# Teacher Certification During Multiple Pandemics in the Epicenter of it All

## Deborah Greenblatt[1] 

## Abstract

Teacher certification exams were put on hold as New York City became the epicenter of the COVID-19 crisis in March of 2020. State officials closed testing centers and school buildings, and teacher candidates began to panic as administrators at their student teaching placements worked feverishly to adjust. This changed teacher candidates' ability to complete the performance assessment required for certification (edTPA). Concurrently, COVID-19 was disproportionally affecting the Black community (Phillips et al., 2020) and areas with limited financial resources. Based on the demographics of students at The City University of New York, there were extensive health challenges for many of its Black and low-income teacher candidates and their families. Prior to the pandemic, there were already concerns about its challenges and costs both for teacher candidates and for schools of education may be a barrier to entry for those already underrepresented in the teaching profession (Davis, 2015).

## Keywords

teacher certification, pandemic, edTPA, Black teacher candidates, COViD-19, racial unrest

As one of the financial, cultural, and media capitals of the world, people travel from distant countries to New York City. The New York metropolitan area is home to more than five airports: three international airports (Newark Liberty, John F. Kennedy, and Stewart), one airport that is the hub for American and Delta Airlines (LaGuardia), and one small airport (Teterboro). In 2019, these airports reached an all-time high of 140.5 million passengers in a year (Port Authority of New York and New Jersey, 2019). Unfortunately, with this influx of visitors came the unwelcomed passenger, COVID-19, and New York City became the epicenter of the global pandemic. Prior to 2020, it seemed impossible to imagine a

---

[1] Medgar Evers College, The City University of New York

**Corresponding Author:**
Deborah Greenblatt, Medgar Evers College, The City University of New York, School of Education, 1650 Bedford Avenue, Brooklyn, NY 11225
Email: dgreenblatt@mec.cuny.edu

shutdown of the "city that never sleeps," but on March 12, 2019, all City and State University of New York (CUNY, SUNY) colleges were switched to distance learning. Four days later, New York City school buildings were shut down, and then on March 17, New York City bars and restaurants were limited to delivery service only. Later that week, The NYS PAUSE Program began, and all non-essential workers in the entire State were ordered by Governor Cuomo to stay home. No one knew how long this would last or even how the virus was transmitted, but it was mid-semester, and school was still in session.

Although many people were working and learning from home, there was a consistent flow of media to our phones, television, and computers. The murders of George Flood, Brianna Taylor, Amard Arbery, among many others, were shown repeatedly. According to the President of the American Psychological Association Sandra L. Shullman, the mental health effects of this reality put the nation in a "racism pandemic" as well. With the anxiety being both community-wide and personal, leading to not only mental illnesses, such as depression, post-traumatic stress disorder, and substance abuse, but also physical illnesses, such as heart disease, that result from the constant stress (American Psychological Association, 2020). With the twin pandemics of a health crisis and persistent racial injustices (Hammond, 2021), the future was unclear for students across the country, but it was extremely uncertain for those at the City University of New York. With many already battling the challenges of healthcare, childcare, housing insecurity, and food insecurity, CUNY had many support programs in place, such as campus wellness and health services, campus mental health centers, food pantries, childcare centers, and more (Healthy CUNY & CUNY Graduate School of Public Health and Health Policy, 2018); however, access to these services became limited due to campus closures (Hunter, 2020). Additionally, by June 2020, "CUNY now has the sad distinction of having more coronavirus-related deaths than any other higher education system in the country" (Valbrun, 2020, para. 5).

Teacher candidates also had to contend with the ambiguity of how they would complete their field-based courses and become certified teachers (Atkins & Danley, 2020; Slay et al., 2020). School administrators worked feverishly to adjust. Some teacher candidates were able to continue field placements remotely, while others had to stop altogether and be given alternative ways to complete clinical experiences. This changed teacher candidates' ability to complete the performance assessment required for certification (edTPA). State officials also closed testing centers for the computer-based certification tests (EAS and CST), as they were considered non-essential businesses. The question remained for New York teacher candidates, as for other teacher candidates across the country with "stay-at-home mandates," how would they become certified? Even before the pandemic, there had been concerns about the challenges and costs for teacher candidates and for schools of education as barriers to entry for those already underrepresented in the teaching profession. Access to teacher education, clinical placements, and certification testing centers became a new and unpredictable challenge (Slay et al., 2020).

## The Importance of a Diverse PK-12 Teaching Staff

Having an urban teacher workforce that mirrors the students is important for many reasons. These include having the same race (and often underrepresented) role models, being more likely to have high expectations for students of color, and the ability for teachers to draw on their own experiences for culturally relevant pedagogy and understanding student behavior. Additionally, the data show that for low-income Black male students in grades 3-5, having one Black teacher can reduce the probability of

leaving school by 39 percent (Goldhaber et al., 2019). When students have teachers of color, not only do students of color benefit, but all students benefit. Students' social and emotional outcomes are improved, as well as their academic outcomes (Bristol & Martin-Fernandez, 2019). This occurs because

> Children from diverse backgrounds benefit from educators who both affirm them during their identity development and who understand and share linguistic and cultural practices. Cultural familiarity helps educators to support student learning and growth, and to disrupt bias, discrimination, and prejudice. It is equally important for white students, and students of all races, to develop a deep understanding of the world around them by learning with and from diverse educators (U.S. Department of Education, 2016, p. 1)

It is important for all students to have people of all identity groups serve as influential figures, role models, and caring adults. This context can help students understand the complex and diverse society around them and question stereotypes and biases they encounter.

## CUNY Student Population

The Free Academy (later to become City College) was founded in 1847 to allow access to higher education for men in New York City regardless of their race, religion, or socio-economic background (Roff et al., 2000; The City College of New York, 2020). In 1870, The Normal College (later to become Hunter College) would be founded to allow women this opportunity as well (Hunter, 1870). Additional public colleges were founded across the boroughs and would eventually unite to become The City University of New York in 1961. The CUNY system was founded partly due to the need for financial support due to an economic crisis in New York City. Funding would now come from New York State, but only if the colleges charged tuition (CUNY, 2022). In the fall of 2019, between 84 and 95 percent of full-time students at each CUNY campus received grant aid (CUNY, n.d.).

Earning a degree at The City University of New York has proven to be the path to individual and intergenerational socio-economic mobility. "CUNY is responsible for enabling more people to rise out of poverty than any other university in the United States" (Bowen, 2019). In fact, "The City University of New York system propelled almost six times as many low-income students into the middle class and beyond as all eight Ivy League campuses, plus Duke, M.I.T., Stanford and Chicago, combined" (Leonhardt, 2017). City University of New York has one of the highest bottom-to-top-fifth mobility rates in the country (Opportunity Insights, 2019).

### CUNY Teacher Education Student Population

The City University of New York has nine senior colleges with teacher education programs and six community colleges with pipeline programs enrolling more than 18,000 students annually. In comparison, teacher education students make up a large portion of CUNY students, with one in every twenty undergraduate degrees being in education and composing the largest areas of study for graduate students across the University. The impact of CUNY on the diversity of the New York State teacher workforce cannot be understated. In 2017-2018, CUNY made up 22% of all NYS graduates of classroom teachers but made up 39% of the teachers of color entering the workforce (CUNY Office of Institutional Research and Assessment, 2020b).

## Economic & Technological Needs

Prior to the pandemic, most undergraduate CUNY students were already in need of economic support (CUNY Office of Institutional Research and Assessment, 2020a), and CUNY estimated there were 25,000 undergraduate and graduate student parents, many of whom had their own children learning remotely beside them during the pandemic (O'Connell-Domenech, 2019). Furthermore, college students and faculty were now enrolled in classes not originally designed using online pedagogy (Aguilera-Hermida et al., 2021). Approximately two weeks after the "move to distance learning" at CUNY, the reality of the complexity of this move became apparent. Students did not all have computers or Wi-Fi at home, and if they did, many were now sharing those devices and services with multiple members of the family. Buying another computer or a better broadband plan was not an option for many, especially with the job, housing, and food insecurity on the rise. During the pandemic, New York State experienced the largest job loss in the continental United States (Center on Budget and Policy Priorities, 2021). CUNY moved into a Recalibration Period for Educational Equity to address this issue and train faculty to use distance learning platforms. From Friday, March 27, through Wednesday, April 1, 2020, all classes were paused to allow students to get access to digital equipment and

> The Recalibration Period will also afford faculty time to consider ways to better support learning through, for example, the asynchronous delivery of classes and other best practices emerging across our University's virtual classrooms. We are making this move before we get deeper into the semester, to ensure that we are upholding the University's mission and giving each and every CUNY student an opportunity to thrive (Matos Rodríguez, 2020, para. 4).

This pause in instruction eliminated the scheduled spring break. The students would have this time off from classes, but the faculty would be working feverishly to redesign their classes and ensure all their students had access to computers and WiFi.

## Health Care Needs

People with limited financial resources were also impacted more gravely by the COVID-19 virus because of a lack of access to healthcare. Concurrently, the virus was disproportionally affecting the Black community with high infection and mortality rates (Phillips et al., 2020). Based on the demographics at The City University of New York, the twin pandemics of a global health crisis and persistent racial and socio-economic injustices were clearly seen in the extensive health challenges for many of its Black and low-income students and their families (City of New York, n.d.). Across CUNY's 25 graduate and undergraduate colleges, 25.2 percent of students are Black, and 30.2% are Hispanic. At CUNY Medgar Evers College, a Predominantly Black Institution (PBI), 85.5% of the students identify as Black (CUNY Office of Institutional Research and Assessment, 2020b).

## Setting the Stage: Policy Changes During the Pandemic

Throughout the pandemic, national, state, and city policies were rapidly changing and were sometimes at odds with each other. There was tension among policymakers as the COVID-19 situation was different across the country and across the state (Blake, 2020; McKinley et al., 2020; New York Times, 2020). There was international guidance from the World Health Organization and domestic guidance

from the Center for Disease Control (CDC) and U.S. Surgeon General. Additionally, the Food and Drug Administration (FDA) was responsible for approving vaccines. While health agencies were gathering new information on how COVID-19 was spread, they were also under pressure from officials to figure out a way to get the American public back to work quickly (Toney & Ishack, 2020; Tyson & Funk, 2022; Watkins & Clevenger, 2021).

## *Politics Impact on Health Guidance and Educational Policy*

Throughout the pandemic, politics often drove public health policies more than science. This "politics of health entail privileging individuals with capital value who can benefit the state's interests and maintains its power" (Daher-Nashif, 2022, p. 1). With pressure from President Trump based on looming economic losses, a demand to open schools, and pandemic fatigue, health policies were relaxed, even if the data did not support these measures. Multiple government agencies contradicted each other, leaving the population confused (Barberia et al., 2021; Cohen, 2022; Funk & Tyson, 2022). Policies such as sheltering at home, mask-wearing, gathering sizes, and schooling (and later vaccination requirements) became a States' rights versus Federal mandate battle (Gostin et al., 2020). In New York State, there was much tension between the President and the Governor to the point that Governor Andrew Cuomo claimed that Trump was using the CDC as a political tool and said that NYS policies would not follow the Federal guidelines due to the risk to public safety (Feuer & Lovelace Jr., 2020).

There was also tension between Mayor DeBlasio and Governor Cuomo, especially around the issue of opening schools. New York City Schools had a long and complicated reopening which started with a delay of the 2020 fall semester until September 21st. The system then shutdown on November 19th because of high transmission rates. On November 29th, only elementary schools re-opened. Then, due to Union pressure over another COVID-19 surge, elementary schools closed again in January 2021. Middle schools finally reopened for students to attend in-person for part of the week on February 25th, and high schools followed the same model on March 22nd. Finally, it was announced, on May 24th, that remote learning would not be an option for the next school year, and vaccine mandates for staff would go into effect. Until this announcement, schools were not clear as to what fall 2021 would look like.

## Teacher Certification Policy

New York was one of nineteen states where clinical requirements remained throughout the pandemic, although new flexibility guidelines (remote teaching, video analysis, simulations, etc.) were utilized to allow teacher candidates to complete these experiences (Slay et al., 2020). In response to the shift to distance learning, Pearson came out with "Guidance for edTPA in an Alternative Arrangement: Virtual Learning Environment" (Board of Trustees of the Leland Stanford Junior University, 2020a). These remote teaching arrangements had to be approved in advance, and permission forms had to be provided by their Education Preparation Provider. For those who graduated and were educators but still needed to complete the edTPA, permission had to be granted by their building-level administrators (Board of Trustees of the Leland Stanford Junior University, 2020b).

New York State responded quickly to the reality, and all teacher certification exams were put on hold, not just the edTPA. On March 30, 2020, New York State acknowledged that the Pearson testing centers were to remain closed until April 16th and that if the centers were to remain closed beyond May 1, 2020, the teacher candidates would be exempt from their certification exams (New York State

Education Department, 2020). At this time, exemptions and fast-tracking of certification were happening in many professions: nurses, doctors, midwives, dental assistants, lab technicians, commercial airline industry workers, social workers, and therapists, among others, and some continued until March 2023 in New York State (ARSA, 2020; Hochul, 2023). Many exemptions were due to the emergency need for the profession during the pandemic, such as respiratory therapists; for others, it was the access to taking the exams because of the closure of testing sites. As previously stated, as an epicenter of the pandemic, New York City, was on PAUSE for longer than most places in the country. Certification test preparation was put on hold and new priorities took over for schools of education. Considered a "professional service" under the PAUSE guidelines, testing centers would open when areas were in Phase 2. As of April, some of the regions of New York State had entered Phase 1, but New York City was in total lockdown. So, as May 1st approached, it seemed that the stated guidance would go into effect.

However, with much shock to those in teacher education, on May 4, New York State came out with the following guidance:

> With the opening of test centers on May 1, candidates would be expected to take examinations again according to the March 30th guidance. Given the severity of the COVID-19 pandemic in our State, and the Governor's extension of the New York State on Pause executive order through at least May 15, the Department seeks to provide flexibility on the certification requirements and is creating an Emergency COVID-19 certificate and expanding the edTPA safety net to Summer 2020 New York State registered educator preparation program candidates" (New York State Education Department, 2020, May 4, p. 1).

The COVID-19 license gave teacher candidates a one-year extension to pass their certification exams and allowed teacher candidates to take an alternative test to the edTPA for those who felt they could not complete the requirements of the portfolio. While these accommodations were fair based on the situation, this is not what was outlined in previous guidance. The question remained if testing centers are considered a phase 2 service, then how could teacher candidates go to testing sites if, on May 29th, New York City was just entering Phase 1 and Central New York, Finger Lakes, Mohawk Valley, North Country, and Southern Tier were to enter Phase 2? (New York State, 2020). When the May 4th Guidance was released by the State, teacher candidates felt betrayed. During a once in a lifetime catastrophe, a burden that was set to be lifted was reinstated. For CUNY students, the timing could not have been worse, as the semester for the University ends later than private schools, and students were entering finals. To avoid added stress, some teacher educators kept the news from their students (this author included) for as long as possible with fears of major mental health breakdowns.

When the teacher candidates were informed, the anger turned into a reality that had to be faced, and new questions arose. What was on this alternative test to the edTPA? When would the testing centers open? How would everyone who needed to take several multiple-hour tests get a seat when they did open? Teacher candidates were now concerned with additional challenges: To remember all the material and test-taking skills specific to each exam by the time it was to be taken and to schedule and take multiple exams during their first-year teaching. This cohort of teacher candidates scurried to improve their digital skills and online pedagogy to prepare for a year like no other. They would likely need refresher courses by the time they were able to take the exams. This would be an additional financial challenge for either the teacher candidate or for the schools of education that would take on this responsibility for benefit of their students.

New York State teacher candidates also decided to grant COVID-19 certificates, which would give those who student-taught during the pandemic an additional year to take their tests while they were working as novice teachers. This was then extended to allow for exams to be taken over a two-time period. The ability to apply for a COVID-19 certificate ended on September 1, 2022. By creating a COVID license, New York State was acknowledging that preparing for the teacher certification exams is a skill set of its own and that preparing for the tests was not just about learning the content embedded in their courses. Additionally, it remains to be seen if entering the profession without having taken the certification exams influences the quality of teachers in the classroom or student outcomes. Even if researchers used teacher observations or student test scores, there would be too many confounding variables resulting from the pandemic to get generalizable results.

The State also paused using the edTPA as a requirement for certification at this time due to teacher candidates' challenges in recording and implementing their learning segments, especially if they were completing remote student teaching. The COVID-19 License and edTPA test alternative (the Assessment of Teaching Skills-Written or ATS-W, which the edTPA had replaced) remained in effect through the class of 2021-2022. In 2022, New York State eliminated the edTPA and tasked schools of education to create their own performance assessments, to be conducted during student teaching, that align with the four principles of the New York State Culturally Responsive-Sustaining Education Framework (New York State Education Department, n.d.). This was a welcome change to the State teachers' union and teacher candidates due to the high cost ($300), time spent, and stress induced (Author, 2016, 2019). Additionally,

> Critics have long worried that the exam shut out candidates of color from the teaching workforce, which faces a shortage. In 2017, New York officials reported that Black test takers were nearly twice as likely to fail the edTPA compared to their white or Hispanic peers. State officials have declined to share more recent test data (Amin, 2022, para. 8).

Those who already registered the edTPA prior to the policy change did not get a full reimbursement. Even more infuriating to teacher candidates was that those who took and passed the test but no longer needed for certification not only completed a rigorous portfolio over a course of a semester (or more) but would not be reimbursed either (New York State Education Department Office of Teaching Initiatives, 2022).

## Conclusion

The twin pandemics of COVID-19 and racial unrest had a significant impact on New York City students from PreK through higher education. The population suffered health, economic, social, and psychological challenges, of which we are only beginning to see the long-term effects. Racial inequities and existing trauma exacerbated the effects of the COVID-19 pandemic in New York City, especially for teachers and students of color (Souto-Manning & Melvin, 2022). Teacher candidates had the additional anxiety of disrupted clinical experiences that were vital to their education as well as multiple changes to how and when they would be able to become certified teachers. The COVID-19 license and elimination of the edTPA mitigated some of the stress; however, there was much confusion and policy change for teacher candidates during the spring of 2020. It is important that those whom student taught during this time are supported professionally and personally as they started their careers in a profession that has significant attrition and burnout rates and is forecasted to have a shortage in the coming years.

## ORCID iD

Deborah Greenblatt 0009-0007-4667-8019

## References

Aguilera-Hermida, A. P., Quiroga-Garza, A., Gómez-Mendoza, S., Del Río Villanueva, C. A., Avolio Alecchi, B., & Avci, D. (2021). Comparison of students' use and acceptance of emergency online learning due to COVID-19 in the USA, Mexico, Peru, and Turkey. *Education and Information Technologies*, *26*(6), 6823-6845. https://doi.org/10.1007/s10639-021-10473-8

American Psychological Association. (2020). *"We are living in a racism pandemic," says APA president [Press release].* https://www.apa.org/news/press/releases/2020/05/racism-pandemic

Amin, R. (2022, April 12). *New York officials vote to scrap edTPA teacher certification exam.* Chalkbeat New York. https://ny.chalkbeat.org/2022/4/12/23022429/ny-edtpa-board-of-regents-teacher-certification-assessment

ARSA. (2020, December 2). *FAA Pandemic-related exemptions & deviations [Further extensions to Air carrier training requirement exemptions].* https://arsa.org/faa-strategy/

Atkins, C., & Danley, A. (2020). Supporting teacher candidates during COVID-19. *Educational Renaissance*, *9*(1), Article 1. https://doi.org/10.33499/edren.v9i1.153

Barberia, L., Plümper, T., & Whitten, G. D. (2021). The political science of Covid-19: An introduction. *Social Science Quarterly*, *102*(5), 2045-2054. https://doi.org/10.1111/ssqu.13069

Blake, A. (2020, March 25). Trump finds someone to blame for coronavirus: Andrew Cuomo. *Washington Post.* https://www.washingtonpost.com/politics/2020/03/24/trump-finds-someone-blame-coronavirus-andrew-cuomo/

Board of Trustees of the Leland Stanford Junior University. (2020a). *Guidance for edTPA in an alternative arrangement: Virtual learning environment.* https://www.edtpa.com/content/docs/edTPA_Guidance_Alt_Arrangements_VLE.pdf

Board of Trustees of the Leland Stanford Junior University. (2020b). *Request for edTPA alternative arrangements virtual learning environment.* https://www.edtpa.com/Content/Docs/edTPA_AltArrangements_VLE_RequestForm.pdf

Bowen, B. (2019, April). *Hidden in plain sight.* Clarion. https://psc-cuny.org/clarion/2019/april/hidden-plain-sight/

Bristol, T. J., & Martin-Fernandez, J. (2019). The added value of Latinx and Black teachers for Latinx and Black students: Implications for policy. *Policy Insights from the Behavioral and Brain Sciences*, *6*(2), 147-153. https://doi.org/10.1177/2372732219862573

Center on Budget and Policy Priorities. (2021). *Tracking the COVID-19 recession's effects on food, housing, and employment hardships*. Center on Budget and Policy Priorities. https://www.cbpp.org/research/poverty-and-inequality/tracking-the-covid-19-economys-effects-on-food-housing-and

City of New York. (n.d.). *COVID-19: Latest data—NYC health*. https://www1.nyc.gov/site/doh/covid/covid-19-data.page

Cohen, J. (2022, April 1). Covid-19 fallout: Ruinous effects of politicization of public health agencies, such as the CDC. *Forbes*. https://www.forbes.com/sites/joshuacohen/2022/04/01/covid-19-fallout-ruinous-effects-of-politicization-of-public-health-agencies-such-as-the-cdc/

CUNY. (n.d.). *The percentage of full-time entering undergraduates who received grant aid*. The City University of New York. https://www.cuny.edu/financial-aid/information-resources/ft-undergrad-grant-aid/

CUNY. (2022). *The CUNY story: A brief history*. The City University of New York. https://www.cuny.edu/about/history/

CUNY Office of Institutional Research and Assessment. (2020a). *A profile of undergraduates at CUNY senior and community colleges: Fall 2019*. The City University of New York. https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/oira/institutional/data/current-student-data-book-by-subject/ug_student_profile_f19.pdf

CUNY Office of Institutional Research and Assessment. (2020b). *Teacher education at CUNY: Enrollment, graduation, and diversity trends*. The City University of New York. https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/academics/academic-programs/teacher-education-programs/Teacher-Education-at-CUNY-Enrollment-Graduation-and-Diversity-Trends-Jan-2020.pdf

CUNY Office of Institutional Research and Assessment. (2020c). *Total enrollment by race/ethnicity and college: Percentages fall 2019*. The City University of New York. http://www.cuny.edu/irdatabook/rpts2_AY_current/ENRL_0015_RACE_TOT_PCT.rpt.pdf

Daher-Nashif, S. (2022). In sickness and in health: The politics of public health and their implications during the COVID-19 pandemic. *Sociology Compass*, *16*(1), e12949. https://doi.org/10.1111/soc4.12949

Feuer, W., & Lovelace Jr., B. (2020, August 26). *Cuomo rips into CDC as Trump's political tool, says New York won't follow new virus guidance*. CNBC. https://www.cnbc.com/2020/08/26/coronavirus-cuomo-says-new-york-wont-follow-cdc-guidance-rips-into-agency-as-trumps-political-tool.html

Funk, C., & Tyson, A. (2022). *Lack of preparedness among top reactions Americans have to public health officials' COVID-19 response*. Pew Research Center. https://www.pewresearch.org/science/2022/10/05/lack-of-preparedness-among-top-reactions-americans-have-to-public-health-officials-covid-19-response/

Goldhaber, D., Theobald, R., & Tien, C. (2019). Why we need a diverse teacher workforce. *Phi Delta Kappan*, *100*(5), 25-30. https://doi.org/10.1177/0031721719827540

Gostin, L. O., Hodge, J. G., Jr, & Wiley, L. F. (2020). Presidential powers and response to COVID-19. *JAMA*, *323*(16), 1547-1548. https://doi.org/10.1001/jama.2020.4335

Greenblatt, D. (2016). Consequences of the edTPA. *Educational Leadership*, *73*(8), 51-54.

Greenblatt, D. (2019). Conflicting perspectives: A comparison of edTPA objectives to actual experiences of teacher candidates and educators in New York City Schools. *Journal of Inquiry & Action in Education*, *10*(1), 68-90.

Hammond, Z. (2021). Liberatory education: Integrating the science of learning and culturally responsive practice. *American Educator*, *45*(2), 4-11. https://www.aft.org/sites/default/files/media/documents/2022/AE-summer2021-web.pdf

Healthy CUNY & CUNY Graduate School of Public Health and Health Policy. (2018). *Promoting health for academic success: An assessment of challenges and opportunities at City University of New York*. The City University of New York. https://sph.cuny.edu/wp-content/uploads/2018/02/Promoting-Health-for-Academic-Success.2.12.18_-FINALpdf-2.13.18.pdf

Hochul, K. (2023). *COVID-19 Executive Orders*. Office of the Professions. https://www.op.nysed.gov/about/covid-19/executive-orders

Hunter, T. (1870). *Annual report of the Board of Education of the City and County of New York for the year ending 31st of December, 1869* (Box 1 folder 2). Hunter College Archives, Normal College of the City of New York.

Hunter, T. (2020). *Testimony of the CUNY University student senate before the New York State Senate: Impact of Covid-19 on higher education*. https://www.nysenate.gov/sites/default/files/testimony_submitted_by_cuny_university_student_senate_uss.pdf

Leonhardt, D. (2017, January 18). America's great working-class colleges. *The New York Times*. https://www.nytimes.com/2017/01/18/opinion/sunday/americas-great-working-class-colleges.html

Matos Rodríguez, F. (2020, March 24). *Recalibration period for educational equity: An update from Chancellor Matos Rodríguez*. The City University of New York. https://www.cuny.edu/coronavirus/university-updates/recalibration-period/

McKinley, J., Ferré-Sadurní, L., Rubinstein, D., & Goldstein, J. (2020, October 12). How a feud between Cuomo and de Blasio led to a chaotic virus crackdown. *The New York Times*. https://www.nytimes.com/2020/10/12/nyregion/cuomo-coronavirus-orthodox-shutdown.html

New York State. (2020, May 29). *Governor Cuomo announces New York City to enter phase 1 of reopening on June 8 and five regions enter phase 2 of reopening today*. https://www.governor.ny.gov/news/governor-cuomo-announces-new-york-city-enter-phase-1-reopening-june-8-and-five-regions-enter

New York State Education Department. (2020). *Guidance for educator preparation programs on clinical experiences and certification impacted by the COVID-19 public health emergency March 30, 2020*. Office of Higher Education. http://www.nysed.gov/common/nysed/files/programs/college-university-evaluation/nysed-covid-19-guidance-epp-clinical-experiences-certification-exams.pdf

New York State Education Department (2020, May 4). *Certification examination guidance for New York State registered educator preparation programs impacted by the COVID-19 public health emergency*. www.highered.nysed.gov/memos/memo050420.pdf

New York State Education Department. (n.d.). *Teacher performance assessment requirement frequently asked questions*. New York State Education Department. http://www.nysed.gov/college-university-evaluation/teacher-performance-assessment-requirement-frequently-asked-questions

New York State Education Department, Office of Teaching Initiatives. (2022, November 25). *Teacher performance assessment proposal: Testing frequently asked questions*. https://www.highered.nysed.gov/tcert/certificate/tpa-proposal-faqs.html

New York Times. (2020, April 13). Trump insists He Has "total" authority to supersede governors. *The New York Times*. https://www.nytimes.com/2020/04/13/us/coronavirus-updates.html

O'Connell-Domenech, A. (2019). City Councilmembers to host oversight hearing on CUNY childcare facilities. *AM New York*. https://www.amny.com/education/city-councilmembers-to-host-oversight-hearing-on-cuny-childcare-facilities/

Opportunity Insights. (2019, November 19). *Solutions to the American dream*. https://opportunityinsights.org/

Phillips, N., Park, I.-W., Robinson, J. R., & Jones, H. P. (2020). The perfect storm: COVID-19 health disparities in US Blacks. *Journal of Racial and Ethnic Health Disparities, 8,* 1153-1160. https://doi.org/10.1007/s40615-020-00871-y

Port Authority of New York and New Jersey. (2019). *2019 airport traffic report*. https://www.panynj.gov/content/dam/airports/statistics/statistics-general-info/annual-atr/ATR2019.pdf

Roff, S. S., Cucchiara, A. M., & Dunlap, B. J. (2000). *From the free academy to CUNY: Illustrating public higher education in New York City 1847-1997*. Fordham University Press.

Slay, L. E., Riley, J., & Miller, K. (2020). Facilitating a path to new teacher certification amid the COVID-19 pandemic: Unpacking states' "unchanged-new flex" guidelines. *Frontiers in Education*, *5,* Article 583896. https://www.frontiersin.org/articles/10.3389/feduc.2020.583896

Souto-Manning, M., & Melvin, S. A. (2022). Early childhood teachers of color in New York City: Heightened stress, lower quality of life, declining health, and compromised sleep amidst COVID-19. *Early Childhood Research Quarterly*, *60*, 34-48. https://doi.org/10.1016/j.ecresq.2021.11.005

The City College of New York. (2020, January 23). *About: Our history*. https://www.ccny.cuny.edu/about/history

Toney, J. H., & Ishack, S. (2020). A pandemic of confusion. *American Scientist*, *108*(6), 344-348. https://doi.org/10.1511/2020.108.6.344

Tyson, A., & Funk, C. (2022). *Increasing public criticism, confusion over COVID-19 response in U.S.* Pew Research Center. https://www.pewresearch.org/science/2022/02/09/increasing-public-criticism-confusion-over-covid-19-response-in-u-s/

U.S. Department of Education. (2016). *White House initiative on educational excellence for African Americans*. https://sites.ed.gov/whieeaa/

Valbrun, M. (2020, June 23). Lives and livelihoods. *Inside Higher Ed.* https://www.insidehighered.com/news/2020/06/23/cuny-system-suffers-more-coronavirus-deaths-any-other-higher-ed-system-us

Watkins, D. V., & Clevenger, A. D. (2021). US political leadership and crisis communication during
        COVID-19. *Cogent Social Sciences*, *7*(1), 1901365.
        https://doi.org/10.1080/23311886.2021.1901365