

Teacher Character and Identity Development During Times of Crisis

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LIVING IN A POST-COVID WORLD

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**WALDEN
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Introduction

COVID had brought to the forefront how individuals can thrive, acclimate, or feel defeated and overwhelmed during times of crises.

Same could be stated about K-12 public school educators

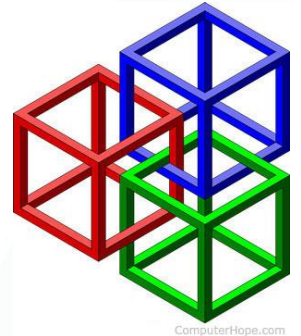
Placed in the daunting position of having to develop new proficiencies for accessing and carrying out educational activities while testing their own fortitude

Photovoice was used to capture the living experiences through visual images and narrative descriptions from the study participants in real time.

Framework of Inquiry

Photovoice to support qualitative inquiry

- Health care-based research (Fraser & al Sayah, 2011),
- Social sciences (Gubrium & Harper, 2013),
- Community development projects (Switzer, 2018).
- Personal story of an event or experience (Wang & Burris, 1997)
- Alternative method of collecting data, authentically and uniquely reflects the voices of the participants (Mulvihill & Swaminathan, 2011).
- Physical act of taking a photo or selecting an image helps participants empower their voice, capture the meaningful lived experience, and reflect on the moment (Gleason & Jaramillo Cherez, 2021; Plunkett et al., 2013; Tsang, 2020)
- Interactive event may have a deeper meaning or effect in both their personal and professional lives (Mannay, 2010).

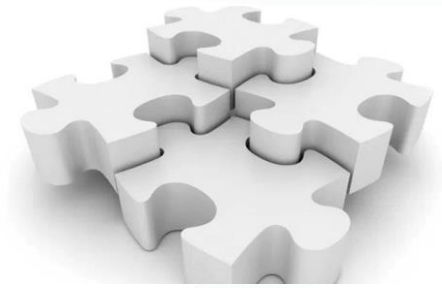


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Framework of Inquiry

Systematic Visuo-Textual Analysis

- Means to analyze both visual and textual data (Brown & Collins, 2021)
- Interpretation of visual artifacts in a step-by-step process using contextual datasets to develop a deeper understanding of the story being told by the participant
- Photovoice researcher is to “account for the visual information, the textual information, and the visuo-textual information combined” (Brown & Collins, 2021, p. 1281)
 - wholly vested in the process to *weave* the visual representations in an interactive and spiral analysis to move forward (Brown & Collins, 2021)
- Similar to weaving, the analysis process must be repeated for each data set from the individual study participants in relation to all data collected from the sample population.



Research Questions

How did K-12 public school teachers respond on a personal level to the pandemic?

What adaptations were made to an abrupt change in their teaching practices and in the way they thought about their identities as educators?

Population and Sample

Intern teacher licensure candidates

California K-12 public schools

Demographically and culturally diverse

97 teacher interns

Multiple subject (n=39)

Single Subject (n=53)

Special Education (n=5)



Demographics of Study Participants

Grade Level or Course Content Area	Elementary School	Middle School	High School	Special Education
TK/K	6			
1	7			
2	8			
3	5			
4	5			
5	4			
6		4		
Math		5	9	
Science		3	4	
English			3	
Social Sciences		3	3	
Foreign Language		2	4	
Physical Education	2	1	9	
Art		1		
Music		2	2	
Mild/Moderate				4
Moderate/Severe				1

Data Sampling and Collection

- Spring II term 2020 through Spring I term 2021
- Teacher Interns: Students in Seminar Courses
- Journal entry writing prompts
- Narrative reflection and photo
- Archival data with permission to use



Journal and Entry Responses per Term

Term	Year	Total Journals	Total Entries	Total Number of Students
Spring II	2020	18	25	18
Fall I	2020	79	148	29
Fall II	2020	86	162	25
Spring I	2021	100	180	25
Overall		283	515	97

Data Collection, Evaluation, and Themes

How did K-12 public school teachers respond on a personal level to the pandemic?

What adaptations were made to an abrupt change in their teaching practices and in the way they thought about their identities as educators?

Photos were representative of the study's intent

Visual and textual content

Captured experiences of participants

Themes emerged

- (1) Ability to adapt
- (2) Role of technology,
- (3) Benefits both personal and professional



Theme 1: The Ability to Adapt

Resiliency



Theme 1: The Ability to Adapt

Change, Unforeseen and Positive



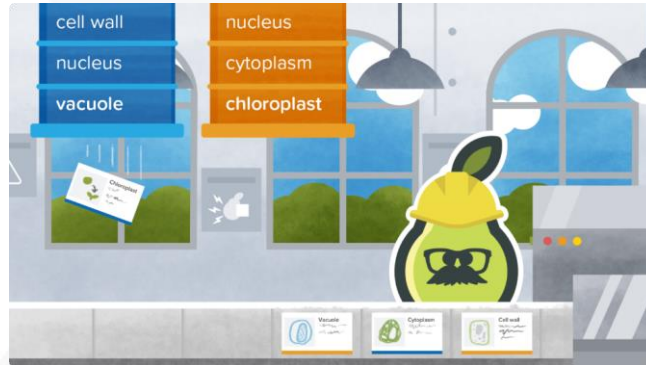
Theme 1: Ability to Adapt

Flipped Paradigm



Theme 2: The Role of Technology

Increased Use of Different Technology Applications



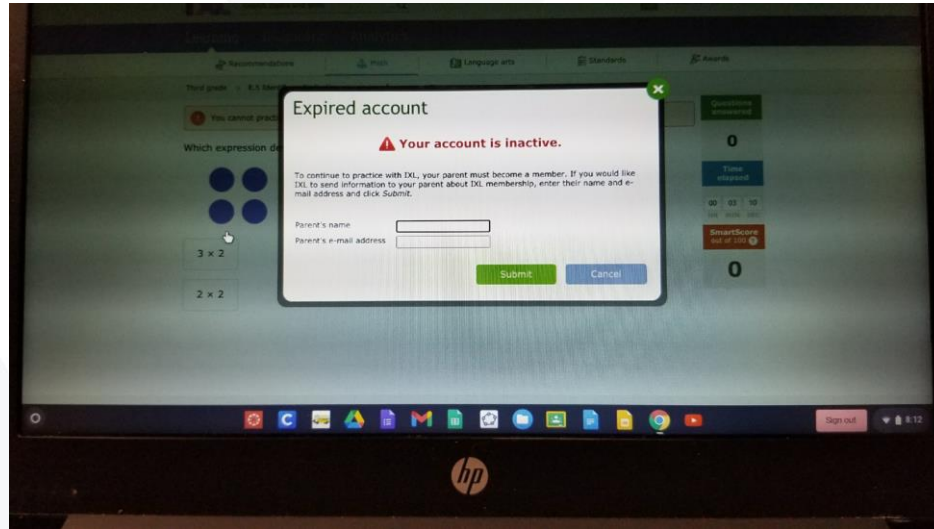
Theme 2: The Role of Technology

Technology in Non-Traditional Classroom Setting



Theme 2: The Role of Technology

Troubleshooting and Learning



Theme 3: Benefits-Personal and Professional

Simplified Life, Time with Family



Theme 3: Benefits-Personal and Professional

Blessing in Disguise



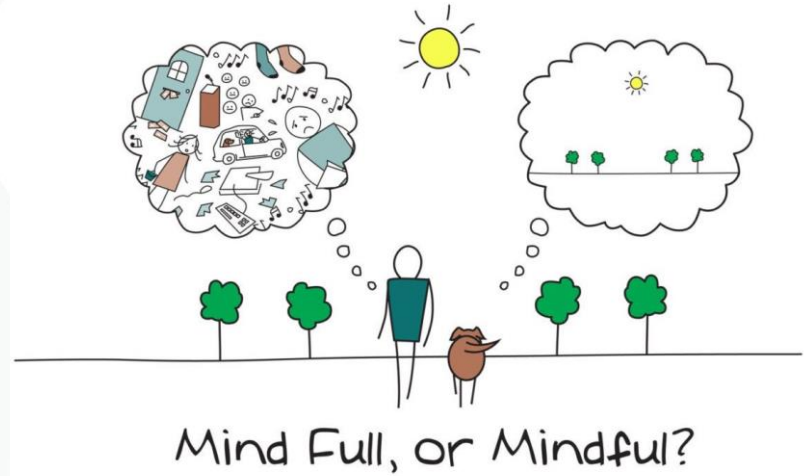
Theme 3: Benefits-Personal and Professional

Healthy Habits, Personal Priority



Theme 3: Benefits-Personal and Professional

Being Present



Theme 3: Benefits-Personal and Professional

Reconnecting to Self



Conclusions

Competencies (Skill Sets) for Functioning

Simplification

Connected

Blessing in disguise

Better doors about to open

Paradigm flip

Grace

Creating Balance

Patience

Wearing Many Hats

Developing Expanded Capabilities

Enforcing Boundaries

Making Accommodations

Self-care

Juggling and Planning

Establishing Limits

Mental and Physical Outlets

Teacher licensure candidates were able to adapt as they pivoted from in-person teaching to distance learning and continued during the longer-term distance learning process

Personal innovation, perseverance, and ability to push through allowed candidates to develop in real-time competencies and capacities-complex process

Support networks established not only to continue to facilitate empowered learning and establish collective efficacy



Questions

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