

Teacher from Spain

How do we get them into the pipeline?



Teacher from Spain | Alejandro Martín

Alejandro Martín is a Spanish language teacher from Madrid, who is passionate about teaching and traveling. He recently attended a virtual information session, hosted by your district, where he learned about the opportunity to teach in the United States through a J-1 visa program. Intrigued by the district's commitment to foreign language education and the opportunity to live in a new county, Alejandro sends the district a follow-up email expressing his interest in the program.

Goal

Identify ways to get Alejandro 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 Alejandro 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 Alejandro 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 Alejandro 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 Alejandro while still in Madrid
- Requirements to get a teaching certificate are accessible and clearly communicated
- 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 Alejandro, including his path and where he is in his journey
- Information about Alejandro'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 Alejandro 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 Alejandro

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

- Supports are available to make Alejandro feel welcomed to the profession
- Supports are available to Alejandro 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 Alejandro 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

Teacher from Spain | Alejandro Martín

Alejandro Martín is a Spanish language teacher from Madrid, who is passionate about teaching and traveling. He recently attended a virtual information session, hosted by your district, where he learned about the opportunity to teach in the United States through a J-1 Visa program. Intrigued by the district’s commitment to foreign language education and the opportunity to live in a new county, Alejandro sends the district a follow-up email expressing his interest in the program.

Journey Phases	Awareness	Preparation & Support
<p>Process</p>	<p>Through the virtual session and communicating with a representative from the district, Alejandro learns about:</p> <ul style="list-style-type: none"> ● Certification requirements and fees for prospective teachers from the U.S. Department of State J-1 Visa website ● What he is eligible to do for work in education ● How to apply for the Educator certification in the state where the district is located ● How to apply for the licensure J-1 Visa and the necessary documentation ● The licensure fees and the visa ● Experiences about other teachers on J-1 Visa and the environment that he will be working in ● Links and resources to learn more about district and community ● Documents outlining total rewards package ● Information on housing and relocation 	<p>While applying to the program, we assume Alejandro has the necessary coursework to move forward with the process. He receives the following support:</p> <ul style="list-style-type: none"> ● Preparing the documents/ information on the application process, including requirements and necessary documentation. ● Assistance with finding housing and understanding transportation options ● Understanding the curriculum and teaching methods used in the district. ● Accessing support services offered by the district (e.g., mentoring, professional development). ● Connecting with local resources for cultural adaptation and community integration. ● Understanding the process for renewal after the three-year term

Journey Phases	Awareness	Preparation & Support
<p>Process Owners</p>	<ul style="list-style-type: none"> ● District: Initial exposure to the J-1 Visa program. Provides information about the program, connects Alejandro with the necessary resources ● State Licensing Agency: Provides detailed certification requirements, processes applications, and issues eligibility statements. ● U.S. Citizenship and Immigration Services (USCIS): the government agency that will be able to provide Alejandro with the J-1 Visa (administers lawful immigration to the USA) ● U.S. Department of State: Administers and oversees the J-1 Visa Program/Exchange Visitor Program (EVP) 	<ul style="list-style-type: none"> ● District: Assists with relocation logistics, provides professional development, support services and information about the school/district ● School: Provide a welcoming environment and ongoing support to Alejandro ● State Licensing Agency: Processes certification paperwork and ensures compliance with state-specific requirements. ● State or City Government: Connects Alejandro with wrap-around services and community resources ● U.S. Department of State: Manages the J-1 Visa process and provides guidelines for maintaining visa status and returning procedures ● Community Groups/Houses of Worship: Provide support to individuals that have relocated from another country
<p>Touchpoints</p>	<ul style="list-style-type: none"> ● Virtual information session hosted by the district ● Follow-up email communication with the district ● District website with detailed program information ● Learning about the state licensing process ● U.S. Department of State website for visa application details and requirements 	<ul style="list-style-type: none"> ● Community integration efforts ● Regular communication with district representatives ● Access to online resources and support networks for international teachers ● Digital resources such as a website for information on certification and moving to the state ● Virtual affinity spaces with other international teachers
<p>Problems, Barriers, and Pain Points</p>	<ul style="list-style-type: none"> ● Cost of living ● Limited support due to human capital limitation in small/rural districts 	<p>Financial:</p> <ul style="list-style-type: none"> ● Costs of relocation and initial settlement

Journey Phases	Awareness	Preparation & Support
	<ul style="list-style-type: none"> ● Language barriers and cultural differences ● Limited awareness of the program's benefits and opportunities ● Certification obstacles ● Knowledge that the J-1 Visa will expire in 3 years and must return back to home country 	<ul style="list-style-type: none"> ● Expenses related to certification and licensure ● Potential delays in payment due to Social Security number processing (potentially can obtain a temporary SSN) ● Cost of living challenges <p>Logistical:</p> <ul style="list-style-type: none"> ● Managing relocation logistics, including housing and transportation ● Limited resources the district to provide adequate support ● Understanding the process of how to continue as a teacher in the US: <ul style="list-style-type: none"> ○ Continue on a J-1 Visa through an extension ○ Change visa status (H1-B) <p>Academic:</p> <ul style="list-style-type: none"> ● Recognizing and translating foreign teaching credentials <p>Social/Cultural:</p> <ul style="list-style-type: none"> ● District capacity to: <ul style="list-style-type: none"> ○ Involve exchange teachers in school and community cultural activities ○ Building connections within the local community and school ○ Creating affinity spaces and support networks for international teachers