

## Pathways to Teaching Project 2023-2024



From November 2023 to July 2024, the Center for Professional Learning at Childhood International facilitated a virtual community of practice with forty individuals of refugee/(im)migrant backgrounds who dream of becoming educators in the United States.

The project created a network of learning and support as the aspiring teachers built individualized pathway plans for achieving their education career goals.

### A (Diverse) Teacher Shortage

Among the many issues facing school districts and early childhood learning spaces across the United States today, two are intertwined and, we believe, immediately addressable: [teacher shortages](#) and a [teacher workforce](#) that does not look or sound like the culturally and linguistically diverse students and families it serves. The Pathways to Teaching Project is one strategy that addresses both issues by welcoming multicultural, multilingual educators into the U.S. education workforce.

### The PTP Approach

Throughout the project, participants:

- took a facilitated online course to learn about U.S. education systems
- connected their experiences and desires to a career in education
- attended workshops to explore instructional practices, digital technologies, and job application skills
- had coaching sessions with U.S. educators, many of whom come from refugee/immigrant backgrounds
- created a personalized pathway plan toward a career in education

### The PTP Community Members



**17** countries represented



**22** languages spoken



**67%** Fellows with university degrees



**90%** Fellows with teaching experience prior to PTP

*“My [PTP] cohort itself is a classic example of the classroom because we learn from one another, we come to this place being ourselves, and presenting ourselves from where we come from.”*

*- James, PTP Fellow from Liberia*



**“Here is the family that I didn’t have that I’ve been looking for.” - Ifeanyi, PTP Fellow from Nigeria**



## PTP’s Impact in Numbers

Project Fellows reported **significant growth** in their **confidence, skills, and preparedness** to join the U.S. education workforce.

Fellows’ Perceptions on Initial and Final Surveys	Nov 2023	July 2024
Good or very good understanding of U.S. Schools	39%	94%
Confident or very confident using English	27%	79%
Confident or very confident with digital technology	39%	85%
<b>Confident/prepared or very confident/prepared to join education profession in the U.S.</b>	<b>33%</b>	<b>82%</b>

*“[Before PTP] I just wanted to start a job, and now I feel confident enough to pursue a career in teaching and work hard for it.”*  
- Jahantab, PTP Fellow from Afghanistan



36% of Fellows maintained their current job in education and/or are looking to advance in their current role



33% of Fellows **secured new positions** in education or **advanced** in their current role

## Looking Ahead

The Pathways to Teaching Project offers an example of how aspiring educators of refugee and immigrant backgrounds can pursue their goals *and* transform the U.S. education system. Attracting and retaining culturally and linguistically diverse educators will require a shift in how school districts recognize and leverage the assets that newly arriving people can bring to U.S. classrooms. The Center for Professional Learning at Childhood Education International continues to be a leader in these initiatives through current and future projects aimed at supporting people of refugee and immigrant backgrounds in building careers in education.

*“Being part of the PTP Community helped me to reach my goal of becoming a teacher in the US...to understand the education system in the US, to identify my skills and assets. The members, both coaches and colleagues, were amazing and a very big source of strength.”*  
- Sylvie, PTP Fellow from Rwanda



<https://ceinternational1892.org/pathways/>



**Center for Professional Learning**  
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### Questions?

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