

Responses to COVID-19: What have we learned from the Pandemic?

TECSCU Winter meeting 2021

Panelists



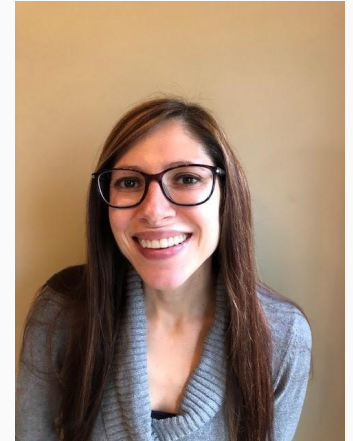
Becky Spurlock,
University of Texas
Permian Basin



Lisa Kirtman, California
State University- Fullerton



Laila Richman,
Towson University



Renee Whitby,
Towson University

Panelists



Jean Haar, Minnesota
State University, Mankato



Kimberly Walker McAlister,
Northwestern State University
of Louisiana



Tim Wall, Northwest
Missouri State University

Key Questions- COVID-19 pandemic

1. How has your practice changed as a result of the COVID-19 pandemic?
2. How have your teacher candidates/students been impacted by the COVID-19 pandemic?
3. When you consider the changes made at your institution as a result of COVID-19, what will you keep/implement permanently?
4. How has your institution provided candidates with support for socio-emotional learning and self-care through the COVID-19 pandemic?

Institutional characteristics- UTPB

Name: The University of Texas Permian Basin

Location: Odessa and Midland, Texas



Program types/enrollment: Public, Master's comprehensive, regional campus in the University of Texas system. 6,000 students including residential, local, and online students.

Relevant facts/data: UTPB is designated as an Hispanic Serving Institution and a Minority-Serving Institution. 53% of our students are first-generation.

Economic Fallout From COVID-19 Continues To Hit Lower-Income Americans the Hardest

Half of adults who say they lost a job due to the coronavirus outbreak are still unemployed

By Aaron Kohler, Rachel Whitely and Anne M. Hironaka

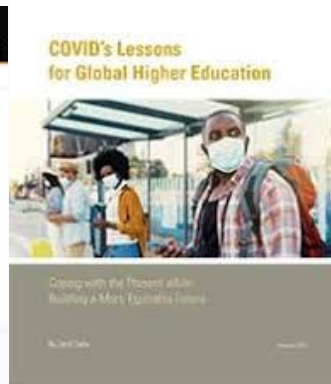
THE ECONOMIC IMPACT OF THE CORONAVIRUS OUTBREAK IS BEING FELT MOST ACUTELY BY LOWER-INCOME AMERICANS, ACCORDING TO A NEW PEW RESEARCH CENTER SURVEY. ABOUT HALF OF ADULTS WHO SAY THEY HAVE LOST A JOB DUE TO THE OUTBREAK ARE STILL UNEMPLOYED.

NAVIGATING ENTRY-LEVEL JOBS & INTERNSHIPS DURING COVID-19

HOW COVID-19 IS IMPACTING CURRENT COLLEGE STUDENTS AS THEY NAVIGATE THE FIRST PHASE OF THEIR CAREERS

TM

DEVELOPED BY SUPPLEMENTAL

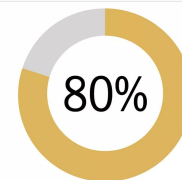


The impact of COVID-19 on college student mental health



1 in 5

College students say their mental health has significantly worsened under COVID-19



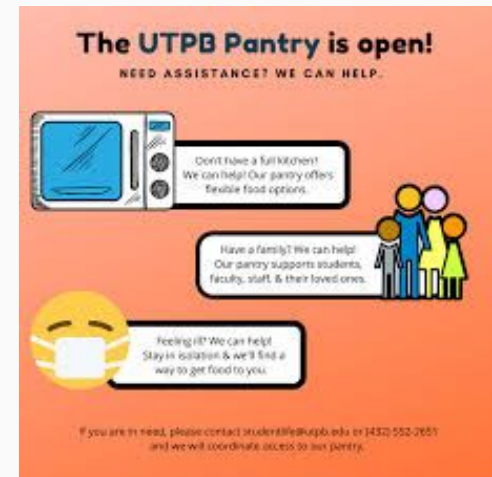
College students who report COVID-19 has negatively impacted their health

SOURCE: Active Minds Spring 2020 Student Survey

Deseret News

Issues

- A working paper from the National Bureau of Economic Research shows that 40 percent of students surveyed at a major public university reported losing a job, internship, or job offer because of the COVID-19 health crisis.
- Loss of access to computers, printers, and wifi.
- Loss of access to mental health support and health services.
- May return to living conditions that make learning more difficult. Lack of access to food.
- Amplified issues of equity. Differing effects for students.
- Personal financial crisis related to job loss or reduction of credit hours.
- International students loss of currency valuation and travel issues.



Solutions

- Offered communications in English and Spanish.
- Hosted weekly virtual town halls with faculty, staff, and students. Hosted Instagram Live events to connect to students.
- Drive by food pantry pick-ups and deliveries.
- Found a way to keep student workers employed.
- Laptop and wifi rental programs (including mailing devices around the world).
- Chat, text, talk, video mental and physical health resources (My SSP).
- Improved Employee Assistance Program (EAP) to support employees.
- Increased awareness and use of Emergency Funds.
- Created a place students could ask for help and get a full review of their situation with holistic solutions (financial, housing, food, special needs).
- Utilized Bookings to help students make virtual appointments.



Institutional characteristics- California State University, Fullerton

Location: Fullerton, California (Southern California/Urban)

Program types/Enrollment:

- Initial Credential: Multiple Subject, Single Subject and Ed Specialist Credentials
- Advanced Credential: Reading Specialist and Administrative
- Graduate: Six 100% online Masters Programs and an Ed.D. Program
- Total College Enrollment: Approximately 1,500
- Total Campus Enrollment: Approximately 40,000

Relevant facts/data: No Undergraduates in the College. Credentialing occurs only through 5th year program (all credential candidates have bachelor's degrees)

- 5 Departments in College of Education
- Student Teacher/Teacher Candidate- terms used to refer to our future teachers
- Public, Master's comprehensive, regional campus in the CSU System.. Primarily commuter campus
- 70 K12 District Partners



CALIFORNIA STATE UNIVERSITY
FULLERTON

California State University, Fullerton

What we learned from the Pandemic?

What are we going to keep?

Our Teacher Candidates need...

- accessibility and flexibility from our programs
- ability to create Just, Equitable and Inclusive classrooms

- <http://ed.fullerton.edu/community/just-equitable-and-inclusive-education-resources.php>
- <http://ed.fullerton.edu/community/anti-racism-webinars.php>

California State University, Fullerton

Accessibility and Flexibility

- Online classes/Hybrid Programs
- Expand notion of student teaching
 - Virtual Student Teaching
 - Virtual Tutoring Program

California State University, Fullerton

Just, Equitable and Inclusive Classrooms

- Expand notion of student teaching
 - Virtual Student Teaching
 - Anti-Racist Workshops
 - <http://ed.fullerton.edu/community/anti-racism-webinars.php>
- Inclusion of Ethnic Studies admissions requirement
 - <http://ed.fullerton.edu/cct/advising/ethnicstudies.php>
- Holistic Application Review

Towson University, College of Education

Towson, Maryland

Program types/enrollment:

- 18 Initial Licensure and 15 Advanced programs across 6 departments
- Current enrollment in initial licensure programs approximately 2000 candidates (92% undergrad and 8% MAT)
- Graduate approximately 500 initial licensure candidates and 400 advanced degree candidates each year

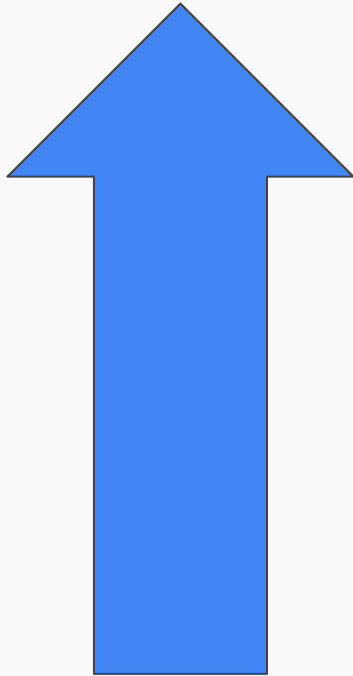
Relevant facts/data:

- Original State Normal School preparing teachers since 1866
- Work with 120 Professional Development Schools with approximately 800 placements each semester



Towson University, College of Education

How has our practice changed?



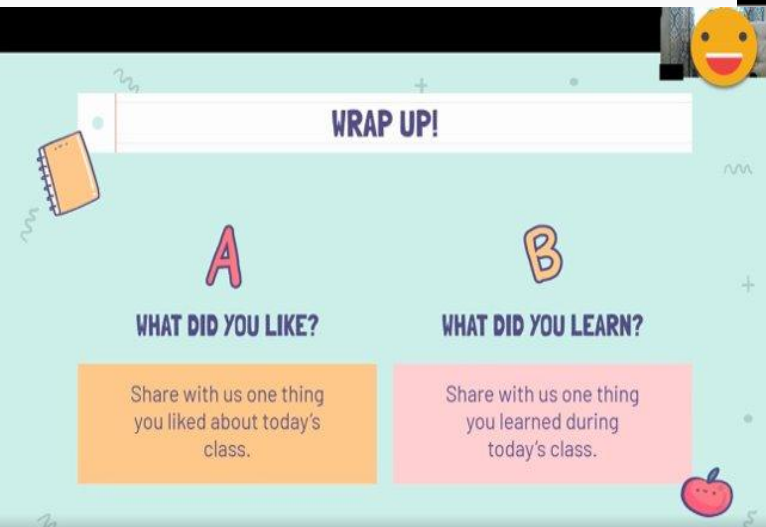
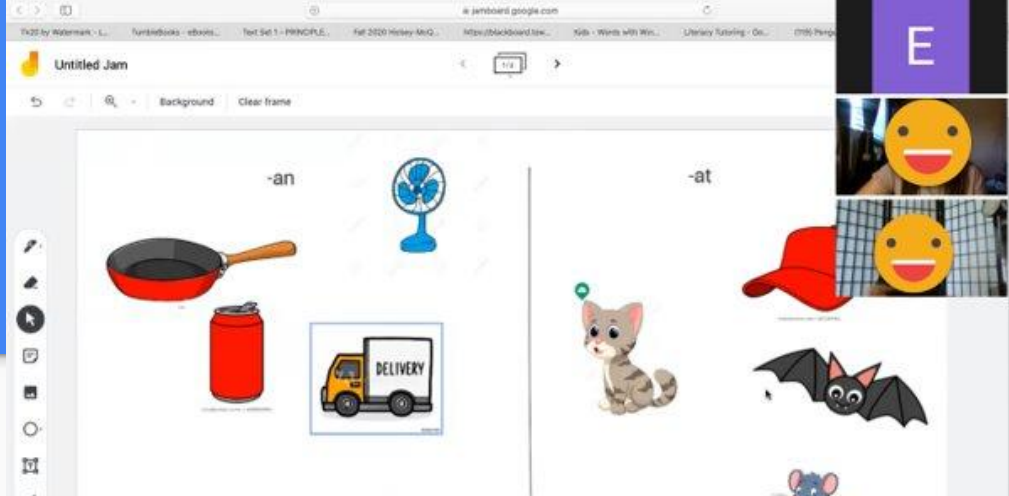
Flexibility

Communication

Collaboration

Responsiveness

COE Tutors



Samantha went to the grocery store with mom. She went to the candy section and put out 12 pieces of candy to take home. Samantha's mom told her to save half of the candy for her sister. Samantha ate 8 pieces of candy on the way home. How many pieces of candy are left? Do you save half?



Virtual Internship Suggestions

- Workgroup of volunteers from school districts met with other IHE coordinators to create suggestions for mentors for virtual internships.
- Document developed so that it can be used across districts, universities, and programs.

Virtual Internship Suggestions

Throughout the year:

- Give and receive grace. School has never started virtually!
- Be explicit in communications, especially for mentor feedback and intern reflection. It is easy for feedback and reflection to get lost in a virtual world.

Checklist for beginning of the year meeting between mentors and interns:

- ☐ Discuss what the virtual school day schedule looks like.
- ☐ Determine a schedule to plan as well as times that you are unavailable.
- ☐ Decide how to setup the virtual classroom with the intern.
- ☐ Describe how the intern can show initiative in a virtual internship.
- ☐ Suggest ways for the intern to virtually get to know the school culture.
- ☐ Intern identifies strengths and areas of improvement.
- ☐ Send faculty, team, IEP and any other meeting invitations to the intern.



Ways that interns to contribute in a virtual environment:

- Monitor the chat box in Google Meet sessions
- Review approved technology resources. Mentor can model the planning process and instruction with one familiar tool and intern can mirror that process with a tool unfamiliar to the mentor so they can learn it together.
- **Organize** materials in a virtual classroom.
- Design online enrichment and reinforcement activities (ex: Interactive Classroom using Google Slides)
- Record mini-lessons, read-alouds or demonstration videos to model a skill
- Plan virtual field trips
- Design assessment tools and rubrics
- Grade student work and provide feedback
- Do online research for the mentor to find resources or online texts
- Compile and curate resources for students
- Plan and lead small group sessions with supervision of mentor.



How to support struggling interns:

- Communicate with supervisors on a regular basis and understand expectations.
- Discuss concerns with supervisors immediately and identify benchmarks for improvement with supervisors.
- Reach out to site coordinator for extra help, advice, and resources.

Helpful Articles:

- [Addressing Shortages of Educators in an Uncertain COVID-19 Landscape: Viewing Teacher Candidates as Assets](#)
- [Instructional Strategies for Virtual Learning: A Companion Tool to the NIET Teaching Standards Rubric](#)

Supervisor Support Site

- Center for Professional Practice (CPP) and district resources for supervising faculty
- Video resources for course instructors in preparation programs

The screenshot displays the Supervisor Support Site interface. On the left is a yellow sidebar menu with the following items: Supervisor Support Site (home icon), Home Page, CPP and District Information, CPP Summit and Virtual Chats, MSDE and Certification Information, CCAST and Tk20, Virtual Internship Resources, Virtual edTPA, edTPA Workshop Recordings, Mileage Tutorial Videos, Google Meet Training (with a checkmark icon), and Discussions (with a checkmark icon). The main content area has a header with 'Supervisor Support Site' and 'CPP and District Information'. Below the header is a navigation bar with 'Build Content', 'Assessments', 'Tools', and 'Partner Content'. The main content area features three sections, each with a folder icon and a title: 'CPP Documents and Communication', 'Baltimore County', and 'Howard County'. Each section includes the text 'Enabled: Statistics Tracking' and a description of the resources available.

Supervisor Support Site

CPP and District Information

CPP and District Information

Build Content Assessments Tools Partner Content

CPP Documents and Communication

Enabled: Statistics Tracking
Please find copies of recent communications from CPP here.

Baltimore County

Enabled: Statistics Tracking
Information specific to BCPS can be found here.

Howard County

Enabled: Statistics Tracking
Information specific to HCPSS can be found here.

Impact of Internships





MINNESOTA STATE UNIVERSITY, MANKATO

COLLEGE OF EDUCATION

Location: South central part of the state.

Program types/enrollment: Public, regional, @15,000 enrollment, @12% students of color; college level undergraduate majors (@1500), post-bacc., master's, specialist and doctorate (@800), 10% students of color.

Relevant facts/data: Established in 1868, one of seven 4-year institutions in the Minnesota State system. State level plan/initiatives focused on increasing BIPOC educators and opportunities for students of color and Indigenous students.

What we learned— Affirmed value of resources and partnerships

CEEDAR resources: [Addressing Shortages of Educators in an Uncertain COVID-19 Landscape: Viewing Teacher Candidates as Assets \(ufl.edu\)](#)
[Removing Barriers to Effective Distance Learning by Applying the High-Leverage Practices \(ufl.edu\)](#)

Technology resources: Increased communications, learning opportunities, continuous support.

Partnerships: Approach=heightened awareness of skills, expertise, contributions of teacher candidates/mentor teachers; focus=how can we help each other?/adaptability and flexibility key.

Northwestern State University of Louisiana

Gallaspy College of Education & Human Development

Natchitoches, LA

Founded 1884

Enrollment Fall 2020-- NSU: 11,447; Education 1200

Licensure programs in ECE, ELEM, SEC, MUS, HPE, SPED

3 pathways: UG, cert only, MAT

Instituted special flat rate pricing (\$20) to compete with non-IHE providers

<https://www.youtube.com/watch?v=tggCmuNfiUg&feature=youtu.be>

“Grow your Own Initiatives” with partner districts

Call Me Mister program, Educators Rising, pre-educator pathway

PRAXIS support/grace to begin certification programs



Northwestern State University of Louisiana

WHAT WE LEARNED/GLEANED FROM 2020

Cognizant/Mindful of fatigue & disappointment: residents, interns, faculty, cooperating teachers, K12 students

Need for Social Emotional Learning--

NSU is partnering with LSU Leadership Development Institute. Proactive & reactive. Their core mission - to work with educators to strengthen their dispositions so that we can prevent or reduce the indicators of burnout and turnover. Incorporating in UG/GR coursework using LADDER tool and training coaches for 2021-2022 school year for partner districts.

https://www.youtube.com/watch?v=28UVMU07A_k&feature=youtu.be

Institutional characteristics- Northwest Missouri State

Name: Dr. Tim Wall, Dean of the School of Education and Director of Teacher Education

Location: Maryville, MO. Founded in 1905 as a Normal School.

Program types: Public, Master's comprehensive, regional.

Enrollment- 7,200; undergraduate (1,400 education majors) and graduate (856 graduate education students)

Relevant facts/data- we serve rural NW Missouri, Iowa, Nebraska, and Kansas. Blessed to have Early Childhood/Elementary lab school on campus.



Responses to the Profession from 2020 AACTE data

Nationally, significant programmatic efforts to:

- Support candidates' access to technology/Internet/online learning
- Changing requirements from state certification/licensure/credentialing
- Changes to course delivery
- Modifications and adjustments to clinical practice and profession-based learning opportunities

What we'll keep from COVID-19: Advocating for equitable policy for candidates in Missouri

In Missouri, policy related to teacher licensure emanates from DESE and the state legislature

Question: How to support student teachers who need to conduct in-person clinical experiences but have been asked by districts not to attend in-person?

- In light of restrictive state policy
- Need for advocacy for student teachers and flexibility from the state

Setting the stage for communication with university teams

Use of Canvas LMS to keep everyone on the same page



Account



Admin



Dashboard



Courses



Groups



Calendar



Inbox



History



Commons



Help

PAWS

Home

Announcements

Assignments

Discussions

Grades

People

Pages

Files

Syllabus

Outcomes

Rubrics

Quizzes

Modules

Collaborations

Chat

Attendance

SCORM

LockDown Browser

Office 365

Online Tutoring

NW Success 360

Enlight

Bearcat Bookstore

View All Pages

Published

Edit

:

COVID-19 Response/Recovery and Information - School of Education

Spring 2021 Mitigation Plan

[Google Spreadsheet](#) - Please complete the right hand columns with plans for mitigation for Spring 2021.

[Course communication template- email to students Jan. 4, 5, or 6, 2021](#) - from Provost Hooyman.

University and/or Department Provided Communication

[From Dr. Jasinski - March 11, 2020](#)

[World Health Organization statement on pandemic COVID-19](#)

[From Dr. Hooyman to all faculty: COVID-19 Comm - faculty FINAL.docx](#)

[From Human Resources to all employees 3-12-2020](#)

[From Dr. Hooyman to all students: 3-12-2020](#)

[Update: 3-13-2020 at 5:49 from Northwest News](#)

[Email from Dr. Wall- Information related to student and faculty communication from Provost and HR](#)

[\(University - provided\) Frequently asked questions link:](#)

[Letter from NWKC \(Dr. Jay Johnson\) to NWKC faculty, staff 3-12-2020](#)

[PPT from Dr. Wall for 3-16-2020 meeting from 9:00-11:00](#)

[Agenda for March 16th School of Education meeting, 9:00-11:00](#)

[Course Migration Form -submit by Wednesday, March 18th, by 4:00 p.m.](#)

[Northwest moving courses online for remainder of semester- March 18](#)

Working with stakeholders on policy adjustments

Advocacy. Relationships. Relentless helpfulness.

[Diversity Training Link](#)

[State Authorization for Educator Certification](#)

DESE Communication, Advocacy, and/or Executive Orders from Governor Parson

[DESE Letter to Deans, Certification officers, Clinical Experience leaders, and Assessment Directors 3-13-20](#)

[DESE Memo March 19, related to Governor's Executive Action and Waiver](#)

[DESE Memo MEES score policy change due to COVID-19](#)

[Executive Order 20-04 from Governor Mike Parson- Easing Regulatory Burdens in State of Emergency](#)

[Missouri House Bill 2737](#)

[DESE Fall 2020 Clinical Experiences Letter from Office of Educator Quality](#)

Philosophy of Education

[Philosophy of education prompt- consideration of enriching and meaningful clinical and practicum experiences in absence of PK-12 students](#)

Best practices and considerations for student success

[Zoom Training sessions- links](#)

VidGrid Session- Tuesday, March 17th 1:00- 2:00 <https://zoom.us/j/661798392> - Meeting ID: 661 798 392

VidGrid Session- Tuesday, March 17th 2:00- 3:00 <https://zoom.us/j/661798392> - Meeting ID: 661 798 392

Zoom Session- Thursday, March 19, 9:00-10:00 <https://zoom.us/j/645419651> - Meeting ID: 645 419 651

Zoom Session- Thursday, March 19, 1:00-2:00 <https://zoom.us/j/129165577> - Meeting ID: 129 165 577

[Northwest Online tutorials](#)

[Learning and Teaching Center Guide to faculty software](#)

[Chronicle of Higher Education- list of steps for moving courses online](#)

[Zoom- video training tutorials](#)

[Quality Matters Emergency Remote Instruction Checklist](#)

[Community Collaboration Space \(within Canvas administration\)](#)

[Maintaining the Connection of the Classroom- Jon Perry \(Blog post, March, 2020\)](#)

[Zoom course Netiquette - for synchronous classes \(credit to Tamara Lynn\)](#)

To: Deans, Unit Leaders, Certification Officers, Field & Clinical, and Assessment Directors
From: Jaimie Foulk, Ph.D., Coordinator, Educator Preparation
Margery Tanner, Coordinator, Educator Certification
Re: Culminating Clinical Experience and Certification – Coronavirus (COVID-19) Concerns
Date: Thursday, March 12, 2020

Recent actions by Missouri PK-12 districts and institutions of higher education in response to COVID-19 have given rise to unusual scenarios within Missouri teacher candidates' culminating clinical experiences. DESE recognizes Educator Preparation Program's (EPP) need to take seriously their role in public health, to prioritize the health and safety of students on their campuses, and to honor partnerships with districts working toward PK-12 student safety.

At the same time we know that EPPs take seriously their obligation to create high quality learning experiences that support candidates' professional development as rising PK-12 educators. In light of the challenges created by this tension, we are aware that EPPs may need to innovate to ensure candidates are able to meet obligations for certification requirements, specifically with regard to the culminating clinical experience. Our office has received multiple questions about the ways candidates' eligibility for certification may be affected by school and institutional closures and other issues affecting culminating field experiences.

It is important to note that areas of teacher certification as contained in State Board of Education rules 5 CSR 20-400.510-560 provide minimum requirements for the Culminating Clinical Experience. These areas of certification include early childhood, elementary, middle school, and all areas of secondary education, K-12 education, and special education. As required, the culminating clinical experience must be "eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement." As noted in Missouri statute (§ 161.210.3, RSMo), the State Board of Education and DESE do not have the authority to modify or waive "any statutory requirements relating to teacher certification or teacher tenure."

To: Deans, Unit Leaders, Certification Officers, Field & Clinical, and Assessment Directors
From: Jaimie Foulk, Ph.D., Coordinator, Educator Preparation
Margery Tanner, Coordinator, Educator Certification
Re: 2020 MEES Cut Scores
Date: Tuesday, March 17, 2020

The Missouri Educator Evaluation System (MEES) for Teachers is designed to be utilized in a PK-12 teaching context, in both formative and summative capacities, to assess a teacher candidate's development over the course of the culminating clinical experience. The current minimum required passing score for the MEES for Teachers, calculated as the sum of the University Supervisor score and Cooperating Teachers score, is 42. These scores are required for all candidates and to be verified by Educator Preparation Programs (EPPs) at the time candidates are recommended for certification.

Due to the restrictions and closures of Missouri PK-12 schools in response to COVID-19 and the challenges this has created, DESE is suspending the use of a passing score for the performance assessment for candidates participating in culminating clinical experiences in the current academic term. EPPs may submit a candidate's formative scores and/or assess performance based on artifacts as an alternative. We ask EPPs to make use of alternative activities during the culminating clinical experience to continue to support candidates' growth and classroom readiness.

Philosophy of Teacher Candidate Education/development through clinical practices, practicums and culminating field experiences

Some areas of widespread agreement on acceptable practices

- Reflection on Practice
- Revision of previously-taught lessons for future planning
- Planning of new lessons
- Design of coherent curricula
- Assessment of student learning
- Observation/evaluation of others' teaching (peers, master teachers, etc.)

Other appropriate ways to offer rich learning experiences for candidates.

Prompt: If partner schools close and practicum/student teaching sites are closed, what are some ways that Northwest Missouri State University education majors can continue to have enriching learning experiences consistent with this, or closely-related philosophies of education?

Guiding questions: What might enriching learning experiences look like for the next several weeks, potentially through the end of the spring 2020 term?

What resources (human, technological, or other) are needed?

How might they be assessed?

How might they be documented?

Who should evaluate the clinical practice activities?

When should they be due?

Do they reasonably meet DESE certification and licensure expectations?

EXECUTIVE ORDER 20-04

WHEREAS, on March 13, 2020, Executive Order 20-02 invoked the provisions of sections 44.100 and 44.110, RSMo, and declared a state of emergency that exists in the State of Missouri due to the spread of COVID-19; and

WHEREAS, I have been advised by the Missouri Department of Health and Senior Services and the State Emergency Management Agency that there have been confirmed cases of COVID-19 in this state; and

WHEREAS, COVID-19 can result in mild or severe symptoms, is highly contagious, and is spread through close contact between persons and respiratory transmission; and

WHEREAS, COVID-19 poses a serious health risk for Missouri residents and visitors; and

WHEREAS, the spread of COVID-19 and identification of additional cases in Missouri is likely to continue, and steps should be taken to prevent a substantial risk to public health and safety; and

Advocacy- the Governor's Executive Order

9. I temporarily suspend the provisions of subsection 3 of section 161.210, RSMo, and 5 CSR 20-400.330, 500-560, 590-610, and 640 relating to teacher certification with regard to qualifying scores on exit examinations, and culminating clinical experience in terms of semester hours, weeks, and number of placements, in order to ensure that the teacher workforce shortage is not exacerbated by COVID-19.

TECSCU Institutional members' responses' to Pandemic

Let's hear from you- Jamboard link: What will we take away from the pandemic?
What defines the pandemic?

1. Click on the link:
<https://jamboard.google.com/d/1jrUrMLVtGCsLHGJ1mLr4DCd8V1GkA-xA9YXNFM1X70U/viewer?f=0>
2. On the left side, grab a sticky note and add your comment(s), please

nimble

What did you (or your organization/university) learn from the pandemic- what changes will you keep?

energized

fatigue

Partnered with Boys and Girls Club to provide field experiences for preservice teachers.

Communicated and keep the remote student teaching network alive

adaptability

Flexibility, grace, gratitude

Family first!

persistent

Human connection is critical

Working from home is stressful.

Ever changing

Transformative

Grace and kindness

Our partnerships create trust and mutual priorities. We have been able to provide placements throughout the pandemic in some form of modality

Pivot

Agile

persistence

Nimble and efficient

Grace

Grace and a sense of humor are linked.

caring for people first

responsiveness

Exhaustion

Careful

Workforce retention matters. We had no layoffs!

Unprecedented

Family first

uncertainty; lack of direction

Self-care is so important in relation to the double crisis of the pandemic and anti-racism.

build capacity among colleges within our university AND with our communities

My internet bandwidth is low.

Pivot - new least favorite word

Collaborative

Technological innovation

Disruptive

respect

technological innovations

CARE

One-word summary: what defines the pandemic experience at your institution?

Adapt

Exhaustion

Adaptive

opportunity

**Multiple
solutions
for
problems**

grace

Pivot

flexibility

POSSIBILITY

adaptability

Compassion

Inequitable
response
compared to
peer
institutions.

Change

What did your institution do well in response to the pandemic?

Gave grace to students and each other.

Advocated for teacher ed students with at university and govt.

Free puppies!

Advocate for students

Worked hard to keep interaction real--even though most of it has been virtual.

Valued professional and personal choice regarding safety and health.

Adapted and generally acknowledged diverse health needs of faculty and students well. ✓

Plan to stay safe

Collaboration with school district partners.

Flexible to meet student needs while maintaining quality

collaboration and cooperation

made it possible for teacher candidates to keep learning at high levels

Flexibility to do the best for our students

Extended deadlines for testing

Kept students at the forefront!

Retained workforce.

Regularly scheduled "Town Hall" meetings coordinated by the Office of the Provost to keep faculty and staff informed throughout the pandemic.

Developed strong communication structures.

Continuing the Conversation

TECSCU thanks you for joining the conversation today and invites you to participate in our upcoming webinar discussions on important topics in the field, starting in April, 2021.

Stay tuned for the TECSCU Business Meeting and be sure stay for remarks from Dr. Linda Darling-Hammond, CEO of Learning Policy Institute, and chair, President Biden's Education Transition