



Lasting Impacts of COVID-19 / Lessons Learned from a Semester of Displaced Instruction / Emerging Research Fellows Application Deadline Extended

10-28-20

## THE LASTING IMPACT OF COVID-19 ON STUDENTS, TEACHERS AND THOSE WHO ASPIRE TO BE

According to a [policy paper released June 29, 2020](#), by the Organization for Economic Cooperation and Development (OECD), the COVID-19 crisis forced school closures in 188 countries, disrupting the education of nearly 2 billion children, youth and their families. Institutions around the world, including the United States, implemented distance-learning solutions in attempts to maintain education continuity. Some school districts and higher education institutions even returned to in-person classes, with many discontinuing that practice after recurring rises in COVID-19 infections among students, teachers/faculty and staff.



The education community now finds itself trying to address, among many others, the following questions: How much have students learned during this disruptive and traumatic time? How efficient are the distant learning and continuity technology and tools that are being employed? What best practices have been discovered to keep students engaged in learning during institutional closures? What are the lasting impacts of COVID-19 on students, teachers and those who aspire to become teachers? To help BranchED unpack these issues, **please share** with us some of the challenges and experiences you encountered between March 2020 and October 2020. Send your confidential comments to [info@educatordiversity.org](mailto:info@educatordiversity.org).

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## FALL INTENSIVE VIRTUAL LEARNING EVENTS



The Fall Learning Summit is themed, “Together We Flourish: How to Show Up for Candidates Through the Pandemic and Beyond,” and is scheduled to take place synchronously over Zoom on the following days and times:

**Tues., Nov. 10:** 2 – 5 p.m. CT

**Wed., Nov. 11:** 2 – 5 p.m. CT

**Deadline to register** is close of business this **Friday, Oct. 30, 2020**. There are no registration fees, but an application to the Fall Learning Summit is required. This opportunity is ideal for faculty, staff, and leadership who provide academic and social support to candidates. The Fall Learning Summit has been designed to empower attendees to support teacher candidates during the time of the pandemic of 2020 and beyond. Sign up to attend using the [Fall Learning Summit Registration Form](#).

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### LESSONS LEARNED FROM A SEMESTER OF ONLINE, HYBRID, DISPLACED INSTRUCTION

In September 2020, the Economic Policy Institute released a report, [COVID-19 and Student Performance, Equity, and U.S. Education Policy: Lessons from Pre-Pandemic Research to Inform Relief, Recovery and Rebuilding](#), by Emma Garcia and Elaine Weiss that provides insight into key lessons on the response of education systems to the coronavirus crisis. Among the lessons the researchers found include: 1.) Online learning and teaching are effective only if students have consistent access to the internet and computers and if teachers have received targeted training

A graphic with a light blue background. The text "COVID-19" is in large, bold, red letters with a blue outline and a drop shadow. Below it, "LESSONS LEARNED" is in smaller, bold, red letters with a blue outline and a drop shadow.

## COVID-19 LESSONS LEARNED

andsupport for online instruction. 2.) Home schooling works well for students for whom intentional, personalized and sufficient resources are available. 3.) Reduced learning time has likely impeded student learning and affected the development of the whole child. 4.) Research on chronic absenteeism and on remote learning reinforces the urgency of providing appropriate support to children who are least prepared and those who are at risk of becoming disengaged.

As the MSI community continues with educator preparation, what strategies are you deploying to ensure your future teachers are aware of and able to address the challenges posed by pandemic learning environments? BranchED can assist educator preparation programs in developing appropriate short- and long-term strategies and ensure that future teachers are confident in using online, hybrid or other alternative instructional delivery methods. For assistance, contact the BranchED Team at **(800) 519-0249**.

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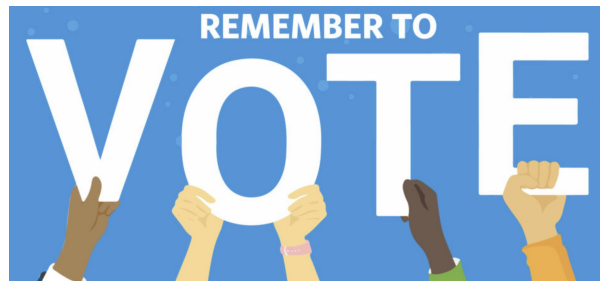
## EMERGING RESEARCH FELLOWS APPLICATION DEADLINE EXTENDED!

The issue of educator diversity extends beyond PK12 contexts, for this reason, Branch Alliance for Educator Diversity seeks to support emerging education scholars of Color. Towards this goal, BranchED is seeking applications for its inaugural cohort of EMERGING RESEARCH FELLOWS (ERF). If you missed the opportunity to apply, we have good news! The deadline for the ERF Program has been extended to **11:59 p.m. Sunday, November 8, 2020**. Program and stipend details and an online application can be found on the [BranchED website](#). Share the link with the talented students in your education programs.

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## DO NOT FORGET TO VOTE

National Election Day in 2020 is **November 3**, but early voting in many states has already begun. This message serves as a friendly reminder for all eligible voters to cast their votes in the presidential, state and local elections.



## TOOT YOUR HORN

We are excited to share your news with your peers through the *BranchED Bulletin*. Please take a moment to tell us more about your institution's programs that are making a difference in your students' lives, such as exemplar dual credit programs, early career pathway programs, and residency programs. If your EPPs are being recognized in publications, online communities, podcasts, or print and broadcast media, send BranchED a message with the information to: [info@educatordiversity.org](mailto:info@educatordiversity.org). We look forward to hearing about your amazing programs and sharing them with the broader BranchED core community. The deadline to submit news for the next issue is **Friday, Oct. 30, 2020**.

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