

## Substitute Teacher With An Associates Degree

*How do we get them into the pipeline?*



### Substitute Teacher with an Associates Degree | Betty Draper

Betty Draper is in her 40's and has two teenage children. Betty has an associate's degree in business administration, but left her job at an architecture firm when she decided to stay home and raise her kids. When her children were in Elementary School, Betty received her substitute teacher certification. Betty mostly substitutes in the elementary school. As she gained more time with her kids growing up, she substituted more. Betty has decided she would like to have a full career as an elementary teacher. This second life stage career will help put her kids through college.

### Goal

Identify ways to get Betty 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 Betty 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 Betty 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 Betty 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 is available to Betty while she 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 getting credit for what Betty has learned, education from her degree and experience as a substitute teacher
- 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 Betty, including her path and where she is in her journey
- Information about Betty's certification completion is available to districts so that they can leverage a competitive advantage to gain a student teacher and potentially, a future teacher candidate

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

- Information is available to Betty 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 Betty
- Information about possible tax incentives, housing incentives and perks to becoming a teacher are shared with and easily accessible to Betty

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

- Supports are available to make Betty feel welcomed to the profession
- Supports are available to Betty 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 Betty 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><b>Process</b></p>	<p>Betty connects with an HR representative at the school district where she currently works as a substitute. This person helps her navigate the process of selecting and enrolling in an educator preparation program. For this journey map, we assume that the school district where she works does not have a grow-your-own program.</p> <ul style="list-style-type: none"> <li>● Pathway options for becoming an education teacher including information about:               <ul style="list-style-type: none"> <li>○ fastest path to certification</li> <li>○ scheduling flexibility to be able to continue working as a substitute</li> <li>○ determining if any credits from her associate's degree are transferable</li> </ul> </li> <li>● Requirements for becoming an elementary education teacher.</li> <li>● Selecting an accredited preparation program</li> <li>● Learn about temporary licensing options</li> </ul>	<p>While completing the program Betty receives the following supports:</p> <ul style="list-style-type: none"> <li>● Mentorship and advising to ensure successful completion of all program and licensure requirements.</li> <li>● Academic advisor who can assist with course selection based on the remaining credits she needs for graduation.</li> <li>● Financial assistance (e.g., paid tuition, books and fees, vouchers for state exams, loans) paid for through grants, scholarships, and loans</li> <li>● Residency/Apprenticeships that allow compensation while completing the program</li> <li>● Tutoring for help with coursework</li> <li>● Opportunities to participate in educator professional development and assistance with exam preparation from the district</li> </ul>

Journey Phases	Awareness	Preparation & Support
	<p>In addition, she contacts educator preparation providers to learn about:</p> <ul style="list-style-type: none"> <li>• Financial aid opportunities and total cost she will have to pay</li> </ul> <p>How to be eligible for loan forgiveness/loan repayment opportunities</p>	
<p><b>Process Owners</b></p>	<ul style="list-style-type: none"> <li>• State Department of Education: Clarify license requirements and licensure pathway options on their website. Include contact information for someone who can assist with questions.</li> <li>• Ed Preparation Providers: Clearly define program requirements and provide support for navigating the enrollment process. Designated person with the educator preparation provider or institution who oversees credit transfer.</li> <li>• School District: Connect Betty to university and community resources. Assist her with researching options.</li> </ul>	<ul style="list-style-type: none"> <li>• Government/State Department of Education: Identify and provide financial resources. Provide assistance with understanding and navigating licensure requirements. Facilitate partnerships between districts and educator preparation programs and among educator preparation programs. Develop credit transfer policies.</li> <li>• Ed Preparation Providers: Communicate credit transfer policies and develop agreements with other institutions. Connect new students with financial, social, and academic supports; Provide clear pathways and supports for licensure.</li> <li>• District: Offer student teacher and/or residency/ apprenticeships. Flexibility to continue working at the district part time. Provide assistance with passing licensure exams and access to professional development.</li> </ul>
<p><b>Touchpoints</b></p>	<ul style="list-style-type: none"> <li>• Betty reviews the licensure website for the State Department of Education</li> <li>• Betty contacts a licensing expert to ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>• School District supports</li> <li>• Educator Preparation advisor</li> <li>• Educator Preparation courses</li> <li>• Educator Preparation supports (e.g., course enrollment, tutoring)</li> <li>• Financial aid providers.</li> </ul>

Journey Phases	Awareness	Preparation & Support
	<ul style="list-style-type: none"> <li>Betty contacts the College Admissions Office to confirm what credits will transfer from her associate degree.</li> <li>The school district where Betty subs helps her explore pathway options and requirements.</li> <li>Application process for financial aid</li> <li>Application process for educator preparation program</li> </ul>	
<b>Problems, Barriers, and Pain Points</b>	<ul style="list-style-type: none"> <li>Confusion over the steps to obtain licensure. Information provided is unclear or incomplete. Uncertainty over who to contact to ask questions.</li> <li>Difficulty comparing and selecting an educator preparation program (e.g., evaluating costs, flexibility, and program quality).</li> <li>Confusion about what credits will transfer and count towards her educator preparation program requirements.</li> <li>Program costs</li> <li>Program entrance requirements</li> </ul>	<p>Financial</p> <ul style="list-style-type: none"> <li>Costs of educator preparation programs</li> <li>Loss of credit hours that don't transfer/count toward degree attainment.</li> </ul> <p>Academic</p> <ul style="list-style-type: none"> <li>Difficulty transitioning back into student life (e.g., study skills, test taking skills, test anxiety).</li> <li>No alternatives to the licensure exam to demonstrate mastery</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 for older students</li> </ul> <p>Work-life Balance</p> <p>Challenges managing school while continuing to substitute teach</p>