



March 16, 2022

Pathways to Teaching for Immigrants and Refugees

How Internationally Trained Educators Can Promote a Stronger and More Inclusive Teacher Workforce

World Education Services Global Talent Bridge

Agenda

- I. Introductions
- II. The Teacher Bridge Project: Overview
- III. Building an Inclusive Teacher Workforce
- IV. Pathways for Internationally Trained Educators: Local Initiatives
 - Portland, Maine
 - Lincoln, Nebraska
- V. Questions and Comments



World Education Services (WES) is a non-profit social enterprise dedicated to helping international students, immigrants, and refugees achieve their educational and career goals in the United States and Canada. For more than 45 years, WES has set the standard of excellence in the field of international academic credential evaluation. Through WES Global Talent Bridge, the organization joins with institutional partners, community-based organizations, and policymakers to help immigrants and refugees who hold international credentials fully utilize their talents and education to achieve their academic and professional goals. Its philanthropic arm, the WES Mariam Assefa Fund, supports catalytic leaders and organizations working to build inclusive economies and to ensure that immigrants and refugees can achieve their aspirations and thrive.

Presenters



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The Teacher Bridge Project: Overview

What Is the WES Global Talent Bridge Teacher Bridge Project?



- Responds to teacher workforce shortages across the country
- Builds on WES Global Talent Bridge's Skilled Immigrant Integration Program (SIIP)
- Brings together work in four states and two cities
- Partners collaborate in a one-year community of practice
- Three webinars will focus on career pathways, policy change, and partnership initiatives

Building an Inclusive Teacher Workforce

An Inclusive Teacher Workforce

Internationally trained immigrants and refugees enter the teacher workforce engaged as community members and parents of students



Provide **strategies** to address areas of teacher workforce shortages



Diversify the educator workforce to better **reflect and serve** the student population



Work with **Grow Your Own initiatives** to connect local internationally trained workers and school districts



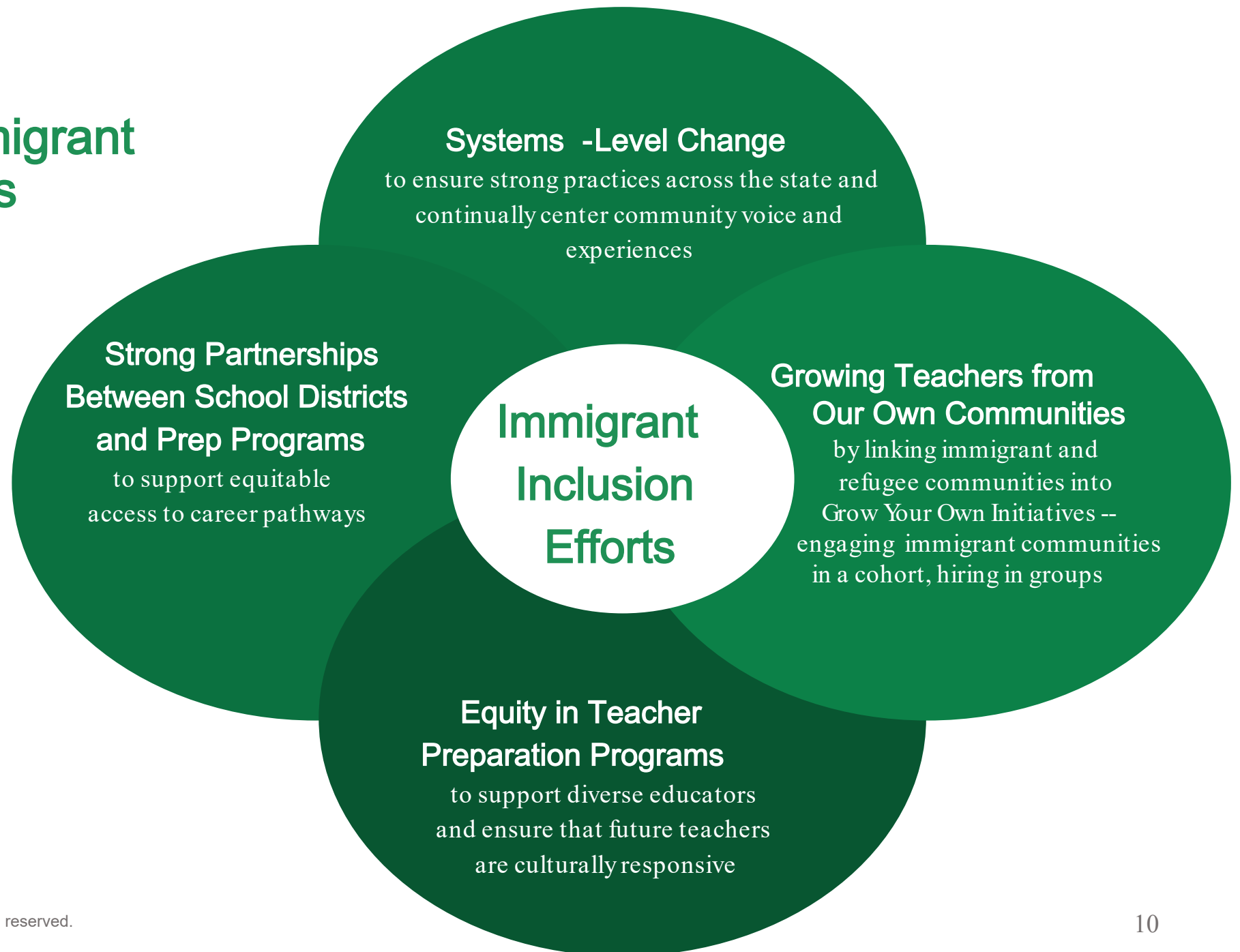
Offer access to **career pathways** in the field of education

Opportunities for Action

- Advocacy
- Policy change
- Building partnerships
- Creating pathways
- Raising the visibility and synergy of immigrant inclusion efforts related to education

Internationally Trained, Locally Grown

Aligning with Immigrant Inclusion Efforts



The Need for Grow Your Own Programs

Grow Your Own (GYO) refers to a type of program or project a district implements to cultivate its own teacher workforce in the district's high-need areas. Internationally trained educators can be part of this workforce.

- Over 50% of children in U.S. public schools are students of color, but only 15% of certified teachers are people of color
- Increase in Transitional Bilingual Program ELL students
- Decrease in individuals seeking a teacher certificate
- Low retention rate of out-of-state teachers
- Increase in teachers transferring from one district to another

Key Questions for Education Stakeholders

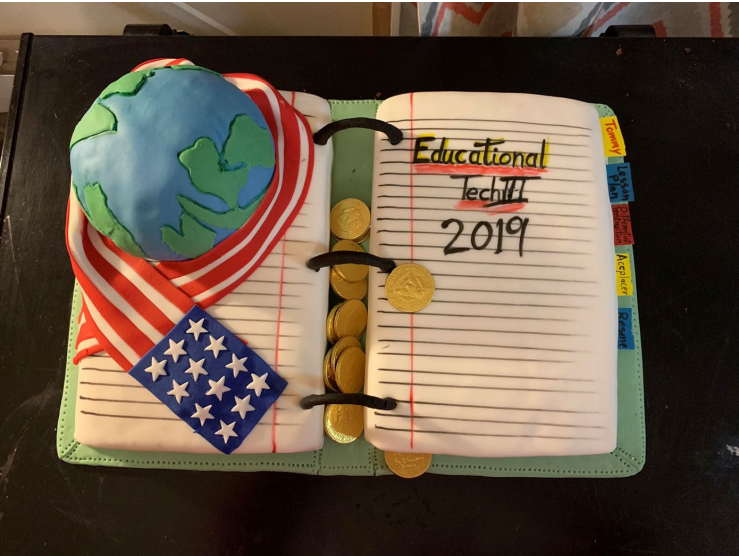
- How does your organization support internationally trained educators?
- What barriers prevent immigrants and refugees from being more visible as educators?
- What educational and career pathways have you identified to support the clients and students you work with?
- What will help you to do this work into the future?

Pathways for Internationally Trained Educators: Local Initiatives

Portland, Maine

PATHWAYS FOR INTERNATIONALLY TRAINED EDUCATORS

Sally Sutton, Program Coordinator
New Mainers Resource Center
Portland Adult Education
March 16, 2022



Pathways for Internationally Trained Educators

Sally Sutton, Program Coordinator
New Mainers Resource Center
Portland Adult Education
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New Mainers Resource Center – What is it?

- The New Mainers Resource Center (NMRC) was created in 2013 by the Maine State Legislature to assist skilled foreign trained immigrants living in Maine.
- Established as a pilot project at Portland Adult Education (PAE)
- In recent preCOVID years, PAE averaged roughly 2,200 immigrant students each year.
- In 2020/21 NMRC provided advising services to 280 people; 162 were returning students and 118 were new to NMRC. All services were provided remotely. (Numbers were lower than in previous years due to COVID 19.)
- On average, 75% had a bachelor's degree or above.

Portland Adult Education

Largest Program in Maine

- Started in 1848 – 60 students – taught reading, writing, arithmetic, and government with volunteer teachers
- 1924 – 1,200 students, 27 nationalities
- In 19/20 academic year: 3,084 students, 83 nationalities (COVID #s)
 - 1,881 Academic students
 - 507 Workforce students
 - 934 Enrichment students

Before the Pandemic

- In 18/19 academic year:
3,712 students, 90 nationalities
 - 2,125 Academic students
 - 601 Workforce students
 - 1,975 Enrichment students

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Pathways to Success - Portland Adult Education



High School
Diploma
Classes and
HISET



College
Transition
Classes and
Advising



English
Language
Classes



Workforce
Training
Programs

NMRC Program Offerings

- The New Mainers Resource Center (NMRC) is a program within Portland Adult Education serving area immigrants and refugees. NMRC includes:
 - a focus on skilled professionals
 - employment case management and advising
 - expertise in licensing and credential evaluations
 - intensive classes focused on job readiness skills
 - professional networking group workshops and other offerings
 - development and offering of sector-based programs
- These offerings are designed to help new Mainers of all professions overcome barriers to entering the U.S. workforce.

Education Academy – Why Is It Needed?

Rationale

- Many new Americans have experience in education or are interested in entering the educational field in Maine.
- There is also an interest on the part of many school districts to diversify their workforce, such as the Portland Promise initiative undertaken by Portland Public Schools.
- Many schools are experiencing staff shortages Ed Techs, teachers, substitute teachers.

To work in public schools there are many challenges new Americans must overcome:

- state certification requirements
- foreign trained teachers may be unfamiliar with U.S. school systems
- limited access to financial resources for more coursework
- unable to access documents from home country
- lack of information about the educational programs available to meet certification requirements
- lack of familiarity with U.S. job search strategies
- English proficiency required for employment, college courses, and PRAXIS tests
- immigration status may have implications for some people

Overall Education Academy Goal

– Bridge the Gap

To make sure that:

- New Americans are qualified and competitive candidates for jobs in educational settings such as Educational Technician 3s, substitute teachers, and certified teachers



Maine Teacher and Educational Technician Certification Requirements

Teacher Certification Requirements

For conditional license (Section A)(able to teach for 3 years)

- Bachelor of Science
- 24 credits in subject matter area to be taught, elementary level teachers require content in ~~subject~~ subject matter area (math, English, science, social studies) (must be 100 level or higher from ~~year 4~~ accredited college offering a Bachelor of Science)
- Criminal history background check fingerprinting

Requirements that can be met while working as a conditional teacher (Section B)

- Teaching Exceptional Students in the Regular Classroom ~~3~~ 6 credits
- Teaching methods class in content area to be taught ~~in~~ elementary school teachers need methods class in each subject area (math, English, science, social studies)
- Student teaching—can be waived upon one year of successful teaching under a valid certification

Maine Teacher and Educational Technician Certification Requirements (cont'd)

Teacher Certification Requirements

Completion of one of the following:

- Option 1-Passing PRAXIS I (Reading, Writing, Math), PRAXIS II (in subject matter area) and ,Principles of Learning and Teaching for appropriate grade levels
- Option 2–Meet 3.0 GPA in required coursework
- Option 3–Approval of portfolio submission

Educational Technicians:

- Ed Tech 1-high school diploma–directly supervised by classroom teacher
- Ed Tech 2-60 college credits-one-on-one or small group instruction with indirect supervision
- Ed Tech 3-90 college credits-meet with teacher twice a week to receive direction; can introduce new content after preplanned consultation with teacher; can perform short-term instruction or small classes with indirect supervision in community programs

Education Academy Program Description

People are prepared for a career in teaching through:

- Coursework designed to provide an overview and help with English:
 - Education in the U.S.
 - Teaching that Promotes Student Learning
 - Classroom Management
 - Educating Exceptional Students
- Real experience in a public school through a practicum in a regional school
- Advising and financial support for the teacher certification application process
- Assistance with job search, connections with employers
- Goal of obtaining employment as an Educational Technician 3 or a substitute teacher and, if qualified, working toward Maine teacher certification

One Refugee's Path from Arrival in the U.S. to Full Professional Certification as a Teacher of Arabic

- Before U.S.–Life in Iraq
- July 2015–Arrival in U.S. with husband and young son as refugees from Iraq
- August 2015–First visit to PAE
- August 2015–December 2018–Job Class A, English classes, work, etc.
- January 2019–April 2019–Education Academy Courses
- August 2019–MDOE Teacher and Ed Tech Certification Approved
- August 2019–Hired as .5 Arabic Teacher PPS High School
 - 3-year conditional certification–good through July 2022
- September 2019–Starts working on other certification requirements
- March 10, 2022–Receives letter from MDOE that all requirements towards Professional Arabic Grades K 12 certification have been met
- March 2022–Starts looking at requirements to meet Visual Arts 1–12 certification

What Contributed to the Program's Success?

- Education Academy not an island
- Informed Planning, Funding
- Relationships
 - Individuals – long term
 - Employers, partner organizations
- Flexibility, adapt as needed
- Support
- Advocacy
 - Individual
 - Program
- Determination, Patience – Slow and steady wins the race



System Barriers Still to Be Addressed



- **Access to Transcripts and Diplomas not possible for many people** MDOE should consider alternatives for people who are unable to get their documents to show that they are qualified to work as Ed Tech 3's or teachers.
- **Student Teaching Not Available-** There is not an educational institution in the state of Maine that offers student teaching to people who are not fully matriculated in their programs.
- **Ed Tech 3s cannot afford to quit jobs to student teach-** MDOE and school districts should develop clearly defined districtwide strategies for Ed Techs to fulfill their student teaching requirements without having to quit their Ed Tech positions and/or give up their salary and benefits to do student teaching.

Education Academy Related Documents

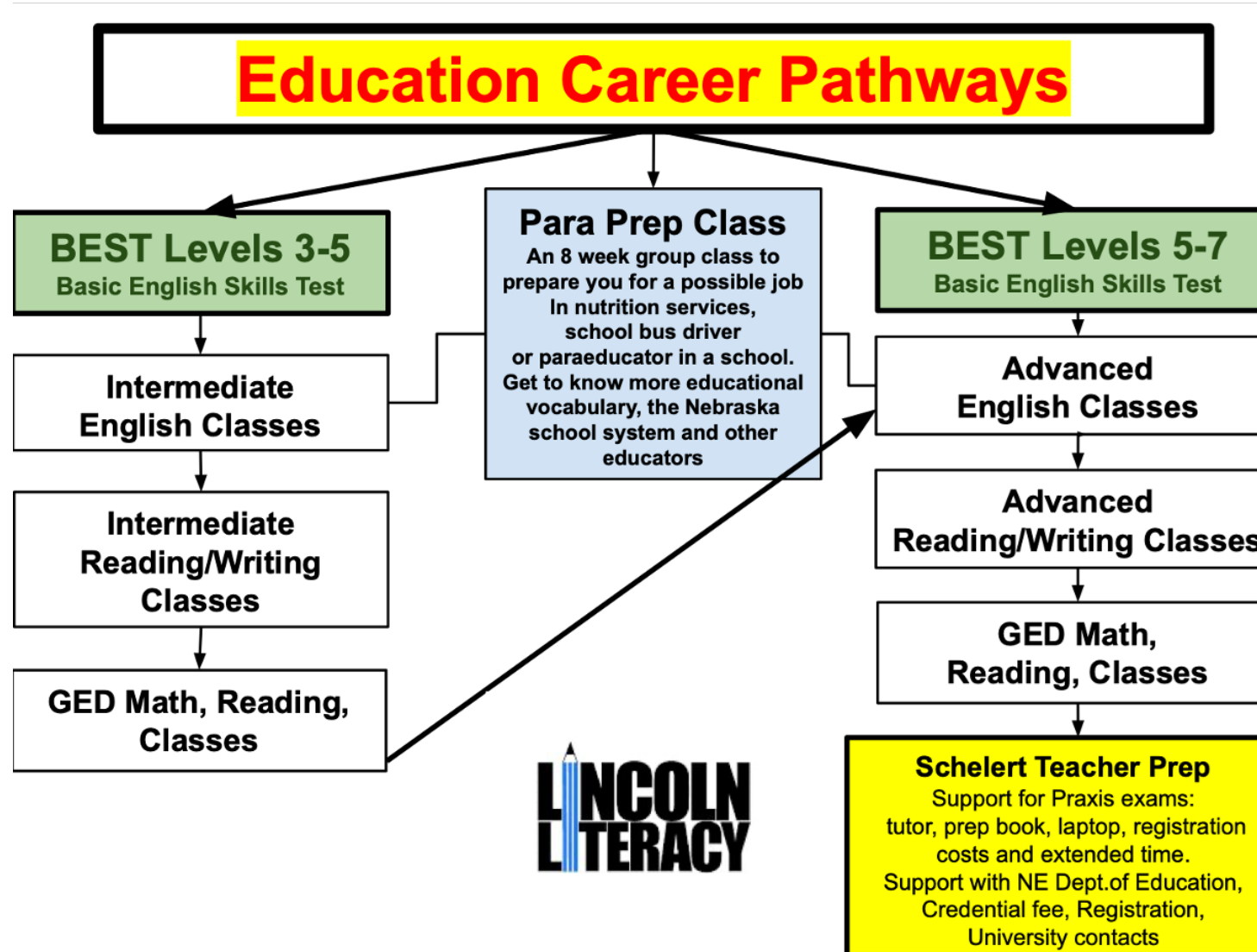
- August 2018 [NMRC Teacher Certification Guide](#)
- November 28, 2018 [PPS Press Release Re Ed Academy](#)
- [NMRC 2020/21 Annual Report](#)
- January–April 2019– [1st Ed Academy Program Offered](#) Program and Curriculum Description
- January 2021–Portland Public Schools Release [Report](#)- What Will It Take For Educators of Color to Thrive in PPS
- [NMRC Education Academy Results by Class](#)

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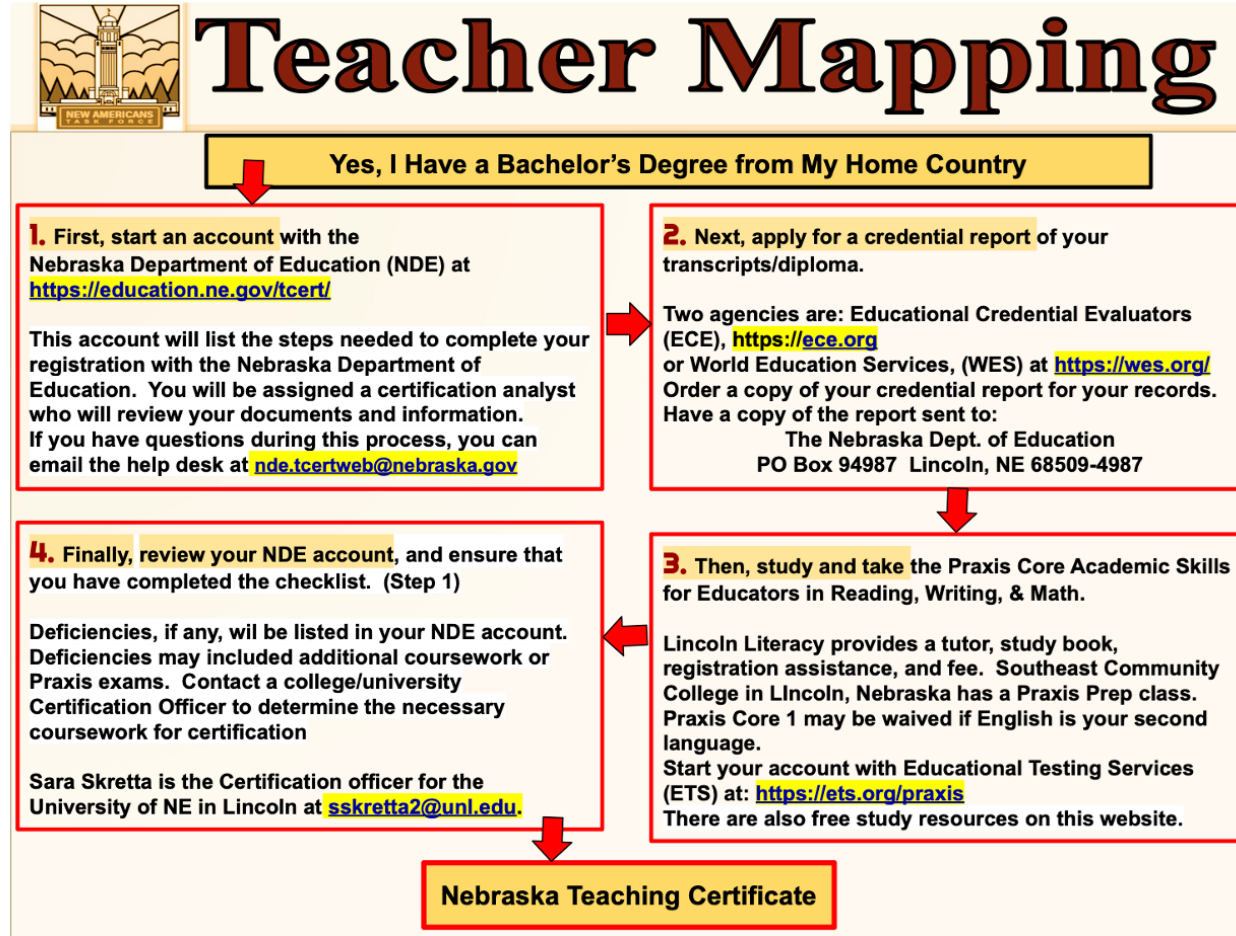


Lincoln, Nebraska

Lincoln Literacy: Paraeducator Preparation Program



Nebraska: Mapping Career Pathways for Internationally Trained Educators



Questions and Comments