ettrick Elementary School.



Our Mission

Our mission is clear—to transform educator preparation by advancing the teacher residency movement. By preparing, supporting, and retaining more effective educators who represent and value the communities they serve, we aim to create lasting, meaningful change.

CORE VALUES



Collaboration



Justice



Data Guided



Continuous Learning

Strategic Plan 2025-2030

Our strategic priorities are listed below, and our annual report is organized by these priorities.

Building capacity to transform teacher preparation

Researching, enhancing, and sharing the impact of teacher residency and registered apprenticeship programs

Increasing public and private support

Cultivating partnerships to increase reach and impact

Ensuring efficient organizational operations



Marquis Wilson was a teacher resident of the Memphis Teacher Residency. This picture was taken at Hanley Middle School.

Our Work

DESIGN AND LAUNCH A TEACHER PREPARATION PROGRAM

NCTR's Design Academy partners with organizations to identify and align critical teacher-workforce stakeholders, establishing a clear vision for launching teacher residencies or registered apprenticeship programs. We provide comprehensive guidance on implementation planning, funding strategy, continuous improvement, and long-term sustainability.

STRENGTHEN AN EXISTING TEACHER PREPARATION PROGRAM

NCTR's Network comprises teacher residency and registered apprenticeship programs across the nation that are committed to advancing the teacher residency movement. NCTR provides individualized support to Network members, and brings them together to collaborate and exchange best practices, continuously improving programs, and influencing teacher preparation locally, regionally, and nationally.

REDUCE BARRIERS TO ENTERING THE TEACHING WORKFORCE

NCTR's Boundless Educators Initiative (BEI) provides funding and support to organizations that aspire to increase student access to well-prepared teachers who reflect the communities they serve nationwide.

ADVANCE A SPECIFIC PRIORITY

Tailored consulting provides technical assistance to organizations interested in improving any aspect of the teacher development continuum, including:

Strengthening teacher preparation partnerships.

Developing retention strategies.

Providing guidance toward becoming a teacher registered apprenticeship program.

Conducting research and evaluation analyses.

Providing policy and advocacy support.

EMPOWER MENTOR TEACHERS THROUGH PROFESSIONAL LEARNING

NCTR's Mentor Teacher Professional Learning program develops and strengthens mentor teachers' abilities to build trusting relationships, facilitate on-the-job learning experiences, and provide constructive feedback, ensuring teacher candidates develop the knowledge and skills needed to be effective teachers for their P-12 students.

ALIGN THE TEACHER WORKFORCE ECOSYSTEM

NCTR partners with education stakeholders across the states to transform the teacher workforce by reimagining policies, practices, and resource flows to build and sustain effective teacher preparation pathways.

NCTR draws from nearly 20 years of experience as a technical assistance provider, engaging cross-system stakeholders to examine, modify, and implement evidence-based practices and approaches. We help states and districts address teacher shortages, grow their own talent, improve teacher quality, increase teacher retention, create teacher leadership opportunities, and ultimately improve student outcomes.



NCTR Directors of Programs Tyiesha Hoskins and Aja Simpson Zulfikar facilitate a meeting.

Our Impact Since 2007



175+

programs **launched or supported**



~2.2 million

students taught by graduates of programs
affiliated with NCTR's Network

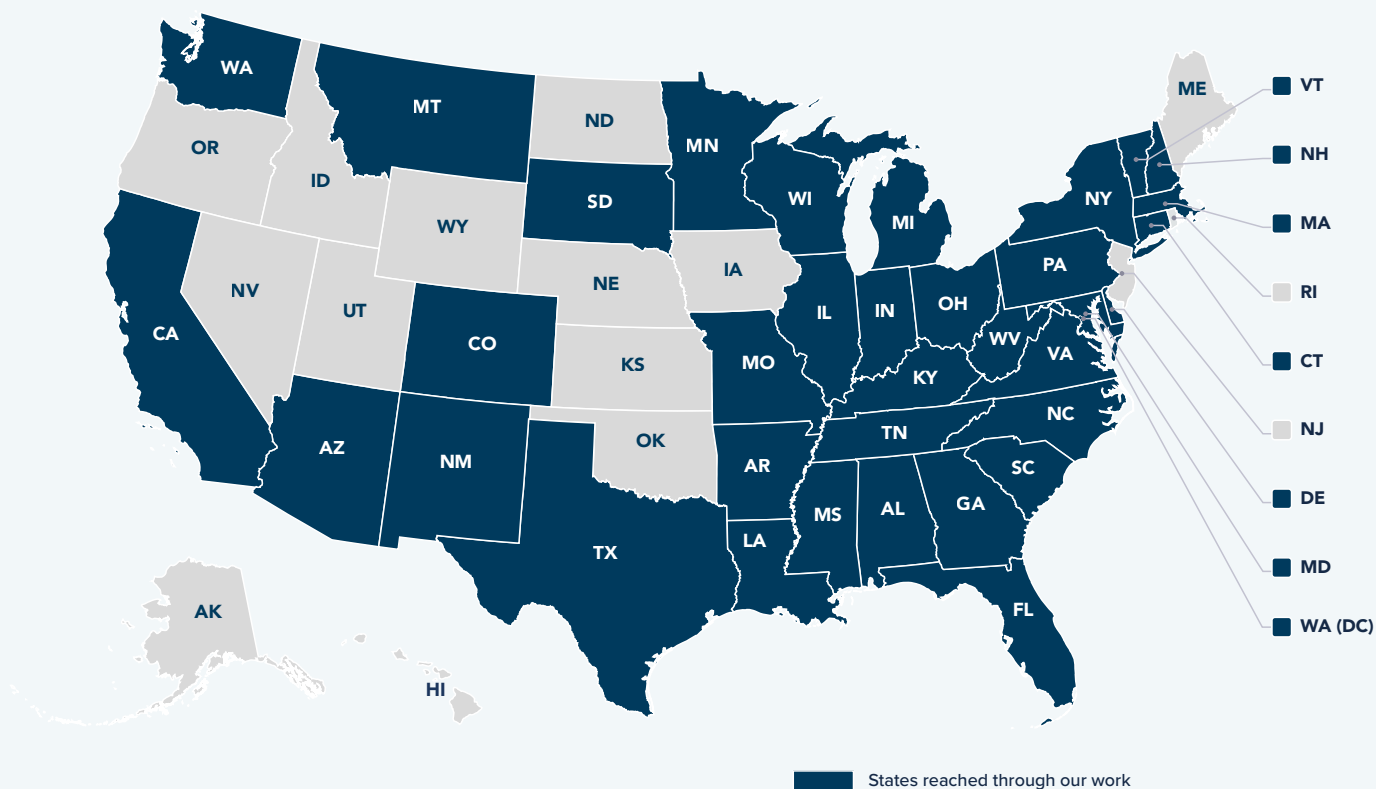


16,752

teachers **prepared by programs**
affiliated with NCTR Network

35 STATES PLUS DC

REACHED THROUGH OUR WORK



Boundless Educators Initiative



Katherine Klaven was a teacher resident of PEBC Teacher Residency.



\$29.4 million

awarded to support programs



2,533

teacher residents and apprentices
financially supported



Kanetha Lyke was a teacher resident and Devondra Barrett served as her mentor teacher with the Chicago Public Schools Teacher Residency program. This picture was taken at Powell Elementary School.

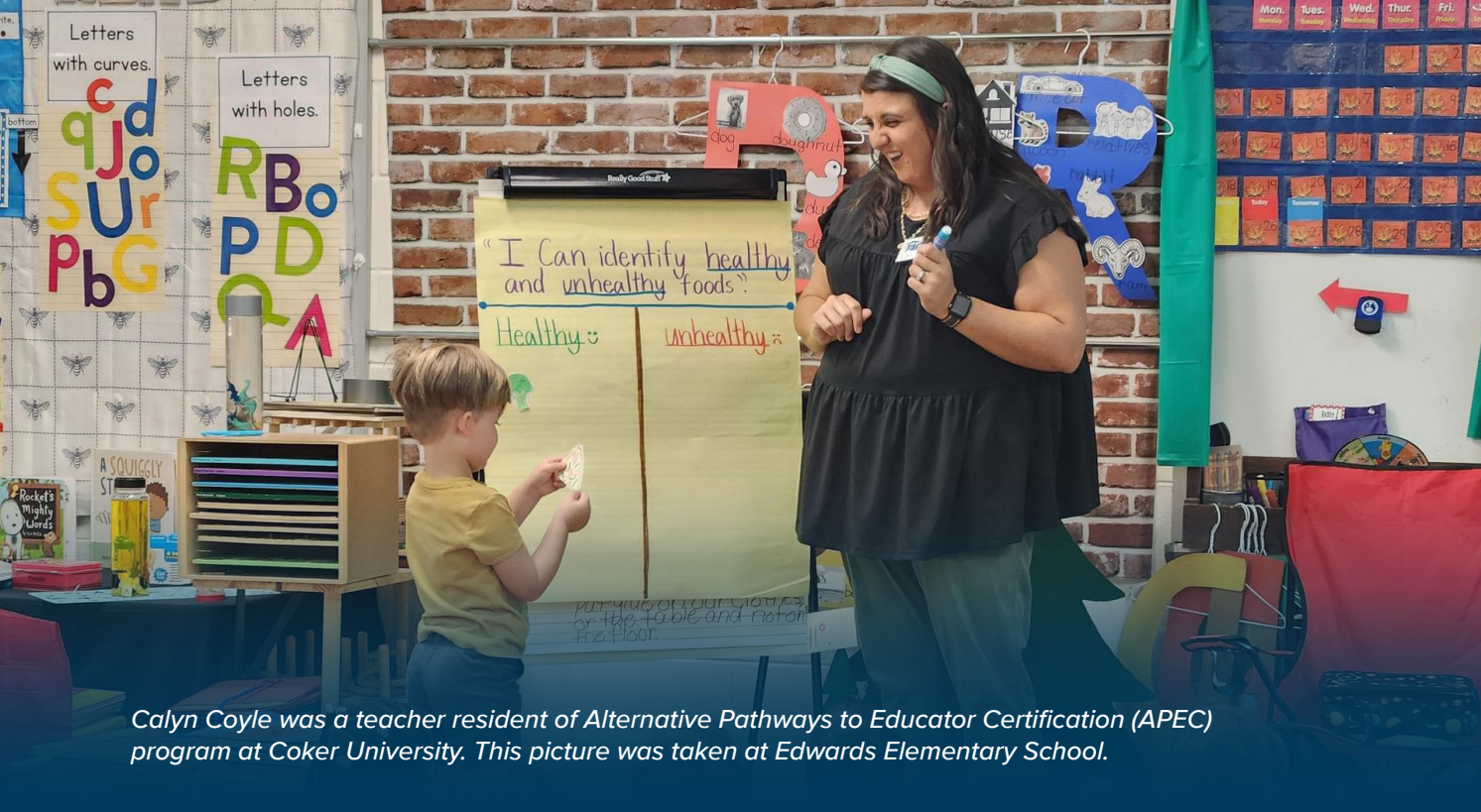


Ting Phonsanam was a teacher resident of Seattle Teacher Residency. This picture was taken at Maple Elementary School.



3,739

teachers **prepared**



Calyn Coyle was a teacher resident of Alternative Pathways to Educator Certification (APEC) program at Coker University. This picture was taken at Edwards Elementary School.

Building Capacity to *Transform Teacher Preparation*

A key priority of NCTR's strategic plan—building capacity to transform teacher preparation—focuses on engaging Design Academy and Network members in continuous learning to improve the quality of their teacher preparation programs to better serve the needs of their communities and support transformative change in the teaching workforce.

Building capacity to transform teacher preparation is a central priority of NCTR's strategic plan. We work with our Design Academy and Network members to foster continuous learning, strengthening the quality of teacher residency and registered apprenticeship programs while deepening their impact.

We support program leaders to refine their practices, respond to community needs, and implement new and innovative approaches.

NCTR Community, 2025-26

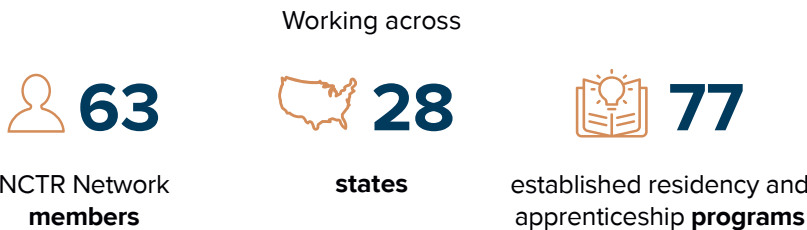
DESIGN ACADEMY



BOUNDLESS EDUCATORS INITIATIVE



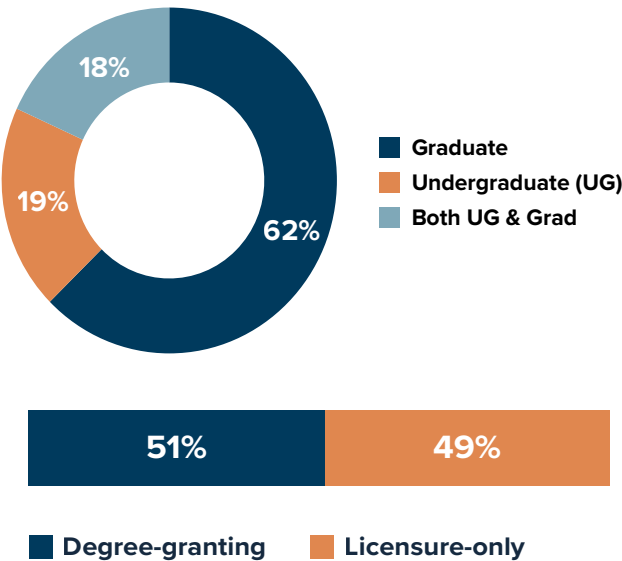
NCTR NETWORK



TAILORED CONSULTING



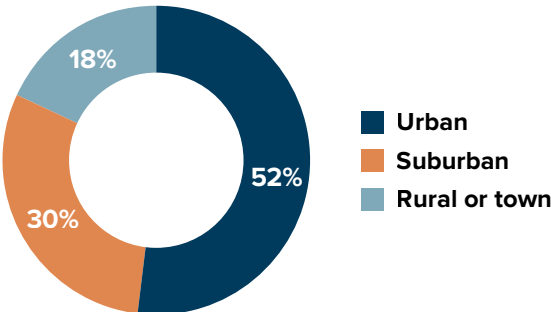
Level and Types of Programs in NCTR's Network



611

school district and charter management organization partners

Geography of Network Program District and CMO Partners



Network Impact, 2025-26

 **2,493**

teacher residents and apprentices **newly enrolled and began their programs**

Of the 47 Boundless Educators Initiative (BEI) grantee programs

 **792**

newly enrolled teacher residents and apprentices **received direct financial support** through NCTR's BEI

 **993**

of 2024-2025 teacher residents and apprentices were **hired and began teaching in a Title I school**

83%

of hired NCTR Network completers **return to teach after a third year,**

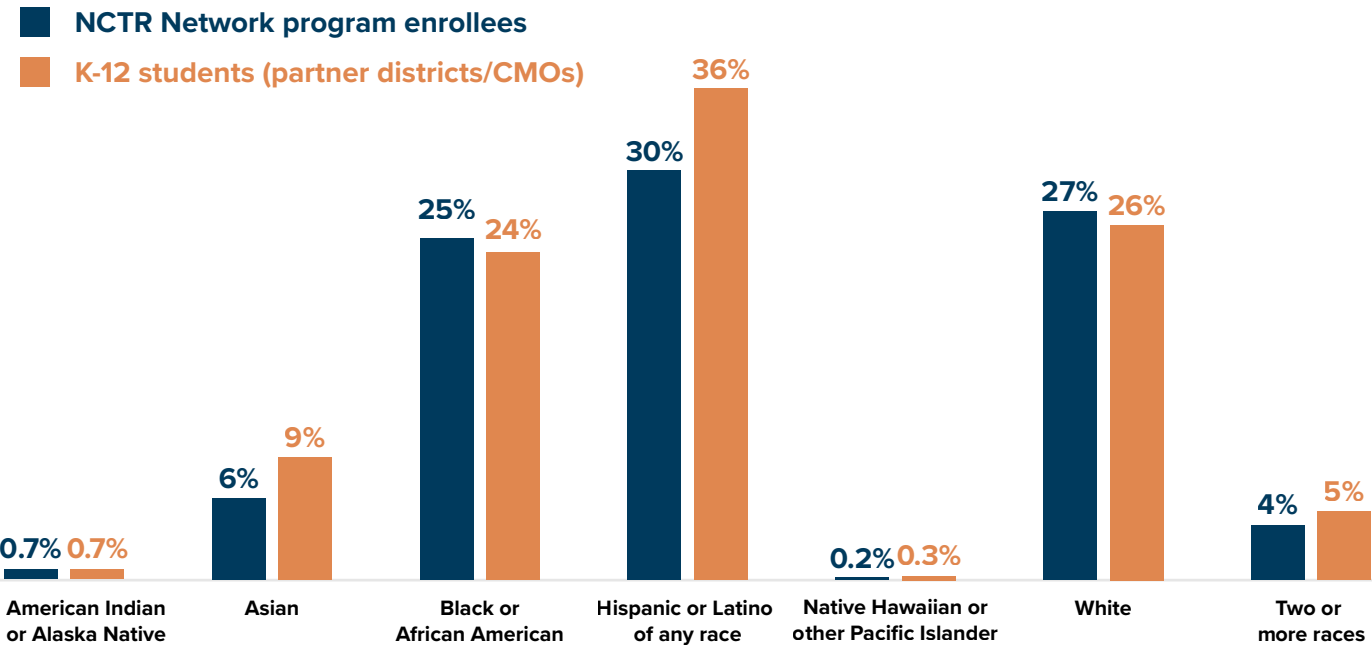
while the most recent estimates suggest just

69%

of new teachers nationally complete **three years of teaching¹**

¹ More info and the source for the latter stat is: Ingersoll and colleagues estimate that roughly 31% of beginning teachers from 1993-2003 left within three years. Ingersoll, Richard M.; Merrill, Elizabeth; Stuckey, Daniel; and Collins, Gregory. (2018). Seven Trends: The Transformation of the Teaching Force – Updated October 2018. CPRE Research Reports. Retrieved from <https://repository.upenn.edu/entities/publication/f179131d-02df-47a7-b24d-0201ce0521e5>.

RACE AND ETHNICITY OF NCTR NETWORK PROGRAM ENROLLEES AND K-12 STUDENTS IN PROGRAM PARTNER DISTRICTS/CMOs



Definitions of racial and ethnic categories align with those used by the federal government for [IPEDS](#). Some programs and enrollees may not report race and ethnicity, so percentages for categories shown may not sum to 100%.

PRINCIPAL, TEACHER RESIDENT, AND MENTOR PERCEPTIONS

86%

of **teacher residents and apprentices** report being prepared or **very well prepared** to serve as a teacher of record

95%

of **mentor teachers** report that being a mentor makes them a **more effective** teacher

94%

of **principals** report that graduates of programs in NCTR's Network are **more effective than a typical new teacher**

95%

of **principals** report that participating in a teacher residency or apprenticeship program **positively impacts the culture** of their school

93%

of **principals** report that participating in a teacher residency or apprenticeship program **improves student learning and achievement** at their school



TEACHER RESIDENT SPOTLIGHT

From Corporate Law to the Classroom: One Resident's Journey to Expanding Opportunity

Ray Reduque, Teacher Resident, Seattle Teacher Residency

Ray Reduque, a Seattle Teacher Residency participant, took an intentional path into teaching—transitioning from a successful career as a corporate lawyer after discovering his passion for education through pro bono service in schools.

Drawn to the teacher residency model for its accelerated, hands-on approach, he quickly immersed himself in the classroom, working daily with his fourth-grade students and gaining real-world experience beyond traditional coursework.

As a Filipino American and public school graduate, Ray sees teaching as both a calling and a catalyst for change—an opportunity to expand representation and ensure that more students of color can one day see themselves in spaces where they have historically been underrepresented.

[READ MORE](#)

What Our Community Says

100%

of 2025–2026 Design Academy participants report that working with NCTR helped them to **identify ways to further develop, achieve, or make progress on program goals.**



*“My primary goal for participating in Design Academy this year was to develop a strong foundation and framework for our residency program... The Design Academy provided the structure, tools, resources, and technical support **needed to move from ideas to a concrete plan.** The guidance from the NCTR team helped me refine my thinking, organize key components of the residency, and develop a more strategic and intentional approach to program design.”*

DESIGN ACADEMY PARTICIPANT

94%

of 2025–2026 Network members report that being a member of the NCTR Network has **supported their program to achieve or make progress on their goals.**



*“Being a member of the NCTR Network is valuable because it gives us a broader lens and perspective on the work we are doing. The Network creates space for us to learn from other residency programs, hear what is working in different contexts, and reflect on how we can continue strengthening our own program... Our consultant’s knowledge and experience working with like-minded residency programs **has played a huge role in our program’s development over the years.**”*

NCTR NETWORK MEMBER



*“Being a BEI grantee this past year has **had a significant impact on our residency program** and the support we’ve been able to provide residents. The funding helped us reduce some of the financial barriers associated with pursuing a master’s degree and certification, allowing residents to focus more deeply on their development and classroom practice. Through BEI funding, we were able to provide resident stipends, strengthen programming across our residency model, and host meaningful professional development experiences throughout the year.”*

BOUNDLESS EDUCATORS INITIATIVE GRANTEE

Making an Impact with Tailored Consulting

For nearly 20 years, the National Center for Teacher Residencies has provided customized consulting and technical assistance to strengthen teacher preparation pathways nationwide. Using NCTR's Levers for Teacher Residencies, we help teacher residency and apprenticeship programs build stronger partnerships, align funding and strategy, and prepare effective educators to meet local workforce needs.

This academic year, in support of tailored consulting, NCTR supported Georgia State University and district partners in strengthening teacher apprenticeship pathways, partnered with Seattle Teacher Residency and the University of Washington to align systems supporting teacher residents for Seattle Public Schools, and conducted a program evaluation for the Washington Education Association Apprenticeship Residency in Teaching program to drive continuous improvement and impact.



PROGRAM SPOTLIGHT

NCTR Supports Georgia State University on its Path to Becoming a Teacher Registered Apprenticeship Program

NCTR collaborated with Georgia State University (GSU) on a tailored consulting project from August 2025 through February 2026, focusing on partnership development and program leadership as they worked towards completing their application to become a new teacher registered apprenticeship program. NCTR's Directors of Programs Randall Lahann and Elizabeth Hearn and Associate Director of Programs Jeremy Scott engaged with the GSU team to deepen their understanding and develop perspectives on collaboration with new and longstanding partners and how to expand program design, culminating into the completion of their apprenticeship application.

The GSU team brought roughly 45 years of collective teacher preparation experience, significant decision-making authority, and a deep commitment to the design of a residency-apprenticeship model. NCTR's consulting involved helping to demystify the process of applying for apprenticeship by connecting with Georgia's U.S. Department of Labor, becoming familiar with the apprenticeship application, and walking through how to approach key questions. Most importantly, the focus on design led to an exploration of characteristics of effective partnership, including addressing the needs of local school districts and educators. The team also prioritized bringing stakeholders to the table to explore sustainable funding, efficiency, and long-term impact.

Learning, Leading, and Transforming Through Site Visits



USM'S MCARE—LONG BEACH, MISSISSIPPI

The NCTR Network site visit to the University of Southern Mississippi's (USM) Mississippi Center for Apprenticeships and Residency in Education (MCARE) held November 17-19, 2025, provided participants with a comprehensive look at an innovative, multi-pathway approach to teacher preparation.

Through presentations, panel discussions, and collaborative sessions, attendees explored MCARE's residency and apprenticeship models across undergraduate and graduate programs, with a focus on residency year experience, financial sustainability, and strategic recruitment and selection. The visit highlighted USM's strong district partnerships, commitment to clinically rich preparation, and efforts to address teacher workforce needs through scalable, sustainable programming.

Participants also engaged in discussions on mentor development, gradual release models, and educator well-being, while structured reflection and problem-of-practice sessions supported shared learning and application to their own contexts.





NASHVILLE TEACHER RESIDENCY (NTR)—NASHVILLE, TENNESSEE

The Network site visit to the Nashville Teacher Residency (NTR) from March 25-27, 2026, brought together participants for an immersive, multi-day learning experience centered on residency leadership, program design, and financial sustainability. Attendees engaged in a mix of presentations, collaborative work sessions, and field-based experiences, including school visits and community context tours, to better understand NTR's model and impact.

The agenda highlighted NTR's evolution as an independent educator preparation provider, its strong partnership with Metro Nashville Public Schools, and its focus on data-driven improvement, educator wellness, and resident preparedness. Through breakout sessions, peer discussions, and reflection protocols, participants explored key levers of effective teacher residencies while building connections and identifying actionable insights to inform their own programs.



NORMAN C. FRANCIS TEACHER RESIDENCY PROGRAM—XAVIER UNIVERSITY OF LOUISIANA, NEW ORLEANS

The Boundless Educators Initiative (BEI) Design Academy brought together partners for an immersive visit to the Norman C. Francis Teacher Residency Program at Xavier University of Louisiana. The visit offered a comprehensive look at both the design and implementation of a high-impact teacher residency program, alongside a deeper understanding of the cultural and historical context that shapes education in New Orleans.

Participants engaged in rich discussions on program sustainability, including funding strategies, coaching practices, and supportive structures that enable residents to thrive—particularly relevant for visiting institutions working to build flexible, community-centered pathways into the profession. The experience also featured a panel representing resident, mentor, school, district, and university perspectives, reinforcing the collaborative ecosystem essential to residency success.



MINNESOTA POLICY-TO-PRACTICE SITE VISIT: ADVANCING THE IMPACT FRAMEWORK

Drawing from nearly 20 years of our work to improve educator preparation, NCTR's IMPACT Framework was designed to unite stakeholders across the education system and ensure that teacher preparation is not fragmented but connected, coherent, and responsive. Through intentional collaboration, shared priorities, and continuous reflection, systems are created that equip educators not just to meet today's classroom demands but to lead transformative change for tomorrow.

Funded by the I.A. O'Shaughnessy Foundation, NCTR convened Minnesota-based teacher residency and registered apprenticeship programs—many of which had previously participated in NCTR's Design Academy—to introduce the framework as a means to align teacher preparation with the evolving needs of schools, communities, and the future of learning.

With additional support from the William and Flora Hewlett Foundation, NCTR also hosted an in-person two-day site visit in Minnesota for a cross-sector group of education leaders to examine how Minnesota is aligning policy with field-based teacher preparation, including teacher residencies and registered apprenticeships, offering participants the opportunity to engage with local leaders, visit schools, and explore key practices, lessons learned, and strategies for scaling high-quality programs statewide.



*“NCTR’s expertise and commitment to high-quality teacher residencies **helped Minnesota establish new strategic goals and strengthen systems.** This work is ensuring that teacher residents become **qualified, successful educators**—and help **K–12 students thrive.**”*

**EMILY BUSTA, REGISTERED TEACHER APPRENTICESHIP SPECIALIST,
MINNESOTA DEPARTMENT OF EDUCATION**



Symposium Recap

The 2026 NCTR Symposium, The Power of We: Driving Change Through Connection, brought together educators, partners, and leaders from across the NCTR Network and Design Academy for several days of learning, collaboration, and community-building.

The Symposium highlighted the collective strength of the educator preparation community and reinforced the importance of collaboration in driving sustainable change for the teacher workforce.



91

attendees



26

states represented,
plus Washington, D.C.



54

programs were
represented



32

presenters

SPECIAL GUEST SPEAKER



**Dr. Norman
Sauce**

Interim
Superintendent
of DeKalb County
Public Schools

PROGRAM SPOTLIGHT

AZTR Begins Arizona's First Teacher Registered Apprenticeship Program

The Arizona Teacher Residency Program (AZTR), an NCTR Network program, is now the state's first teacher registered apprenticeship programs, announced by the Arizona Department of Education. Building on proven success in teacher retention, classroom readiness, and student outcomes, the program will expand into new districts next year.

AZTR retention rates are very high: **97% of AZTR graduates remain in Arizona classrooms in their second and third years of teaching independently.** This is an incredible retention figure, as there is a sharp drop in teacher retention across Arizona within the first couple of years of teaching.

"We're incredibly proud of our residents and graduates," said Dr. Victoria Theisen-Homer, Director of AZTR. "Their success shows the power of residency and apprenticeship models, where aspiring teachers learn how to teach in the very districts that will employ them."



Teacher residents take part in a professional development workshop as part of Public Education Forward (PEF) Teacher Residency Program (formerly Project Inspire Teacher Residency). PEF is located in Chattanooga, Tennessee.

Researching, Enhancing, and Sharing the Impact of Teacher Residency and Registered Apprenticeship Programs

NCTR, along with our Network of teacher residency and registered apprenticeship programs, is making a positive impact locally, regionally, and nationally that deserves to be recognized and celebrated.

At NCTR, we believe that understanding and elevating the impact of teacher preparation programs is essential to strengthening the educator workforce.

This year, we continuously researched, refined, and shared what makes teacher residency and registered apprenticeship programs effective. We led multiple conferences and webinars, sharing insights that drive improvement with our Network. We spread the word on teacher shortages and budget cuts affecting

education. And we supported research on teacher residency and registered apprenticeship programs within our Network and in the field as a whole.

With our Network, we generated meaningful evidence of impact locally, regionally, and nationally. This work ensures that the success of teacher residency and registered apprenticeship programs is not only recognized but also leveraged to expand opportunity and improve outcomes for students and communities.

NCTR In The News

NCTR contributed to and was highlighted in several notable media mentions, including:

Education Week's List of Federal Education Grants Impacted by Budget Cuts

(NCTR contributed to the compilation of the list.)

Trump, Teacher Education Groups Agree to End DEI Grant Suit

**Bloomberg
Law**

Senator Grassley Press Release

Grassley, Reed Introduce Legislation to Modernize TEACH Grants, Increase Accountability for Higher Education Institutions

“Every student deserves a well-prepared, highly supported teacher—and that starts with meaningful investments in the educator workforce. Increasing the TEACH Grant through the TEACH Improvement Act is a critical step toward making high-quality preparation programs, including teacher residencies and apprenticeships, more accessible and affordable to aspiring educators. These investments not only strengthen the teaching profession but also help ensure that our most underserved schools can attract and retain talented educators who reflect and value the communities they serve,” said Kathlene Campbell, Ph.D., CEO of NCTR.

We are also proud to support the companion bill in the House.

COVERAGE IN LOCAL NEWS, MISSISSIPPI

Teacher residencies visit USM Gulf Park Campus

Mississippi tackles teacher shortage with apprenticeship and residency programs

Advancing Educator Preparation at Conferences and Webinars



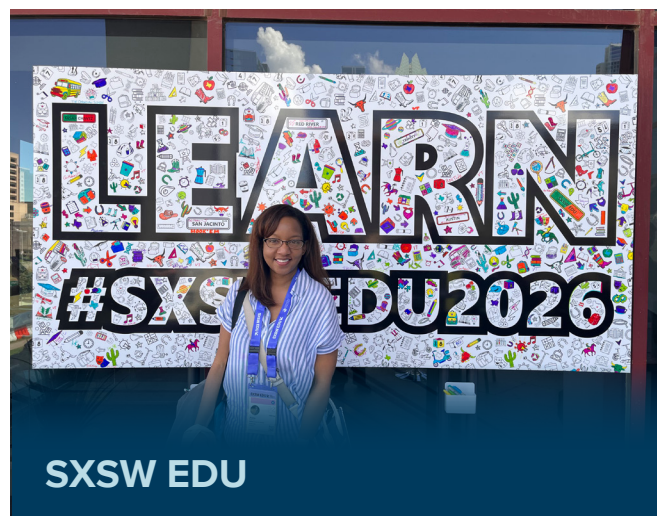
NCTR CEO Kathlene Campbell, Ph.D., and Chief Growth Officer Jill Pitner attended and presented at AACTE's 2026 Annual Meeting.



NCTR CEO Kathlene Campbell, Ph.D., and Chief of Staff Naureen Madhani, Ph.D., attend and presented at the AERA 2026 Annual Meeting. Dr. Campbell was invited to participate on a presidential panel with fellow education leaders to explore the realities—and possibilities—shaping the K-12 teaching profession.



NCTR's Chief Growth Officer Jill Pitner and Director of Programs Aja Simpson Zulficar (not pictured) presented at NASDTEC and National Center for Grow Your Own's Third Annual Apprenticeship Conference.



NCTR's Director of Marketing and Communications Alicia Roberson attended SXSW EDU 2026.

NCTR Impact, our monthly newsletter, continues to share updates on teacher preparation and celebrate the accomplishments of our Network and Design Academy programs.

SUBSCRIBE TO NCTR IMPACT



Managing Director of the Boundless Educators Initiative (BEI) Keilani Goggins, Ed.D., and Chief of Staff Naureen Madhani, Ph.D., co-led a presentation on evidence-based retention strategies of BEI at the NASDTEC Annual Conference in July 2026.



Managing Director of Programs Keilani Goggins, Ed.D., and Director of Programs Allyson Eubanks for NCTR's Boundless Educators Initiative (BEI) attended the Center for Black Educator Development's Black Men in Education Convening in fall 2025.



NCTR's Managing Director of Programs (BEI) Keilani Goggins, Ed.D., Manager of Research and Evaluation Christen Edwards, Chief of Development Bill Kennedy, Ph.D. (pictured), and Director of Research and Evaluation Kevin Levay, Ph.D., presented on data findings of the BEI program at NCTR's Symposium 2026 in Atlanta.



Managing Director of Programs Keilani Goggins, Ed.D., attended the Beyond100K Summit.

Sharing Knowledge, Shaping the Future

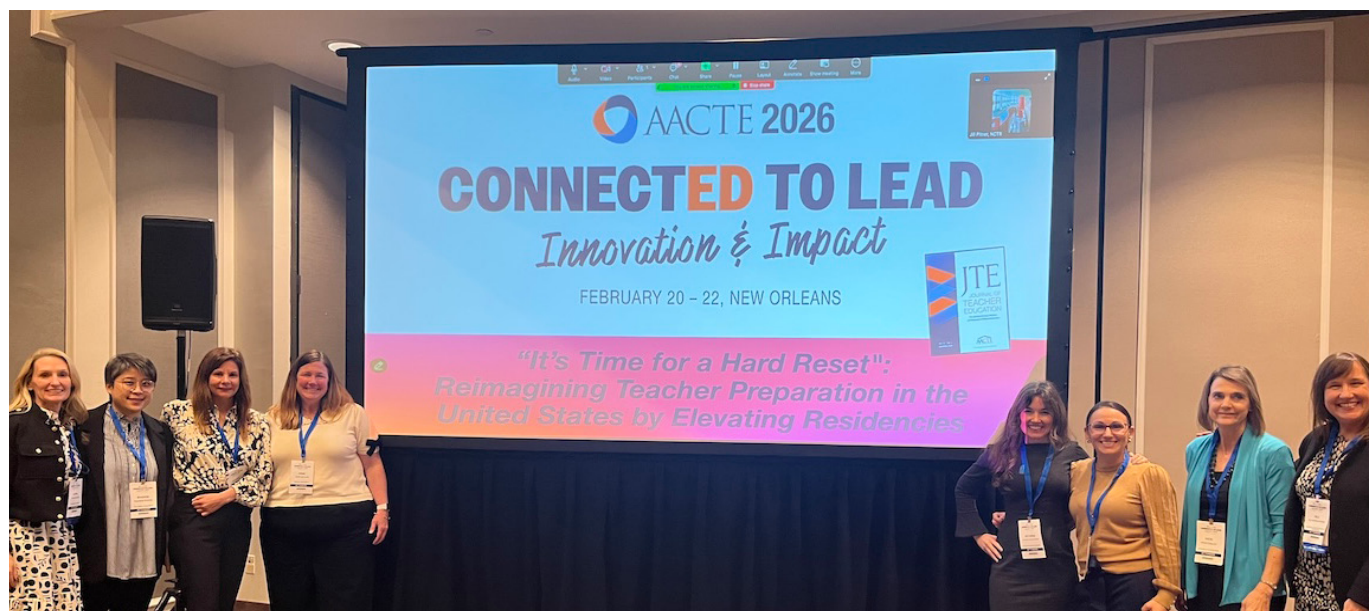
LEARNING TOGETHER, LEADING TOGETHER: CO-PRESENTING WITH OUR NETWORK PARTNERS

In spring 2026, NCTR attended NASDTEC & NCGYO's Third Annual Apprenticeship Conference, where we co-presented with our Network member Central Connecticut State University. The session, titled "Improving Teacher Apprenticeship Quality," unpacked evidence-based strategies implemented in teacher residency programs that may be applied to teacher registered apprenticeship programs.

Attending the AACTE Annual Meeting was another opportunity to connect with NCTR Network members, partner institutions, educator preparation programs, and education leaders. NCTR co-moderated the session "It's Time for a Hard Reset: Reimagining Teacher Preparation in the United States by Elevating Residencies," with Assistant Professor at Texas A&M University Dr. Valerie Hill-Jackson and highlighted the seven groundbreaking studies from the Journal of Teacher Education's special edition issue.

Dean of the School of Education at Loyola University Maryland Dr. Afra Ahmed Hersi and NCTR Chief Growth Officer Jill Pitner created a session with Professor of Education and Director-APEC at the Division of Education at Columbia College Dr. Marla Sanders. The session discussed applying innovative strategies from teacher residencies to the apprenticeship model.

In July 2026, Pitner attended the NASDTEC Annual Conference and co-presented with Dr. Yelena Bailey and Emily Busta of the Minnesota Professional Educator Licensing and Standards Board and the Minnesota Department of Education, focusing on cross-sector partnerships to strengthen the teacher workforce.

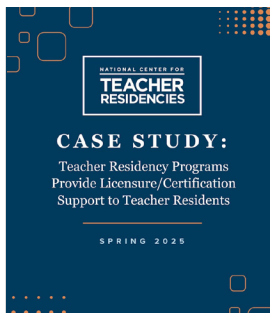




The American Association of Colleges for Teacher Education (AACTE) recently released a special 75th anniversary issue of the Journal of Teacher Education (Volume 75, Issue 5), one of the field's most widely read journals, focused on the teacher residency model.

NCTR proudly co-authored the opening editorial, "It's Time for a Hard Reset: Reimagining Teacher Preparation in the United States," inspired by Dr. Gloria Ladson-Billings' keynote at NCTR's 2024 National Symposium and co-written by CEO Kathlene Campbell, Managing Director of Policy Erica Romero, Chief Growth Officer Jill Pitner, Chief of Staff Naureen Madhani, and collaborators Valerie Hill-Jackson, Roneeta Guha, Simonie Moore, Sheneria Perry, La-Neka Brown, and Cheryl J. Craig.

[READ MORE](#)



The Nashville Teacher Residency (NTR), an NCTR Network member, recognized a need to support aspiring teacher residents toward passing their state certification exams to become teachers of record. NTR designed a three-tiered system and used the online platform 240 Tutoring to support its teacher residents in preparing for these exams.

[READ MORE](#)



TEACHER RESIDENT SPOTLIGHT

Leading with Empathy: A Resident's Journey to Transforming Student Lives

Alexandra Adames, Teacher
Resident, Public Education
Forward Teacher Residency

Alexandra Adames, a Public Education Forward Teacher Residency participant, found her path to the classroom through a desire to deepen her impact on children and families. Her background as a social worker supporting youth mental health and family stability became a foundation for her goals. Drawn to the residency's hands-on training and strong mentorship, she immersed herself in students' daily learning experiences, bringing an empathy-centered approach shaped by her work beyond the classroom.

"Teaching is about empowerment," Alexandra said. "It's about helping students discover their strengths, believe in themselves, and know that they are capable of greatness, even when they doubt it."

Alexandra is excited to lead her own classroom and create safe, supportive spaces for students.

[READ MORE](#)



Buki Ogundipe was a teacher resident at the Chicago Public Schools Teacher Residency program. This picture was taken at Powell Elementary School.

Increasing *Public and Private Support*

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

NCTR keeps its Network and Design Academy informed on federal legislation and appropriations while championing the field's perspective before Congress and the Administration. By providing timely analysis and engaging directly with policymakers, we ensure federal leaders fully grasp how their decisions impact teacher preparation.

But we can't do it alone. This year, we launched a variety of programming aimed at encouraging and training our Network in advocacy. At the same time, we consistently informed our Network on changes to federal education policy.

Our deepening connection with both our partners and federal stakeholders drives greater engagement and visibility for educator preparation.

NCTR at Washington Week 2026

In June 2026, NCTR joined AACTE and Deans for Impact to host the first joint Washington Week in Washington, D.C. This collaborative effort brought together more than **170 educator preparation leaders, faculty, teacher residents, graduate students, and advocates** from across the country to strengthen their understanding of federal education policy and elevate the voice of educator preparation in national policy discussions.

Participants engaged in two days of learning and dialogue at the event, which featured such speakers as Assistant Secretary of Education Kirsten Baesler, Senator Jack Reed (D-RI), and Representative Alma Adams (D-NC), who shared perspectives on the challenges and opportunities facing educator preparation and the educator workforce.

Building on this foundation, participants conducted more than **110 meetings** with members of Congress and congressional staff representing both parties. Together, they advocated for federal investments



and policies that support high-quality educator preparation, strengthen the educator workforce pipeline, and expand affordable and accessible pathways into the teaching profession.

Washington Week demonstrated the power of collective advocacy. By bringing together different voices from across the educator preparation community, NCTR and its partners helped ensure that policymakers heard directly from those preparing the next generation of educators and leaders.

NCTR Urges Congress to Support Teacher Preparation

NCTR issued public statements on the Administration's proposed budget and urged Congress to include full funding for teacher preparation programs in final appropriations. We also supported federal legislation to increase financial assistance for teacher residents and apprentices, helping reduce financial barriers to entering the profession.

As a result of this engagement, Members of Congress increasingly sought NCTR's input on legislation affecting teacher preparation, including requests for endorsements and inclusion of our CEO's perspective in congressional communications.

Policy Pulse: Community Learning Experiences

Policy Pulse: CLEs provided monthly learning experiences designed for NCTR Network and Design Academy members to stay informed and engaged with evolving federal education policy. Held on the third Tuesday of each month, these interactive sessions provided timely updates on federal appropriations, legislative priorities, and emerging policy issues impacting teacher residency and registered apprenticeship programs.

Grounded in the levers of Partnership & Design, Financial Sustainability, and Residency Leadership, Policy Pulse created space for members to deepen their understanding of policy implications, share insights, and identify advocacy opportunities. The sessions were discussion-based, fostering real-time learning and connection across the network.

Advocacy Community Learning Experience

NCTR launched an advocacy-focused CLE to build members' skills and capacity to engage effectively in policy efforts. Topics include Advocacy 101, the federal appropriations process, media and messaging, coalition building, and legislative development. Post-CLE survey feedback indicates strong support for both the content and its practical application. NCTR will continue expanding these efforts to strengthen programs' ability to advocate on their own behalf.

Policy RoundUp

NCTR distributes a weekly Policy RoundUp to Network and Design Academy members, providing timely updates on federal policy developments and what they mean for teacher preparation programs.

The RoundUp also highlights relevant grant opportunities, helping programs identify and pursue available funding. NCTR's annual survey indicates that members place a high value on the Policy RoundUp, which maintains an average open rate of 41%—a strong level of engagement for nonprofit newsletters.



Uplifting Voices Through the Action Network

NCTR introduced the Teacher Residency Action Network in fall 2025. The Action Network encourages the NCTR Network and Design Academy community to take action by emailing their Members of Congress and urging the House of Representatives to protect teacher preparation programs.

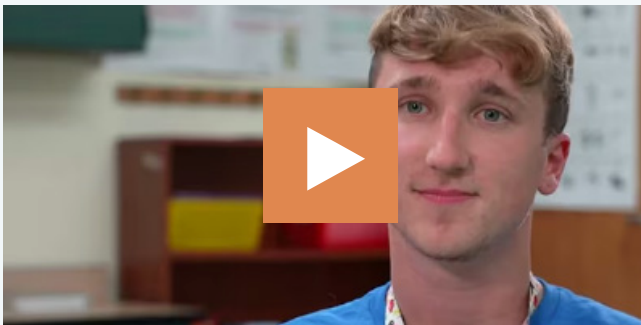
“Make Your Story Count” Video Advocacy Campaign

NCTR launched a video advocacy campaign encouraging our teacher residency programs to submit a video sharing their stories about how their programs are making an impact. These videos were shared with Congress when federal funding for teacher preparation programs was at risk of being eliminated.

We received several submissions that explained why funding for teacher training programs is vital to the teacher workforce in their communities.



[Video submission from WEA Apprenticeship Residency in Teaching \(WEA ART\)](#)



[VCU/RTR Program provides opportunities to become a teacher in Prince William County Schools \(PWCS\)](#)



PROGRAM SPOTLIGHT

One Year Strong: Yale Teaching Fellowship Prepares the Next Generation of Educators

The Yale Teaching Fellowship officially marked one year! The program, which was launched to train and retain high-quality teachers in New Haven Public Schools, is continuing to evolve to better fulfill its goals of preparing educators who are deeply connected to the community and ready to lead classrooms with confidence.

“This is an incredibly exciting time for the Fellowship,” said Program Director Christine Gentry. *“Cohort 1 is interviewing and securing jobs and is excited to begin its commitment to New Haven Public Schools. Cohort 2 has been finalized, and our targeted recruitment efforts paid off! This next cohort is 56% STEM, 44% special education, 83% local, 50% first-generation and low-income, and 50% multilingual. We remain committed to training high-quality teachers from a variety of backgrounds and experiences, covering teacher-shortage areas, and promoting long-term retention for New Haven Public Schools.”*



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 increase the number of active teacher preparation programs in the nation and enhance the learning and growing experiences of the programs we work with.

Cultivating partnerships is a defining feature of NCTR's approach to advancing teacher residency and registered apprenticeship programs. By partnering with organizations across the education ecosystem, NCTR helps increase awareness, expand impact, and strengthen outcomes for teacher preparation programs through shared expertise, resources, and networks.

This year we co-hosted webinars and learning opportunities, with more than 400 registrants across

three events. These meetings elevated promising practices, fostered meaningful conversations, and deepened the understanding of high-quality teacher preparation pathways.

NCTR also supports members in building strategic partnerships. These partnerships extend program reach and strengthen the collective effort to prepare and sustain a strong, effective teaching workforce.

NCTR & Torace Team Up for Webinar with School Districts

NCTR collaborated with Torace, an edtech mentorship matching platform, to present solutions to address teacher shortages and strengthen results of teacher retention on a budget, as part of an American Association of School Personnel Administrators' (AASPA) webinar held November 2025.

Retention Impacts Recruitment	
Developing mentor teachers is an investment in your teacher workforce.	
94%	of mentor teachers in NCTR's Network report being a residency program mentor makes them a more effective teacher
96%	of mentor teachers in NCTR's Network report that their experience as a mentor has helped them become more effective leaders
94%	of principals in NCTR's Network report that mentor teachers become more effective practitioners due to the teacher residency program

Transforming Educator Preparation Webinar Series

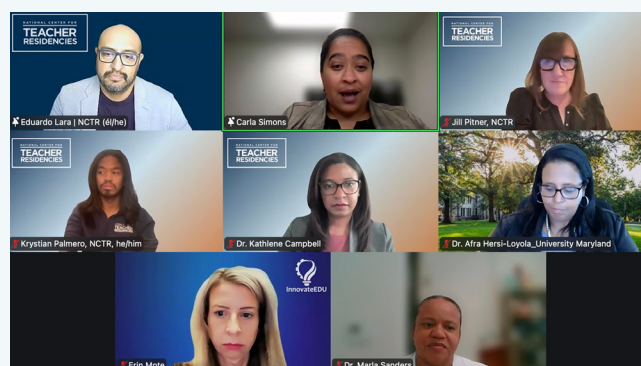
For 2025-2026, NCTR presented a new webinar series, titled “Transforming Educator Preparation Webinars.” More than 400 individuals registered for these webinars that were meant to contribute to the education and conversation around the evolving landscape of teacher preparation.

Setting the Foundation: Exploring the Teacher Residency & Teacher Apprenticeship Pathway (October 2025)

The first webinar in the series included a panel of experts in the field who discussed how teacher residencies and teacher registered apprenticeships align to support the same mission: recruiting and preparing educators for classrooms across the nation. The webinar was inspired by NCTR's report, “[Teacher Residencies as the Foundation of Teacher Registered Apprenticeship Programs](#),” co-written by NCTR team members Krystian Palmero and Eduardo Lara, Ph.D.

Guest Panelists:

- **Kathlene Campbell, Ph.D., CEO**, National Center for Teacher Residencies
- **Afra Hersi, Ph.D., Dean of the School of Education and Professor of Literacy**, Loyola University Maryland
- **Erin Mote, CEO**, InnovateEDU
- **Marla Sanders, Ph.D., Director of APEC Center and Professor of Education**, Columbia College
- **Carla Simons, Manager of Educator Licensure**, Baltimore County Public Schools (BCPS)

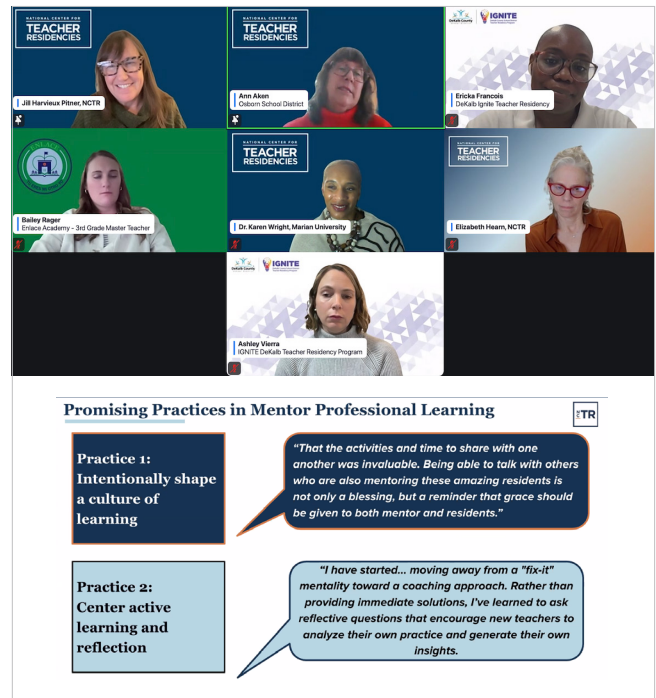


Empower and Inspire Mentor Teachers Through Professional Learning (January 2026)

The second webinar focused on the importance of investing in mentor teachers to support a more skilled workforce and better learning environments for students.

Guest Panelists:

- **Dr. Karen Wright**, *Director of Residencies and Clinical Experiences*, Marian University
- **Bailey Rager**, *Third Grade Master Teacher and 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**, *Third Grade Teacher and Mentor*, Pleasantdale Elementary, DeKalb County Public Schools, IGNITE DeKalb Teacher Residency
- **Ann Akens**, *Fourth Grade Dual Language Teacher and Mentor*, Clarendon School, Osborn School District, Arizona Teacher Residency/Apprenticeship



Promising Practices in Mentor Professional Learning

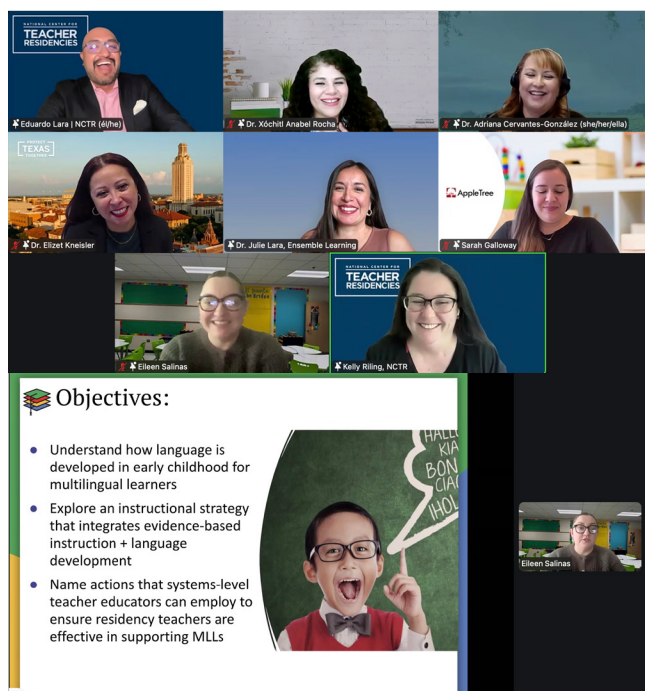
Practice 1:
Intentionally shape a culture of learning

"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."

Unpacking Best Practices for Preparing Teachers for Early Childhood and Multilingual Learners (April 2026)



Objectives:

- Understand how language is developed in early childhood for multilingual learners
- Explore an instructional strategy that integrates evidence-based instruction + language development
- Name actions that systems-level teacher educators can employ to ensure residency teachers are effective in supporting MLLs

Presented in partnership with Ensemble Learning, the last webinar of the series shared valuable insights into enhancing early childhood educator readiness, effectively supporting multilingual learners through targeted instructional approaches, and aligning preparation programs with the evolving realities of classrooms and communities.

Guest Panelists:

- **Dr. Adriana Cervantes-González**, *Program Manager*, Residency Programs, Tulare County Office of Education
- **Sarah Galloway**, *Program Manager*, AppleTree Early Learning Teacher Residency
- **Dr. Elizet Kneisler**, *Assistant Professor of Practice*, The University of Texas at Austin
- **Dr. Julie Lara**, *Managing Director*, Multilingual Programs, Ensemble Learning
- **Dr. Xóchitl Rocha**, *Director of Bilingual Education Programs and Policy and Technical Assistance*, Texas Education Agency

Collaborators

NCTR is thankful for the collaboration this academic year of like-minded organizations that believe all students deserve an effective educator who represents and values the communities they serve:

240 Tutoring

American Association of Colleges for Teacher Education (AACTE)

Beyond 100K

Coalition to Reimagine the Teaching Profession

Deans For Impact (DFI)

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

SRI International

Teacher Development Network LLC (TDN)

Torace

Coalitions

NCTR is grateful to the various coalitions we belong to that advocate for teacher preparation programs, and education more broadly. Our voices are stronger together.

Coalition for Teaching Quality

Committee for Education Funding

IL Educator Pipeline Group

Pathways Alliance

PARTNER WITH US

We would love to partner with more organizations to advance the impact of teacher preparation to support the teaching workforce!

Contact us to learn how we can work together.

LET'S PARTNER



NCTR staff come together for its annual in-person summit to support team building and organizational priorities.

Ensuring *Efficient* *Organizational Operations*

The final key priority pertains to improvement of our internal operations by embedding continuous improvement systems in strategic planning and strengthening our data-guided, decision-making processes.

Ensuring efficient organizational operations is a critical priority that underpins NCTR's ability to deliver on its mission. We are embedding systems for continuous improvement into our strategic planning and strengthening our data-informed decision-making. These steps prepare us to be a more agile, responsive, and effective organization.

This year we initiated the IMPACT Framework, building on 20 years of work to build a unified and

forward-looking system for the Teacher Workforce Ecosystem. As part of our annual survey of educators, we also collected data to gauge progress towards specific goals.

With these efforts, we align resources, refine our approaches, and maximize our impact—ensuring we can better support our Network and advance the field of teacher residency and registered apprenticeship programs with clarity and purpose.



NCTR Welcomed New Board Member

NCTR appointed Tina L. Fletcher, Ph.D., to its Board of Directors.

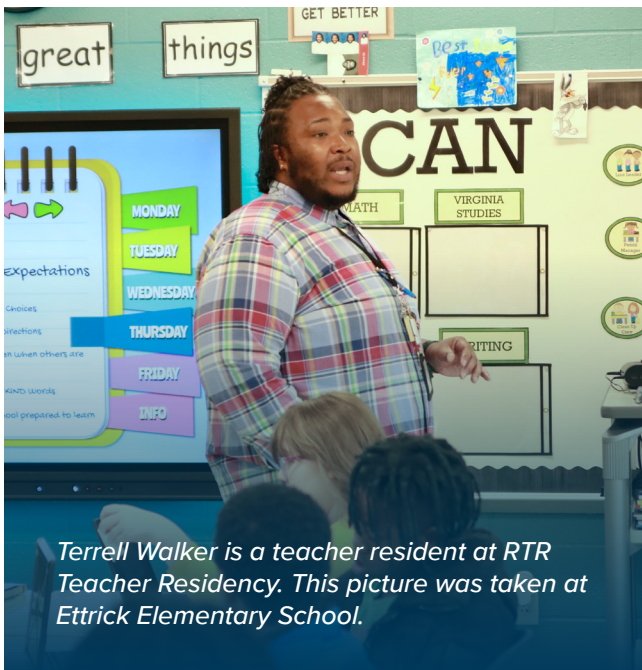
Dr. Fletcher, who serves as the senior officer of strategy, learning, and evaluation at the Walton Family Foundation, brings over a decade of experience across education and policy, with a deep commitment to improving outcomes for students and educators.

Supporting Evidence-Based Practice

Each year, NCTR surveys 10,000 principals, teacher residents, mentor teachers, and graduates to drive growth for both our member programs and our own organization. Our consultants work with each of our members to use this data to strengthen the recruitment, preparation, and retention of teachers.

At NCTR, our work is also guided by the data we collect and our programming reflects the needs of

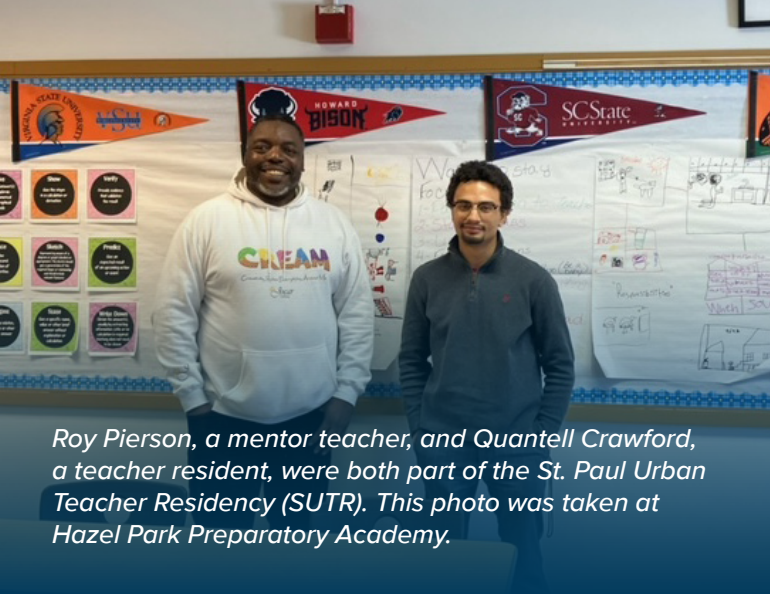
our members and the changing nature of the field. This year, we piloted a Learning Cycle in which each NCTR department used specific learning questions to collect data and evaluate progress against goals. By synthesizing these insights across the organization, we continue to ensure that NCTR evolves to support our members effectively.



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



A teacher resident with NextGEN Residency program based in Oswego, Illinois, works with a class of students.



Roy Pierson, a mentor teacher, and Quantell Crawford, a teacher resident, were both part of the St. Paul Urban Teacher Residency (SUTR). This photo was taken at Hazel Park Preparatory Academy.



Nashville Teacher Residency celebrated its mentor teachers during an event.



Joan Do Truong and Uzuri Wilkerson were teacher residents at Boston Teacher Residency. This photo was taken at the offices of the Boston Teacher Residency.

Design Academy, NCTR Network, BEI, and Tailored Consulting Programs

KEY

+ Boundless Educators Initiative (BEI) grantee

Teacher Registered Apprenticeship Program

DESIGN ACADEMY

Carlow University

DSST Public Schools

Grambling State University +

University of Maryland Eastern Shore +

University of Montana Western

University of Wisconsin-Milwaukee & Racine
Public Schools

NCTR NETWORK

Alameda County Office of Education Teacher
Residency Program

Alder Graduate School of Education

Alternative Pathways to Educator Certification,
Coker University + #

Alternative Pathways to Educator Certification,
Columbia College + #

AppleTree Early Learning Teacher Residency +

Arizona Teacher Residency + #

Atlanta Residency Collaborative +

Avance Residency Los Angeles +

Bethel University

Boston Teacher Residency +

Carolina Collaborative for Alternative Preparation

Central Connecticut State University Inspire Teacher
Residency Program

Chicago Public Schools Teacher Residency +
 Connecticut Teacher Residency Program + #
 Dallas College + #
 Delaware State University Teacher Residency +
 East Harlem Teaching Residency +
 EducateME Foundation Black Teacher Residency +
 Elizabeth City Pathway Project to Teaching +
 Frostburg State University Maryland Accelerates
 Teacher-Leader Residency Program
 Great Oaks Teacher Residency Program +
 Gwinnett County Public Schools Teacher
 Residency Program
 IGNITE DeKalb Teacher Residency Program #
 IndyTeach +
 Jackson Public Schools TEACH JPS Scholarship
 Residency Program +
 Jacksonville Teacher Residency +
 Livingstone College Blue BEAR NC Online
 Teacher Residency Program +
 Loyola University Maryland-Baltimore County Public
 Schools BTAP Program +
 Marian University Klipsch Educators College
 4 + 1 Residency +
 Marshall Teacher Residency +
 Memphis Teacher Residency +
 Nashville Teacher Residency +
 New York University Teacher Residency
 Norfolk State University Teacher Residency
 Norman C. Francis Teacher Residency +
 North Carolina Central University Eagle R.I.T.E. +
 North Carolina Agricultural and Technical State
 University A&Teach Residency Program +
 Oakland Teacher Residency +
 Old Dominion University + #
 PEBC Teacher Residency +
 Philadelphia Teacher Residency +
 Public Education Forward Teacher Residency
 (formerly Project Inspire Teacher Residency) +

RTR Teacher Residency +
 Sacred Heart University Teachers@Heart
 Residency Program
 SD 308 NxtGEN Teacher Residency Program +
 Seattle Teacher Residency +
 Southwest Minnesota State University #
 Teach St. Louis +
 The Educator Academy +
 Tulare Teacher Residency for Rural Education Project
 (TRRE) +
 University of Arkansas at Pine Bluff Teach PRIDE +
 University of Georgia Teacher Residency Program + #
 University of Minnesota #
 University of New Mexico District Partner
 Teacher Residency #
 University of Southern Mississippi #
 University of St. Thomas +
 University of West Alabama Project Residencies for
 Educating Alabama's Children (Project REACH) +
 University of Wisconsin-Whitewater Warhawks Teach
 @ Residency Program
 University of Texas at Austin
 Washington Education Association Apprenticeship
 Residency in Teaching + #
 William Carey University Carey Teacher Residency +
 Yale University Teaching Fellowship Program

TAILORED CONSULTING

Vermont Rural Education Collaborative
 Georgia State University #
 Eagle Ridge Academy
 Seattle Teacher Residency +
 Gwinnett County Public Schools
 California State University, Long Beach

Join Us in Advancing the Work

NATIONAL CENTER FOR
**TEACHER
RESIDENCIES**

The impact highlighted in this report is only possible because of a growing community of programs, partners, supporters, and advocates who believe in the power of this work. As we look ahead, the need—and the opportunity—to deepen our impact has never been greater.

Be part of what comes next:



Partner With Us

Whether you are an organization, institution, or community leader, partnering with us amplifies our collective reach and accelerates meaningful change.



Invest in Impact

Your financial support fuels innovation, strengthens programs, and expands access to high-quality opportunities for those we serve.



Stay Connected

Receive updates, insights, and opportunities to engage by signing up for our newsletter, NCTR Impact.

The Power of “We” Starts With You!

CONNECT WITH US

Kaori Anderson-Walker was a teacher resident at Philadelphia Teacher Residency. This picture was taken at Boys Latin Charter School.

FOLLOW US ON SOCIAL MEDIA!



National Center for Teacher Residencies



National Center for Teacher Residencies



NCTRresidencies