

# AACTE and EdPrepLab: Preparing Educators During COVID-19: Lessons Learned And New Challenges For Fall 2020

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# MODERATOR



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# AGENDA

Welcome & Introduction

Presentations

Panel Discussion

Audience Q&A

# PANELISTS



**Tamara Lucas**  
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Montclair State University,  
College of Education and  
Human Services

**Kimya Jackson**  
Assistant Principal  
Redwood Elementary and  
Washington Elementary  
Schools

**Stephanie Knight**  
Dean  
Southern Methodist University,  
Simmons School of Education  
and Human Development

**Jacob Easley II**  
Dean  
Touro College,  
Graduate School of Education

**POLL**



# Preparing Educators During COVID-19: Lessons Learned and New Challenges for Fall 2020

Tamara Lucas, Dean



College of Education and Human Services

**MONTCLAIR STATE**

UNIVERSITY

# What We're Facing in the Fall

- Uncertainty on multiple fronts
- Need for powerful remote teaching skills
- Need to address social/emotional issues
- Potential for everything else to over-shadow racial justice, equity, and deeper learning

# How We're Responding

- Flexibility amidst chaos
- Input from constituents
- Focused learning opportunities for teacher educators, teachers, and teacher candidates
- Communication with and reassurance for teacher candidates
- Prioritizing our focus on anti-racist and equity-minded education



# What Helps Us Stay Focused and Centered

- Distributed leadership
- Purposeful, targeted support for people and initiatives
- Drawing on strong partnerships and networks
- Engagement at the State level
- Communication

# Reopening Plan Overview

Phase 1 Fall Virtual	Phase 2 Hybrid Instruction
<ul style="list-style-type: none"> <li>September 14th</li> <li>Virtual Instruction in the Fall for all students</li> <li>Prioritize in person experiences for <b>specific groups of students</b> in <u>some</u> capacity to inform instructional programming and prepare for effective virtual learning.</li> </ul>	<ul style="list-style-type: none"> <li>On or about November 9th</li> <li>Hybrid Instructional Model</li> <li>In person instruction for <b>ALL students</b> in <u>some</u> capacity</li> </ul>

Phase 2	The Road Back		
Hybrid Instructional Model			
All students in person in <u>some</u> capacity			
Grade Span	In Person	Live Stream / Synchronous	Virtual / Asynchronous
Elementary (K-5)	<ul style="list-style-type: none"> <li>2 consecutive days per week</li> <li>M, Tu / W, Th</li> <li>4 hour days</li> <li>ELA, SocStud, Math, Science, SEL, Health, PE</li> </ul>	<ul style="list-style-type: none"> <li>2 consecutive days per week</li> <li>ELA, Social Studies</li> <li>Math, Science</li> <li>4 days per week</li> <li>Related Arts</li> </ul>	<ul style="list-style-type: none"> <li>Fridays               <ul style="list-style-type: none"> <li>Core content</li> </ul> </li> <li>2 days per week</li> <li>Related Arts</li> </ul>
Middle School (6-8)	<ul style="list-style-type: none"> <li>2 consecutive days</li> <li>M, Tu / W, Th alternating weeks</li> <li>4 hour days</li> <li>Block schedule</li> <li>SEL advisory</li> </ul>	<ul style="list-style-type: none"> <li>4 days over 2 weeks</li> <li>Core content areas</li> <li>Most related arts / electives</li> </ul>	<ul style="list-style-type: none"> <li>Fridays               <ul style="list-style-type: none"> <li>Core Content</li> </ul> </li> <li>Related Arts / Electives</li> </ul>
High School (9-12)	<ul style="list-style-type: none"> <li>2 consecutive days</li> <li>M, Tu / W, Th alternating weeks</li> <li>4 hour days</li> <li>Block schedule</li> </ul>		

# Clinical Interns As Assets

- Support - for the classroom teacher during virtual learning(monitored behaviors, responding to questions in the chat, conferencing with students through teacher accessed documents, etc.)
- Innovative ideas (using ideas, strategies, theories) taught during their program, to create lessons inclusive diversity and SEL from a different perspective.
- Springboard - Opportunity for the classroom teacher to share ideas and thoughts about lessons and delivery to gain feedback, modify lessons and answer questions with the clinical intern.
- Collaborator - After offering feedback and reflections on virtual lessons, the cooperating teacher and clinical intern will plan future lessons to either address the same topic in a different manner for better student understanding or choose to craft lessons to move forward in a specific subject area.

# Partnering with Preparation Programs

## ■ Communication

- Connect with the partnered districts to find out which virtual platforms are being used
- Expose interns to district used platforms through assignments during the semester
- Have mock parent conferences and/or communication
- Engage in role play of possible virtual classroom scenarios
- Share netiquette with clinical interns
- Require classes addressing implicit bias

# SMU Simmons School of Education and Human Development



- Small private liberal arts university located in Dallas, TX
- USNWR Top 25 of Private Graduate Schools of Education
- Certification Programs (~140 students)
  - Bachelor of Science – Educational Studies
  - Master’s of Education with Certification
  - TFA Alternative Certification
- Faculty: 78
  - Tenure-line: 26
  - Clinical: 52
- Program Delivery
  - Spring 2020 Online
  - Fall 2020 SMUFlex

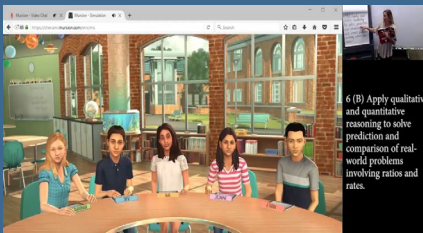
# Meeting the Challenges of COVID19: Technology and Partnerships

## Transition from Spring 2020 to Fall 2020

Field Experiences: Video and Simulations	Student Teaching and Internships: Virtual Learning Best Practices	Observations and Practice Teaching in Virtual Environments with District Partners	Virtual Observations by Supervisors: Redefining Criteria
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**Implications: Prioritized partnership districts, avoided 'toggle' effect, developed protocols to focus observations, struggled with state requirements, provided more consistent experiences**

### Simulations (Mursion)



### Modeling videos & interactive online activities/case studies



### Practicum Observations



Raise Your Hand Texas	DallasISD	Within Simmons
<p>11 Partner institutions:</p> <p>Thought partners for COVID</p> <p>Mursion research study</p> <p>Protocol for using videos</p> <p>Best practices for supervisor observations</p> <p>High-leverage teaching practices</p>	<p>Formal Partnership – quarterly meetings:</p> <p>Coordinate use of technology</p> <p>Students/interns as bridges between technology and teachers</p> <p>Streamlined access issues</p> <p>Ready-to-hire after graduation</p>	<p>Cross Departmental:</p> <p>Counseling for COVID19 stress – students, faculty, and community</p> <p>General advice for handling telecommuting stress</p> <p>Coaching in difficult conversations</p>
<p>Michigan Teaching and Learning Exploratory video collection</p> <p>Teaching Works</p>	<p>Google classrooms</p> <p>Online tools</p>	<p>Telehealth</p> <p>Videos</p> <p>Virtual Town Halls</p>

# Touro College

## Graduate School of Education

Leading and Learning from Praxis: Serving with Compassion



# ABOUT US

Touro College was established in 1970 with the mission to education, serve, perpetuate, and to enrich the historic Jewish tradition of tolerance and dignity. Created as an independent institution that would support and strengthen the Jewish community, Touro has remained steadfast in its commitment to the Jewish community, and more broadly, humankind.

Touro Graduate School of Education (GSE), in collaboration with the Graduate School of Technology and our undergraduate programs comprise one of the largest educator preparation providers in the region. We are also the largest provider of Special Education teachers for the New York City Department of Education and lead the pack in the number of African American and Hispanic teachers hired by the district in the fields of Special Education and Second Language Education.

# Candidate and Alumni Profile



- **3-Year average enrollment: 2,400**
- **Fall 2019 Average age: 28-34 years of age**
  - 87% Female/13% Male
  - 31% Minority/68% White
- **89% of alumni Employed in New York**
- **81% employed in NYCDOE**
- **8% employed in Long Islands schools**
- **8% employed in charter schools**  
(Source EdTrust)

# Leading and Learning from Praxis: Serving with Compassion

## Commitment to Equity Amid COVID-19

- Equity and access for admissions, summer 2020 exceptions, and fall 2020 extensions for submitting completed applications
- CARE checks and proactive advisement
- Implemented temporary Pass/Fail grading, spring 2020
- Return to campus fall 2020 with 98% of coursework fully online
- Revision of required educational technology course to include online
- Revised educational history course to include focus on the education of minoritized and marginalized communities
- All faculty required to achieve merit badges across levels of instruction for technology use and teaching online
- Ongoing Talks on Teaching through the Lander Center focusing on educational equity
- Dean's support for faculty research centered on educational equity and anti-racism

# Leading and Learning from Praxis: Serving with Compassion

## Commitment to Equity Amid COVID-19 in Clinical Practice

- Infusion of High-Leverage practices and use of technology for alternate means of indirect services to meet clinical requirements (aligned with CEEDAR plan)
- Increased communication with and required attestation of school principals permitting clinical experience in their school(s)
- For residency programs, collaboratively revised clinical supervision course to meet the changing context of schools amid COVID (e.g. technology-based assessment, learner diversity, informed flexibility)

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