



CROSS-STATE CONVERSATIONS

About Cross-State Conversations

On April 6, 2020, the CEEDAR Center and 18 partnering states engaged in cross-state conversations that focused on the following:



Strategies that preparation program faculty are taking to provide virtual practice-based opportunities made necessary by the COVID-19 pandemic.

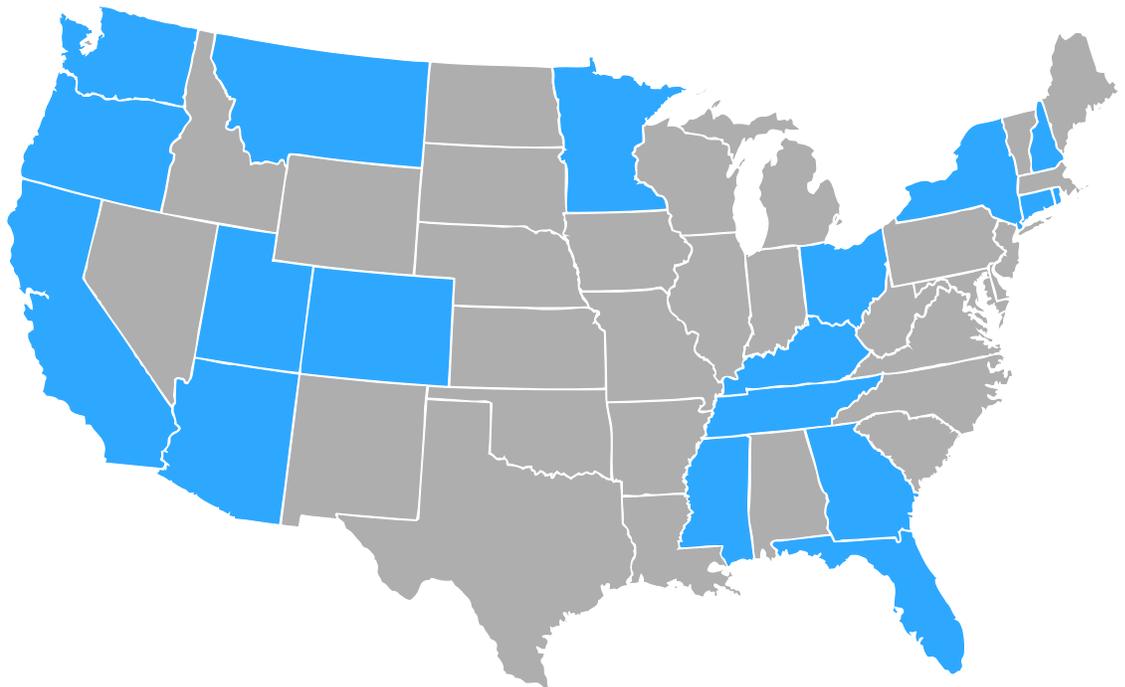


State guidance on teacher certification and licensure changes made necessary by the COVID-19 pandemic.

Participating States

Sharing Challenges, Opportunities, and Resources

Arizona
California
Colorado
Connecticut
Florida
Georgia
Kentucky
Minnesota
Mississippi
Montana
New Hampshire
New York
Ohio
Oregon
Rhode Island
Tennessee
Utah
Washington



CHALLENGES & CONVERSATIONS

State Testing Waivers

Waivers for candidates with short-term, temporary licenses for the next school year.

Using edTPA scores to demonstrate readiness.

Waiving testing for acceptance into programs.

Potential waivers for some courses for teacher candidates who are close to completion.

State Department Communication

Partial/emergency license considered comparable without restrictions — some states will waive remaining edTPA requirements.

State education agencies (SEAs) need educator preparation providers (EPPs) to provide specific documentation to demonstrate that candidates are sufficiently prepared.

EPPs can submit the waiver to state departments for alternative learning options.

Short- and Long-Term Implications

Continue working with special education teacher candidates to discuss how they have supported students with mild to moderate disabilities.

Induction directors have already started contacting EPPs to determine how they can support these new teachers.

In lieu of requirements for student teacher hours, EPPs are accepting virtual student teaching and coursework.

What are the implications of waived testing requirements for just one year?

Students who did not fulfill edTPA or content assessments are being given a non-renewable license and will need to repeat the majority of work they already completed.

- ▶ Candidates are pushing back.
- ▶ Will they be seen as less desirable hires by districts?
- ▶ EPPs are concerned with supporting students who have not passed or taken edTPA yet.

More Challenges & Conversations

Ensuring Practice Opportunities

EPPs are developing options for candidates based on completion and will assess program requirements moving forward.

Virtual learning options within EPPs to fulfill coursework.

EPPs need to support teacher candidates as they meet the current needs of students in their placement/district.

EPPs need to support, and modify as needed, K12 programs as they transition online.

Teachers are requesting teacher candidates' assistance in facilitating online learning to fulfill some of their hours.

Courses for teacher candidates that meet once a month for four hours; provides explicit instruction and helps them build a repository of ideas.

Interviewing teacher candidates to determine areas in which they feel they require additional supports.

Renewable Licenses

Concern that testing centers will be inundated when they re-open.

Potential backlogs in the pipeline that could affect in-service teachers' renewal.

Field Placements/Districts

Fulfilling school counseling and school psychology hours is difficult at this time.

Inequities across different communities; EPPs need to determine how to address this issue in their programs.

What does free and appropriate education look like in a remote environment?

Partnership needed with school districts to help facilitate tech support moving forward.

Inequitable placements — some candidates are preparing packets while others engage in online learning.

Add opportunities for virtual instruction as part of teacher preparation programs moving forward.

Increase collaboration among state department, universities, and school districts.

Candidates are being moved to different school districts due to closures.

High-leverage practice (HLP) videos will be shared with faculty members (unedited) to provide opportunities for candidates to assess teaching practices.

University supervisors/student teachers do not have access to K-12 online environments such as Zoom or Google Classroom.

License Waivers

Licensing waivers being sought for the short term to allow districts to hire emergency-licensed teachers.

Possible competency completion with hourly requirements reduced.

UNIQUE ADJUSTMENTS



Due to teacher shortages in the state, **Mississippi** permanently waived testing requirements – teachers will be licensed with a five-year renewable license. As a result, Mississippi is receiving many requests for teaching licenses.

- ▶ Mississippi will be keeping an eye on long-term outcomes.
- ▶ How will this issue affect reciprocity among states?
- ▶ How will this issue impact teacher shortages and teacher retention?



California's two-year credential for interns has been extended. Resources are needed to accommodate extension. Candidates are required to keep a log of planning, teaching, assessing, and reflecting.

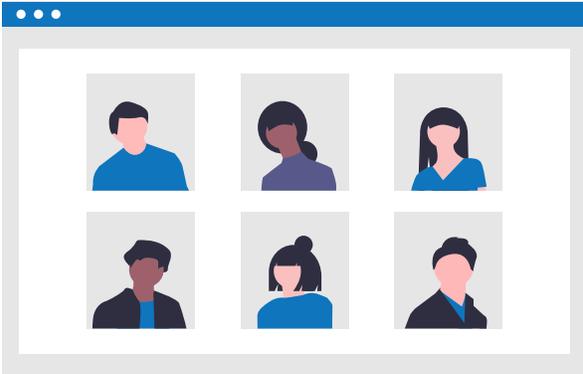


Georgia is allowing EPPs to choose from a “Menu of Options” to ensure field hours are fulfilled. These options include alternate assignments, online teaching, watching videos and reflecting, writing lesson plans using various resources, etc.



What are you doing in your state? Tweet us! @CEEDARCenter

SILVER LININGS



Teacher candidates are helping districts with online learning, resulting in an easier transition to the online learning platform.

Teacher candidates are having more opportunities to connect with families/caregivers.

More individuals are interested in teaching as a profession, which elevates the field.

Telehealth is providing a model for working with teams virtually – UDL, early childhood, supporting families.

Many candidates are experiencing being the student in the online class, which has been beneficial.

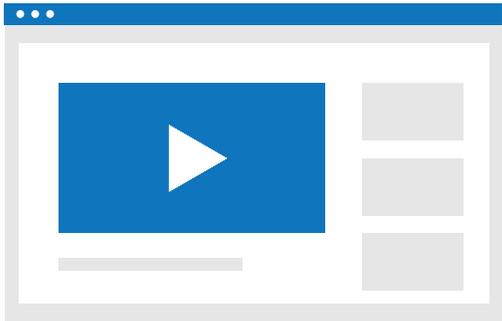
Faculty are being creative about how they are teaching classroom management (e.g., utilizing platforms such as GoReact and the HLP resources).

Creating stronger partnerships with school districts helps facilitate technical support in low-income, under-resourced communities.

Faculty are rethinking what equitable access and free and appropriate public education mean in virtual contexts.

Communication and collaboration between EPPs and local education agencies (LEAs) is increasing.

EPPs are rethinking business as usual (i.e., the skill sets we want teachers to have moving forward, specifically delivering instruction virtually).



RESOURCES SHARED



The California Commission on Teacher Credentialing created [COVID-19: Information for Preparation Programs](#) to address impact issues for programs, candidates, and LEAs.



The Georgia Professional Standards Commission's [Guidance Related to COVID-19 Disruptions](#) addresses the impact on field experience and clinical practice requirements, testing, and certification.



The Mississippi Department of Education provides [Licensure Updates](#) related to COVID-19.



Georgia State University's College of Education and Human Development shares [this Menu of Options](#) outlining opportunities to continue developing as a reflective practitioner.



New Hampshire Department of Education's [Memorandum on Provisions for Clinical Requirements and Testing Requirements](#) encourages EPPs to be flexible in designing a plan to help students meet the expected outcomes of clinical practices.



Ohio Department of Higher Education offers [COVID-19 Guidance for Educator Preparation Providers](#) to address the impact on clinical experiences.



New York State Education Department's [Guidance for Colleges and Universities](#) addresses the needs of students impacted by the Coronavirus.

RESOURCES SHARED



The New Hampshire Department of Education's [Memorandum on Required Educator Testing and Test Center Closure](#).



The Oregon Teacher Standards and Practices Commission responds to [COVID-19's impact on teacher candidates](#).



East Carolina University offers [MAST \(Modules Addressing Special Education and Teacher Education\)](#), designed for use in courses to prepare special education teachers or for professional development activities with teachers.



CEEDAR resource: [How does ESSA affect your state's licensure process for special education teachers?](#)



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