



DEANS FOR IMPACT

The impact of COVID-19 on state teacher-preparation policy

COVID-19 has affected every aspect of life as we know it – including teacher preparation. Recent conversations with Deans for Impact members and fellows revealed that states are reacting differently, and moving at varying speeds, to address the impact of the pandemic on the teacher workforce. To track what is happening across all 50 states and D.C., we developed the [COVID-19 Teacher Preparation Policy Database](#) as a public resource.

This database was last updated on May 29, 2020. While we intend to update this tool regularly, please note that the policies described here are in flux and may have changed – this information should be considered advisory.

Here, we present a high-level summary of what is happening in four key areas: licensure, clinical requirements, entry and exit assessments, and program approval.

Licensure

- 34 states are using **existing emergency waivers and/or certificates** to certify teacher-candidates who are unable to complete all preparation requirements.
- 13 states have created **new emergency waivers and/or certificates**.

Clinical requirements

- 13 states are **waiving** clinical-teaching requirements for the current cohort of teacher-candidates, and they do not expect teacher-candidates to complete these experiences in the future.
- 10 states are **conditionally waiving** clinical requirements. Of those, four are waiving clinical requirements *if* candidates have already completed a specific proportion of the required clinical hours. For example, Ohio is waiving the requirement if the educator-preparation program (EPP) indicates that the candidate has demonstrated satisfactory progress through at least 50% of the required weeks/hours. Washington and West Virginia are waiving requirements if teacher-candidates received positive recommendations from their EPP and specific individuals (e.g., cooperating supervisors).
- 19 states are **maintaining existing requirements**, but are being flexible as to how candidates meet them (such as through remote learning).
- Six states have **not provided any guidance** as to whether disruptions to on-site clinical-teaching requirements will be taken into consideration when evaluating candidates for licensure.
- Three states are **not changing** their clinical requirements. Florida does not have clinical requirements, whereas Virginia plans to handle requests on a case-by-case basis. Wyoming examined all programs and determined candidates had satisfactorily completed the minimum requirements prior to the pandemic. Therefore, candidates put forward as completers will be recognized as such.

Assessment (entry and exit):

- **Entry Assessment**
 - 32 states **have not provided guidance** on program entry assessments, although many states do not have requirements in this area.
 - Nine states have **conditionally waived** entry requirements, with the expectation that candidates will fulfill them in the future. For example, Vermont will require baccalaureate candidates to complete the requirement prior to the end of their sophomore year.
 - Indiana and Louisiana are not waiving entry requirements.
 - Kentucky is allowing EPPs to request waivers for GPA admission requirements for incoming cohorts and individual candidates.
 - In lieu of the basic skills test, West Virginia is allowing EPPs to use the Khan Academy Praxis diagnostic assessment to make readiness determinations in conjunction with GPA and other factors to make a conditional admission decision.
- **Exit Assessment**
 - 25 states are **conditionally waiving** exit assessment requirements. Of those:
 - Nine states have created a new emergency license and/or waiver in response to COVID-19. For example, Alabama created the “pre-edTPA certificate” that allows teachers one year from issuance of certificate to complete the edTPA.
 - 14 states are allowing completers at least one additional year to complete the assessment.
 - In lieu of the edTPA, Minnesota is allowing EPPs to substitute a teacher performance assessment for each candidate that must include components of planning, instruction, and assessment. Providers may continue to require the edTPA.
 - Seven states are **following test-vendor guidance** for administration of exit assessments. This guidance is available on Pearson and ETS pages.
 - Three states, at this time, have stated that they are currently not waiving exit assessments.
- **Entry and Exit Assessment**
 - Alaska and Mississippi have **fully waived** entry *and* exit assessments for candidates entering or exiting EPPs. Mississippi has suspended testing requirements through December 31, 2021.
 - 10 states have **offered no guidance** related to entry and exit requirements.
 - Six states have **conditionally waived entry and exit assessments**.
 - Louisiana has **not waived entry or exit assessments**.

Program Approval/Renewal

- 13 states have offered some level of guidance related to aspects of program approval and renewal. Examples include:
 - Colorado and Massachusetts have updated and communicated federal and state reporting data guidelines for EPPs.
 - New Hampshire has extended approval of all currently authorized EPPs by one year.
 - California, Illinois, and Massachusetts are requiring all EPPs to track all changes, waivers, and candidate info and submit to the state for evaluation at the conclusion of the crisis.
 - Rhode Island is requiring EPPs to update the department on changes they intend to make for summer and fall candidates, especially as it relates to clinical experiences.
 - Texas has waived principal and beginning teacher survey accountability requirements for the current academic year. Texas has also announced that the EPP accountability system will not be consequential for AY19-20 or AY20-21.