



# **Education Licensure Candidates During the Time of COVID-19: University Supervisors' Reflections About the Forgotten Few**

TQR 13<sup>th</sup> Annual Conference 2022  
Research “For a Change”: Time to Evoke, Provoke, and Invoke  
*January 19, 2022*



# Presenters

► **Cheryl Burleigh, Ed. D.**

- Contributing Faculty
- Richard W. Riley College of Education and Leadership
- [cheryl.burleigh@mail.waldenu.edu](mailto:cheryl.burleigh@mail.waldenu.edu)

► **Andrea Wilson, Ph. D.**

- Core Faculty
- Richard W. Riley College of Education and Leadership
- [andrea.wilson6@mail.waldenu.edu](mailto:andrea.wilson6@mail.waldenu.edu)



# Introduction

- ▶ Thousands of K-12 Education Teacher and Administrator Licensure Candidates were actively conducting their on-site, field placements during the height of the 2020-2021 COVID lockdown and virtual pivot
- ▶ Unpredictable, simultaneous closures and disruptions at the K-12 and University levels gravely affected these individuals
- ▶ Licensure Candidates were caught in between without significant attention or guidance from their University programs or K-12 Public School placement settings
- ▶ Assigned Faculty Supervisors from their respective universities were often the only consistent source of support and guidance



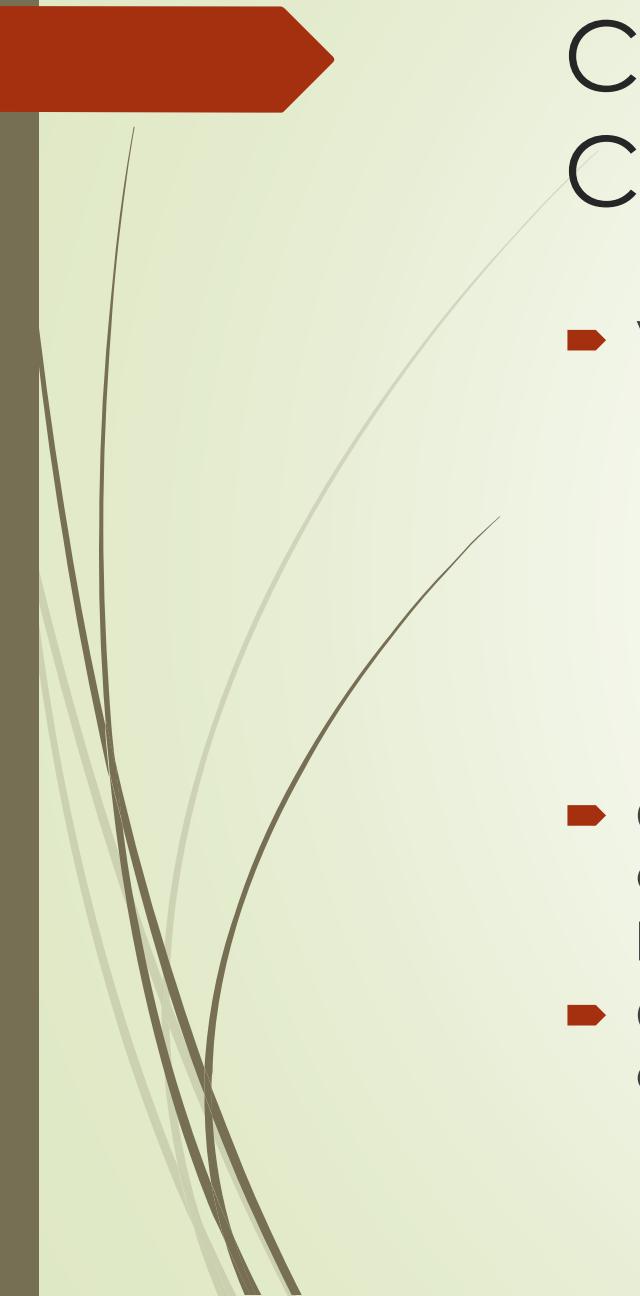
# Who are the Forgotten Few?

- ▶ Licensure Candidates in Education
  - ▶ Actively Enrolled in a Higher Education Program for classroom teaching or school administration
  - ▶ Placed in a K-12 school setting to conduct full-time classroom teaching or education administration responsibilities under supervision
  - ▶ Completion of this Field Placement is a requirement for licensure
- ▶ Novice educators and administrators who are dependent upon the field placement as practical learning experience, achieving degree program completion, and meeting state mandated licensure requirements

# Approach to the Inquiry

- ▶ Scholarly Essay
  - ▶ Derived from Personal Experience and Insights of the Presenters
  - ▶ Not Representative of a Singular University or K-12 School Setting
    - ▶ Variety of Universities with Different Types of Licensure Programs
  - ▶ Comparison of Events to Traditional, pre-COVID Faculty Supervisor Experiences
- ▶ Current presentation is based on recent publication:

Wilson, A.M., & Burleigh, C. (2021). Education licensure candidates during the time of COVID-19: University supervisors' reflections about the forgotten few. *Journal of Educational Research and Practice*, 11(1), 308-319.  
<https://doi.org/10.5590/JERAP.2021.11.1.22>



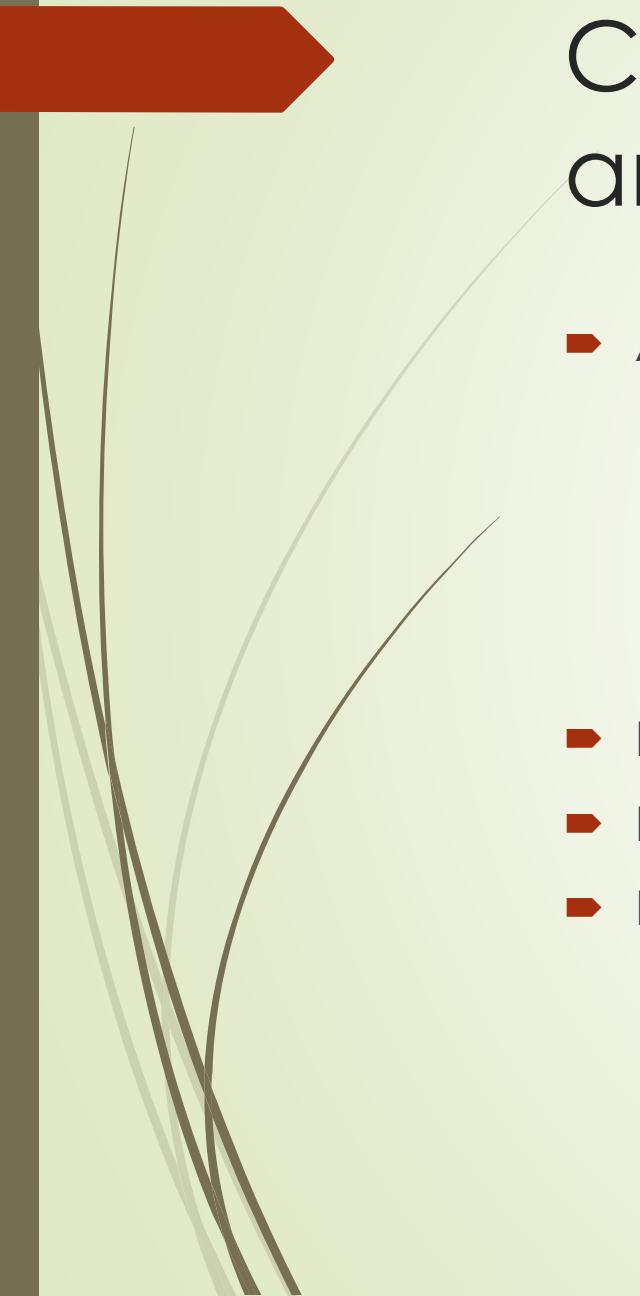
# Changing Role of the Licensure Candidate

- ▶ Virtual Pivot of K-12 Education
  - ▶ Schools unprepared for sudden conversion of instruction to virtual delivery
  - ▶ Expert Educators struggled mightily to develop and deliver virtual instruction
  - ▶ Teacher Candidates lacked the knowledge base and practical skills for virtual instruction
- ▶ Candidates were left without practical experience in traditional classrooms and school settings necessary for future professional practices
- ▶ Candidates needed to be flexible and adaptive in and out of the classroom



# Changing Role of the University Supervisor

- ▶ University Supervisors forced into a lead role supporting and guiding the licensure candidates in the field
  - ▶ Supports from University Programs were limited due to closures and other factors
  - ▶ Variations in state licensure requirements made it impossible to develop blanket guidance that applies to all candidates
    - ▶ Many states were slow to respond with amendments to licensure requirements
- ▶ All supervisory activities were conducted virtually
  - ▶ Classroom observation for the purpose of candidate evaluation based on virtual instruction and/or virtual observation of limited in person classrooms
- ▶ University Supervisors needed to be adaptive leaders and problem solvers



# Candidates' Mental Health and Wellbeing

- ▶ Amplification of Effects due to Novice Educator Status
  - ▶ Physical and Emotional Exhaustion
  - ▶ No Separation of Work and Home Life
  - ▶ Lack of Traditional Boundaries created by Virtual Existence
  - ▶ Perceived Threats to Personal and Professional Security
- ▶ Lack of Student-Teacher Relationship Building
- ▶ Decentralized Leadership from the School Level
- ▶ Recognition of Need and Relevant Support Services were Lacking



# Recommendations

- ▶ Times of Crisis Shine Light on Strengths and Needs
  - ▶ Communication Systems were tested
  - ▶ Account for All Relevant Stakeholders
  - ▶ Alternative and Adaptive Methods Paramount for Success
- ▶ Crisis Action Plans must be Mandatory at all Levels of Education
  - ▶ Seamless Distribution of Responsibility and Leadership
- ▶ Support Services and Resources must Continue if not Expand
- ▶ Consider and Accommodate Human Needs with Compassion

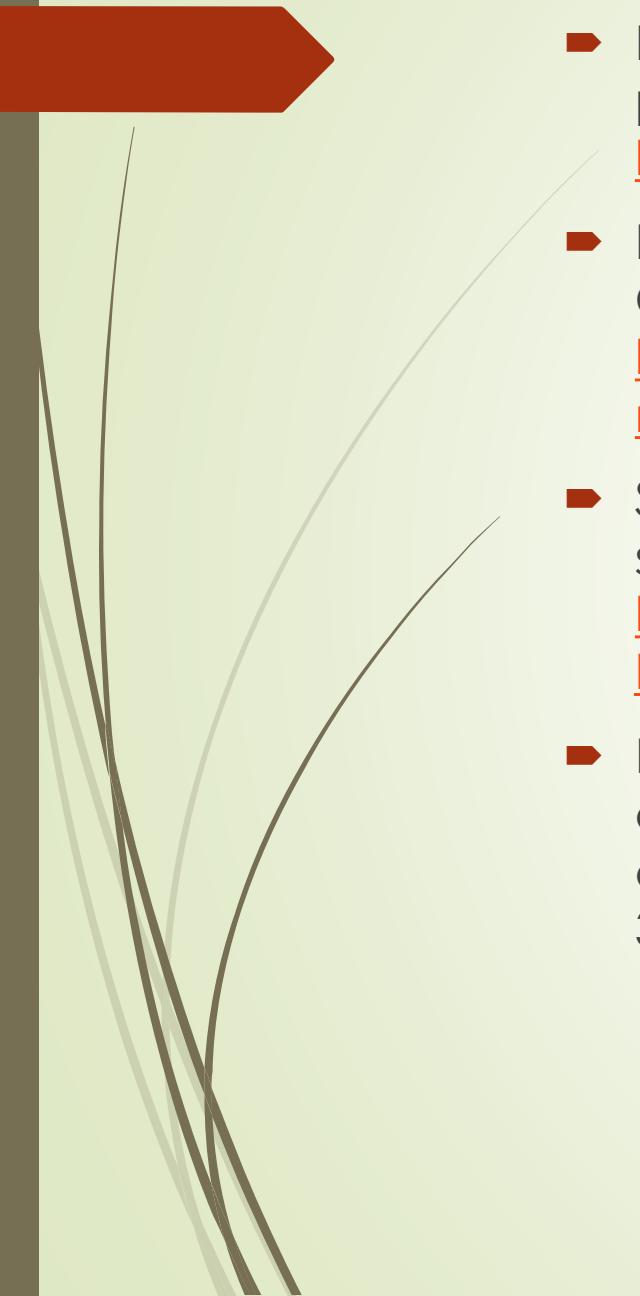


# Conclusion

- ▶ Licensure candidates fell in the gap between the higher education and K–12 sectors during the pandemic crisis
- ▶ University supervisors patched these gaps through their own practical knowledge, experience, and leadership
- ▶ Hard-working, dedicated licensure candidates continued with their progress despite the chaos of the moment
- ▶ Ultimately, these candidates emerged as stronger, more resilient, and better prepared for anything that may come their way in and out of the education setting

# Selected References

- ▶ Brownlee, M. I. (2020, July 13). Here's how colleges should help close the digital divide in the COVID-era. *EdSurge*.  
<https://www.edsurge.com/news/2020-07-13-here-s-how-colleges-should-help-close-the-digital-divide-in-the-covid-era>
- ▶ Earp, J. (2020, August 12). Changing school leadership during COVID-19. *Teacher Magazine*.  
[https://www.teachermagazine.com/au\\_en/articles/changing-school-leadership-during-covid19?utm\\_source=Twitter&utm\\_medium=socialmedia&utm\\_content=social](https://www.teachermagazine.com/au_en/articles/changing-school-leadership-during-covid19?utm_source=Twitter&utm_medium=socialmedia&utm_content=social)
- ▶ Flaherty, C. (2020). Grading for a pandemic. In P. Fain (Ed.). Protecting vulnerable students during the pandemic. (pp. 11–14). *Inside Higher Ed*.  
[https://www.insidehighered.com/sites/default/server\\_files/media/IHE\\_Protecting-VulnerableStudents-During-the-Pandemic\\_20200608.pdf](https://www.insidehighered.com/sites/default/server_files/media/IHE_Protecting-VulnerableStudents-During-the-Pandemic_20200608.pdf)
- ▶ Harris, A., & Jones, M. (2020). COVID 19—school leadership in disruptive times. *School Leadership and Management*, 40(4), 243–247.  
<https://doi.org/10.1080/13632434.2020.1811479>

- 
- ▶ Levin, D. (2020, October 12). No home, no wi-fi: Pandemic adds to strain on poor college students. *The New York Times*.  
<https://www.nytimes.com/2020/10/12/us/covid-poor-college-students.html>
  - ▶ Polikoff, M., Silver, D., & Korn, S. (2020, August 4). What's the likely impact of COVID-19 on higher ed? *Inside Higher Ed*.  
<https://www.insidehighered.com/views/2020/08/04/analysis-data-nationalsurvey-impact-pandemic-higher-ed-opinion>
  - ▶ Singer, N. (2020, November 30). Teaching in the pandemic: "This is not sustainable." *The New York Times*.  
<https://www.nytimes.com/2020/11/30/us/teachers-remote-learning-burnout.html>
  - ▶ Roy, S., & Covelli, B. (2020). COVID-19 induced transition from classroom to online mid semester: Case study on faculty and students' preferences and opinions [Special issue]. *Higher Learning Research Communications*, 11, 10–32. <https://doi.org/10.18870/hlrc.v11i0.1197>