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Teaching during a pandemic: Novice K-12 teachers tackle existing and unprecedented challenges

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TEACHING DURING A PANDEMIC: NOVICE K-12 TEACHERS TACKLE EXISTING AND UNPRECEDENTED CHALLENGES

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OVERVIEW

This survey-based study explores the ways Covid-19 has added to the existing challenges faced by novice teachers by introducing brand new stressors and exacerbating previously identified challenges during the 2020-2021 school year. We have sought to identify what kinds of support were in place for new teachers during Covid-19 and how these were received by beginning educators. What did they find comforting and useful? In what work contexts did teachers feel supported? By whom? What were teachers' preferences for intervention and support?

PURPOSE

To examine known challenges of novice teachers and how they may have been exacerbated in the 2020-2021 school year during the onset of a global pandemic.

To identify what supports were offered to these educators considering the challenges experienced and evaluate which were judged as most helpful.

To determine ways that stressors can become fragilities and discuss how they can also contribute to resilience and teacher retention.

To challenge teacher education professionals to critically consider how to equip pre-service teachers to transition to professional teaching in uncertain circumstances.

METHODOLOGY

Population: 163 novice teachers who taught PK-12 during the 2020-2021 school year with three years or less of professional teaching experience.

Survey: Distribute a survey with a combination of qualitative and quantitative questions to recent graduates of a Midwestern university.

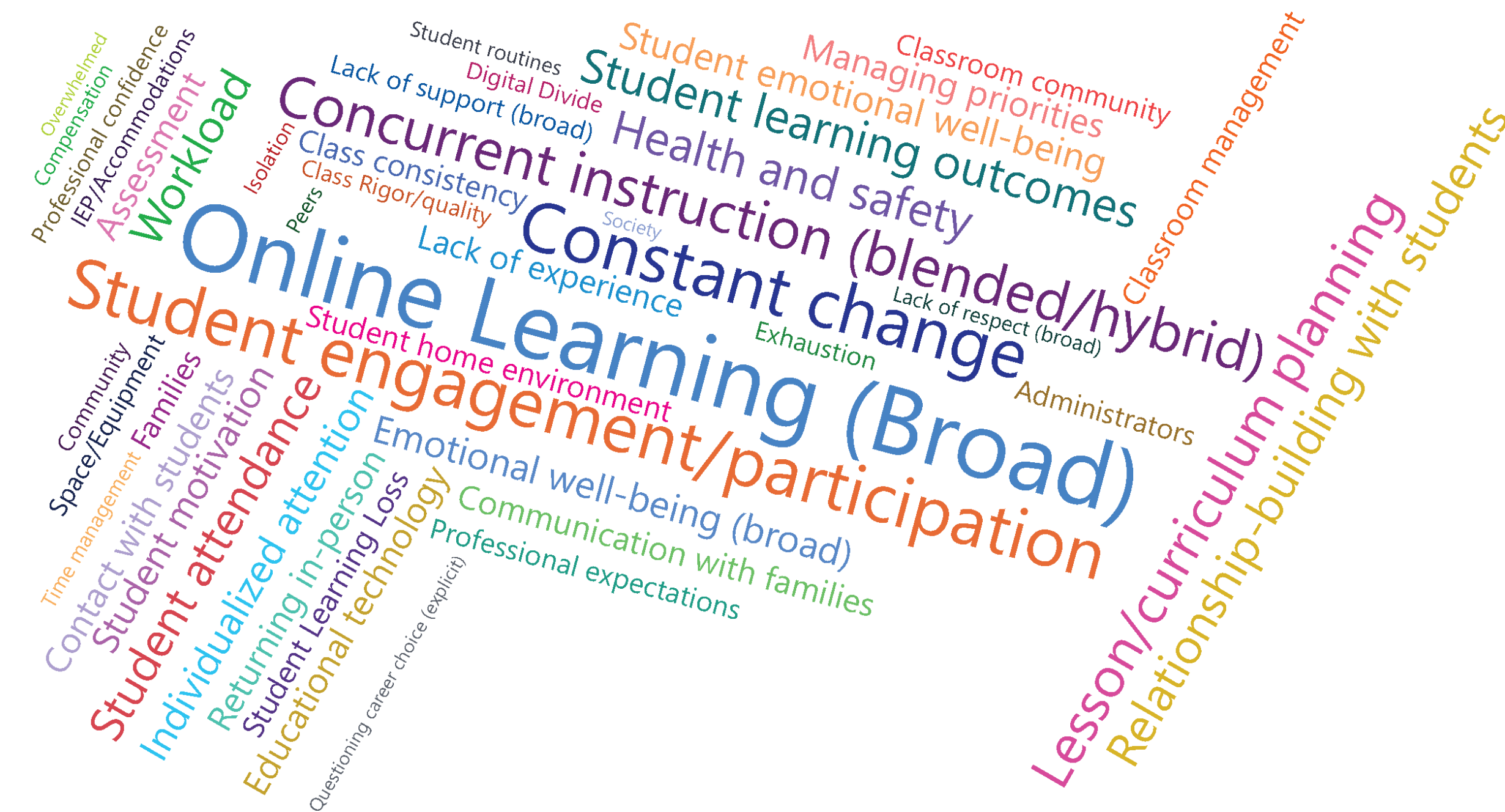
Incentivize: Offer compensation to the first eighty qualifying educators to complete the survey.

Analyze: Create data visualizations of quantitative data to analyze responses. Code qualitative responses to questions in order to identify key patterns and any outliers.

Next Steps: Contact willing educators for follow-up interviews.

CHALLENGES

More teachers mentioned online learning, constant change, and student engagement/participation as challenges than any other topic.



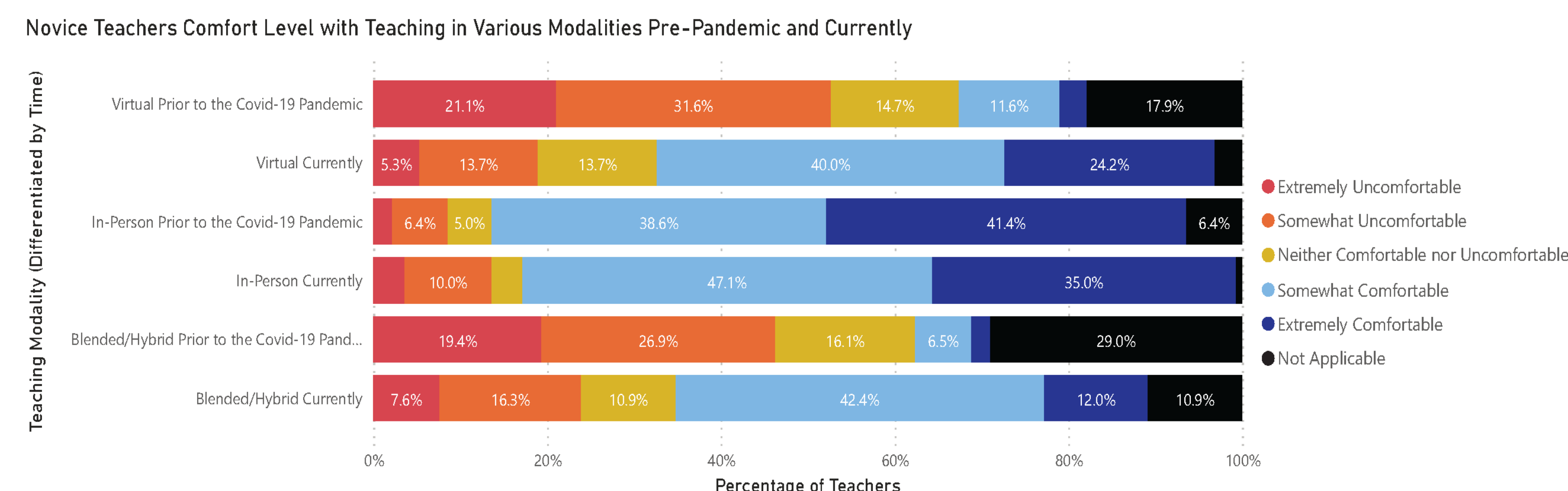
HELPS

While teachers saw a familiarity with technology as most helpful, collaborative relationships with coworkers and other teachers were often mentioned.



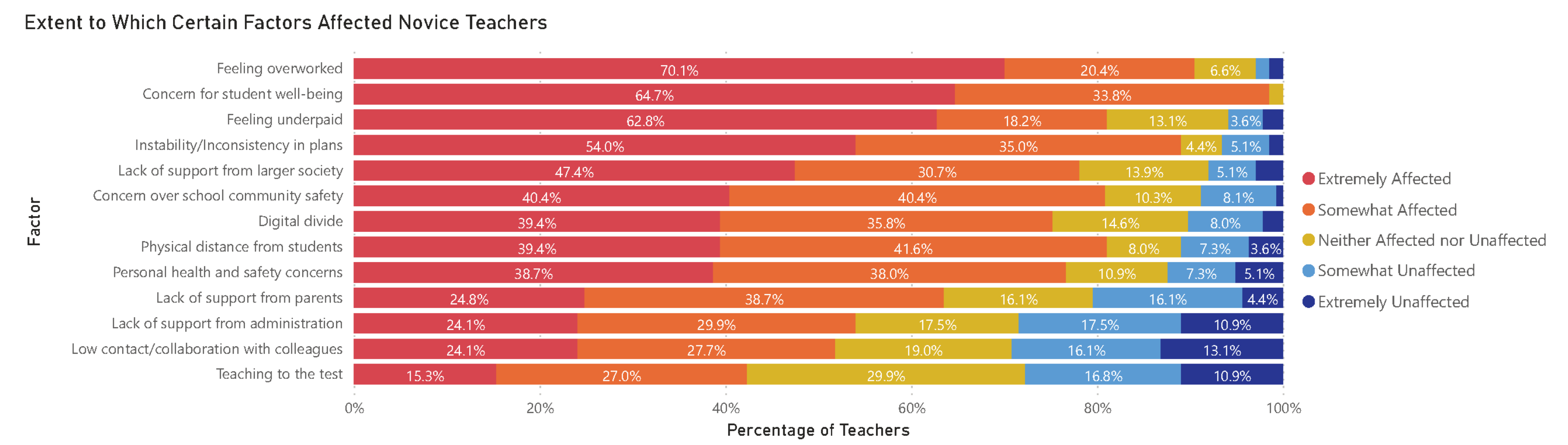
TEACHING MODALITY

Novice teachers became more comfortable with virtual and blended/hybrid teaching modalities during the pandemic but their comfort level with in-person teaching slightly declined.



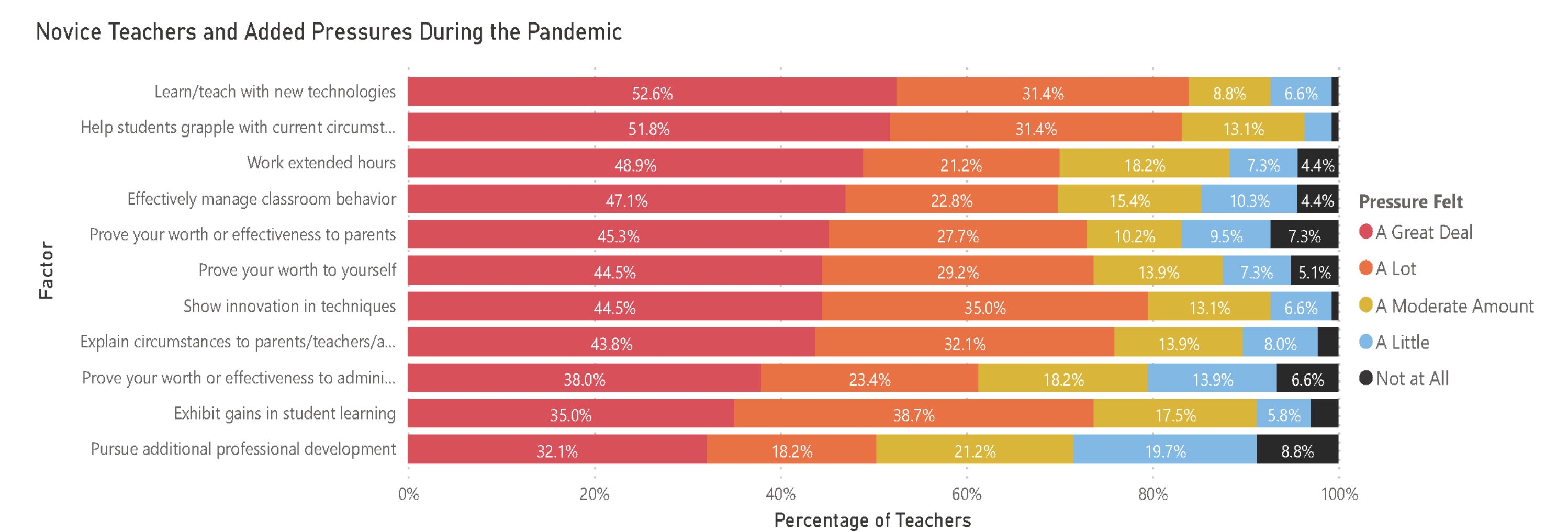
PANDEMIC FACTORS

Novice teachers overwhelmingly felt overworked, expressed concern for student well-being and felt underpaid.



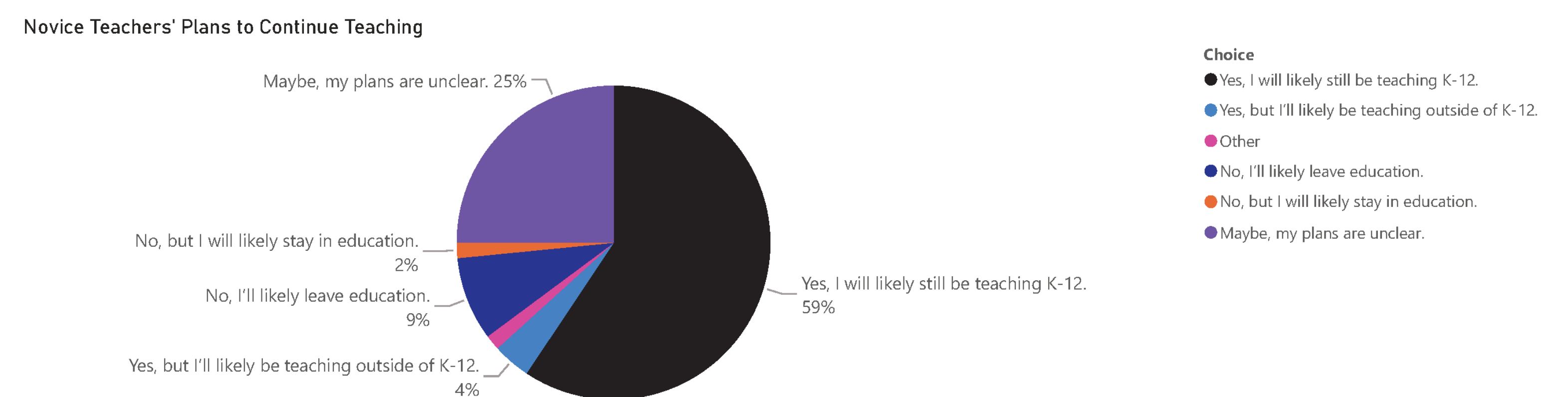
ADDED PRESSURE

At least 91% of teachers felt added pressure across every surveyed category during the pandemic.



CALL TO ACTION

Only 59.38% of novice teachers believe they will still be teaching K-12 in five years.



Given the challenges felt by novice teachers what educational interventions and systemic changes need to be in place?

ACKNOWLEDGEMENTS

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