

School Psychologist Persona

How do we get them into the pipeline?



School Psychologist | Anjali Bhatt

Anjali Bhatt is an undergraduate student pursuing a degree in psychology. She knows she wants to work with kids or adolescents and is considering a career as a school psychologist, but wants to make sure it's a good fit for her before pursuing graduate studies.

Goal

Identify ways to get Anjali 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 Anjali need to earn her 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 Anjali need (e.g., financial, academic)? How can your organization ensure she 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 Anjali 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 available to Anjali while still in undergraduate school
- Requirements to get a teaching certificate are accessible and clearly communicated
- Options like dual enrollment or internships are available to help Anjali decide if education is the right field for them
- Supports are available to increase affordability

Shift 2 - Design comprehensive human capital management systems

- Information is available to districts, EPPs and state departments that make them aware of Anjali, including her path and where she is in her journey
- Information about Anjali's certification completion is available to districts such 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 Anjali 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
- Information about possible tax incentives, housing incentives and perks to becoming a teacher are shared with and easily accessible to Anjali

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

- Supports are available to make Anjali feel welcomed to the profession
- Supports are available to Anjali now to build professional networks and social relationships in education

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 Anjali can go to with questions while they are in the pipeline to be an educator (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

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Journey Phases	Awareness	Preparation & Support
<p>Process</p>	<p>From a career counselor at her school, Anjali learns about:</p> <ul style="list-style-type: none"> ● Requirements for becoming a school psychologist in her state, including education, internship, and licensure requirements ● The job outlook for school psychologists, including demand, compensation, similar jobs, and opportunities to progress in the position ● Various pathways into the profession ● What to expect in graduate school ● Costs of graduate school, as well as any financial aid opportunities ● Important networks or contacts, such as peer groups, mentoring, current school psychologists to observe to talk to, professional associations (e.g., National Association of School Psychologists) 	<p>Given the various program types and pathways into the profession Anjali has access to the following financial and professional support options depending on the pathway and program she decides to pursue:</p> <ul style="list-style-type: none"> ● Committing to a district for five years in exchange for paid tuition for a master's degree ● A school psychologist hybrid position or fellowship program in which Anjali would perform relevant duties (e.g., student evaluations, student support) while working on her certification ● Paid internship opportunities ● Opportunities for (in-person or virtual) mentoring, job shadowing ● Wraparound supports once hired, including onboarding, mental health, comprehensive benefits, and workplace flexibilities (e.g., four-day week)

Journey Phases	Awareness	Preparation & Support
<p>Process Owners</p>	<p>University</p>	<ul style="list-style-type: none"> ● District: Partner with universities, provide new hire resources, (depending on financial structure and resources available) assume some of the financial responsibility ● University: Partner with districts/schools, provide relevant coursework and training, (depending on financial structure and resources available) assume some of the financial responsibility ● State Department of Education: identify and provide financial resources, facilitate partnerships between districts and higher education, serve as a “one-stop shop” through resources like a website with a map/information about the area where prospective hires want to work ● Federal government: Continue providing Mental Health Services Grants
<p>Touchpoints</p>	<ul style="list-style-type: none"> ● One or more meetings with the career counselor ● Interaction with online resources about requirements and job prospects ● Connections with relevant networks/contacts—such as peer groups, mentoring, current school psychologists, professional associations—while deciding whether to pursue the profession 	<ul style="list-style-type: none"> ● University enrollment ● University coursework ● District during entry into internship, hybrid program, and/or as a new hire ● Connections with relevant networks/contacts—such as peer groups, mentoring, current school psychologists, professional associations—during the training/education and early career period

Journey Phases	Awareness	Preparation & Support
<p>Problems, Barriers, and Pain Points</p>	<ul style="list-style-type: none"> Declining enrollment in traditional university/ed prep programs 	<p>Financial</p> <ul style="list-style-type: none"> Costs of higher education Costs of paid internships and/or hybrid, paid positions while pursuing degree Competitive pay in the private sector Competitive pay in nearby districts Student loans <p>Logistical</p> <ul style="list-style-type: none"> Lack of people at the district and/or capacity to provide mentoring or other supports <p>Academic</p> <ul style="list-style-type: none"> Certification requirements/a need for the option to teach while pursuing a psychology degree <p>Social/Cultural</p> <ul style="list-style-type: none"> Enticing school psychologists to work in rural areas Declining enrollment in traditional university/ed prep programs A need for more alternate pathways for career changers or other non-traditional students