

## Alternatively Certified Teacher From Another State Persona

*How do we get them into the pipeline?*



### Alternatively Certified Teacher from Another State | Hiroshi Kato

Hiroshi Kato has a bachelor's degree and completed an alternative certification program in secondary English. He has been teaching for 10 years. Hiroshi has recently moved to the Midwest and left his teaching job to be closer to his parents, who have health concerns and require his attention. Hiroshi wants to become certified in his new state to continue a career that he loves.

### Goal

Identify ways to get Hiroshi into an educator pipeline and fully licensed with the state department for employment in a district.

### Questions

*Note: When responding to the questions below, please consider your current role/affiliation (i.e., state agency, EPP, PK–12 organization) and imagine that your institution is in the same state/region as your counterparts at your table.*

1. What information does Hiroshi need to earn his degree and certification (e.g., educational requirements, certification requirements, job prospects)? What role does your organization play in supplying that information?
2. What supports does Hiroshi need (e.g., financial, academic)? How can your organization ensure he receives those supports?
3. What barriers prevent your selected organization(s) from doing more?
4. How could your selected organization(s) partner with other organizations to help Hiroshi get into the educator pipeline—from degree attainment to certification to hire?

## 5 Shifts to Address the Educator Shortage

### Shift 1 - Reduce barriers to careers in education while preserving standards of excellence

- Information about different careers in education in the state is available to Hiroshi while he is still currently working
- Requirements to get a teaching certificate now are accessible and clearly communicated
- Requirements for full licensure are accessible and clearly communicated
- Information on transferring his license, experience and education from another state.
- Supports are available to increase affordability if needed

### Shift 2 - Design comprehensive human capital management systems

- Information is available to districts, EPPs and state departments that make them aware of Hiroshi, including his path and where he is in the process
- Information about Hiroshi's certification completion is available to districts so that they can leverage a competitive advantage to gain a future teacher candidate

### Shift 3 - Establish transparent and equitable total rewards systems

- Information is available to Hiroshi about benefits or incentives provided to teachers beyond base salary (e.g., state retirement system, health insurance, growth opportunities, physical and mental support) Statewide salary information and benefits information are shared with and easily accessible to Hiroshi
- Information about possible tax incentives, housing incentives and perks to becoming a teacher are shared with and easily accessible to Hiroshi

### Shift 4 - Strengthen educators' sense of purpose, belonging and connection

- Supports are available to make Hiroshi feel welcomed to the state and profession
- Supports are available to Hiroshi now to build professional networks and social relationships in education in his new state

### Shift 5 - Deliver exceptional employment experiences

- There is a contact person(s) from every institution across the pipeline (e.g., EPPs, state agencies, PK–12 organizations) who Hiroshi can go to with questions while they are in the pipeline to be an educator in your state (e.g., opportunities in a school before they complete the program, should they consider an advanced degree, what are the different types of certifications)

## SAMPLE PIPELINE JOURNEY MAP

### Alternatively Certified Teacher from Another State | Hiroshi Kato

Hiroshi Kato has a bachelor's degree and completed an alternative certification program in secondary English. He has been teaching for 10 years. Hiroshi has recently moved to the Midwest and left his teaching job to be closer to his parents, who have health concerns and require his attention. Hiroshi wants to become certified in his new state to continue a career that he loves.

Journey Phases	Awareness	Preparation & Support
<b>Process</b>	<p>Hiroshi reviews information on the State Department of Education website and reaches out to a licensing specialist to learn how to become certified in a new state.</p> <ul style="list-style-type: none"><li>• Requirements for becoming licensed in the state as an alternatively certified teacher.</li><li>• Receives academic transcript auditing support to identify any qualification gaps</li><li>• License types including supplemental licenses and endorsements</li><li>• Opportunities to obtain a temporary/emergency license.</li><li>• Costs to complete requirements for licensure (e.g., additional coursework, exams, background check)</li><li>• Cost to apply for a license.</li><li>• Resources/organizations that can assist with completing requirements for licensure (e.g. test preparation, coursework)</li><li>• Discounts and/or financial aid available to complete requirements and apply for a license</li></ul>	<p>While completing the requirements to obtain out-of-state licensure, Hiroshi receives the following supports:</p> <ul style="list-style-type: none"><li>• Mentorship and advising to ensure successful completion of licensure requirements.</li><li>• Test preparation assistance</li><li>• Financial assistance (e.g., Discounted/paid tuition, books and fees, vouchers for state exams, background checks) paid for through grants, scholarships, and loans</li></ul>

Journey Phases	Awareness	Preparation & Support
	<p>Hiroshi also reaches out to the local district to introduce himself and learn about:</p> <ul style="list-style-type: none"> <li>• Opportunities for employment with the district</li> <li>• Opportunities to receive assistance with obtaining an in-state license</li> <li>• Moving/relocation assistance</li> </ul>	
<b>Process Owners</b>	<ul style="list-style-type: none"> <li>• State Department of Education: Clarify license requirements for individuals who completed out-of-state licensure programs.</li> <li>• School District: Connect Leo to educator preparation and community resources, assist him with researching how to satisfy out-of-state license requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Government/State Department of Education: Identify and provide financial resources, Develop agreements with other states, Manage license application process</li> <li>• District: Provide support while navigating license requirements and application</li> </ul>
<b>Touchpoints</b>	<ul style="list-style-type: none"> <li>• Hiroshi reviews the licensure website for the State Department of Education</li> <li>• Guidance provided by a licensing specialist</li> <li>• Conversation with HR representative from a local school district</li> <li>• Application process for financial assistance</li> </ul>	<ul style="list-style-type: none"> <li>• School district supports</li> <li>• Providers for missing coursework and/or certification exams</li> <li>• Application process for teaching license</li> </ul>
<b>Problems, Barriers, and Pain Points</b>	<ul style="list-style-type: none"> <li>• Difficulty finding information about licensure reciprocity</li> <li>• Confusion over the steps to obtain licensure. Information provided is unclear or incomplete.</li> <li>• Limited collaboration between State Departments of Education</li> <li>• Capacity to navigate license requirements while also caring for</li> </ul>	<p>Financial</p> <ul style="list-style-type: none"> <li>• Costs associated with obtaining in-state license (when unemployed and paying for moving expenses)</li> <li>• Lack of budget to provide financial assistance to out-of-state candidates</li> </ul>

Journey Phases	Awareness	Preparation & Support
	<p>parents and relocating to another part of the country</p>	<p>Logistical</p> <ul style="list-style-type: none"> <li>• Disorganization and confusion when there are no agreements between states</li> <li>• Capacity to support Hiroshi with navigating the licensure process</li> </ul> <p>Academic</p> <ul style="list-style-type: none"> <li>• Rigid preparation program requirements. Not accepting out-of-state coursework and/or alternative pathway preparation</li> </ul> <p>Social/Cultural</p> <ul style="list-style-type: none"> <li>• Not knowing who to ask/where to find answers to questions</li> <li>• Lack of support alternatively certified out-of-state candidates</li> </ul>