



Influences of COVID-19 on Early-Career Teachers' Self-Efficacy

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Presenters



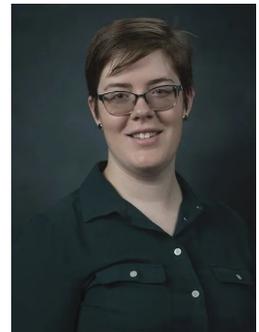
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Background

Themes from initial data (collected summer 2020):

1. Impact on Students
2. Impact on Teachers
3. Impact on Instructional Strategies

Prompted survey questions for early-career teachers (responses collected Spring 2021)



Participants

Former Recipients of the Robert Noyce Teaching Scholarship

Pseudonym	Highest Degree Obtained	Grades Taught	Subject(s) Taught	Number of Students Taught	Number of Students in the School	Years of Experience Teaching	State
Oxana	BS	10-12	Math	60	400	6	MS
Linda	MAT	11-12	Math	180	2000	5	TN
Natalie	MAT	9	Math	80	2000	2	MS
Tommy	MAT	8	Science	115	600	3	MS
Jenna	MACI	9-12	Science	80	400	8	MS
Anna	BS, some Master's	11	Math	140	560	2	TN



Sample Questions

Impacts on Instruction

- Have your instructional priorities changed during the pandemic? Please explain.
- Have you changed how you prepare for lessons this school year?
- Describe a successful lesson from the 2020-2021 school year. What made you feel like it was successful?

Impacts on Teachers

- On a scale of 1 to 5, how safe do you feel working as a teacher during this pandemic?
Please explain why you chose the number you did.
- On a scale of 1 to 5, do you feel supported by your district during this pandemic?
Please explain why you chose the rating you did.
- How have you dealt with balancing your work life and personal life?

Impacts on Students

- From your perspective, how has COVID-19 impacted your students?
- How has the COVID-19 pandemic affected your relationship with students?
- How do you support your students' social and emotional well-being?



Relationship to Current Research

“When it comes to student academic outcomes, teachers with high teacher self-efficacy often have more success because they are more comfortable scaffolding students through mistakes, building relationships with students, and increasing student engagement within the classroom.” (p. 2)

Pressley, T., & Ha, C. (2021). Teaching during a Pandemic: United States Teachers' Self-Efficacy During COVID-19. *Teaching and Teacher Education*, 106.

Survey responses indicate that each of these components were hindered due to classroom restructuring that was put in place in response to the COVID-19 pandemic.



Relationship to Current Research

- **More comfortable scaffolding students through mistakes**
 - “In-the-moment instructional decisions are hard to do because I cannot modify the Nearpod slides in the moment, and a lot of kids rely on that to understand what we are doing.” - Anna
 - “I have had to do a lot more planning this year than before. Because the students cannot ask my video lessons questions in real time I have to sit and plan out questions I think they might have ahead of time so I can address them in the video lessons.” - Oxana
 - “As far as the virtual learners, the only time I can check for understanding is when they come to the school to take their end of term exams.” - Oxana



Relationship to Current Research

- **Building relationships with students**
 - “I’ve never met the virtual students, I do not have a true picture of their comprehension, and I cannot MAKE them watch my videos (and they do not because YouTube tells me the number of views). So, I do not feel they get the same ‘teacher’ as me in the classroom.” - Natalie
 - “I develop strong relationships with my students. I have done a lot of after-school counseling.” - Jenna
 - “I have only been able to foster relationships with some students. It's been difficult to really get to know them since some don't even engage with the lessons.” - Anna



Relationship to Current Research

- **Increasing student engagement within the classroom**

- “In March of 2020, we were thrown into online learning without any training or prior knowledge of how to use it. This was a struggle at first to try and get things posted and organized virtually. It was also a struggle to create video lessons that adequately explained each lesson. The students struggled with not being able to ask questions, and I struggled with how to answer questions virtually with limited resources and internet access from home.” - Oxana
- “We still utilize group work but it has been a little more difficult because of the group size and protocol required.” - Tommy
- “Students are disconnected from their school. Involvement is at a low. This leads to depression in many.” - Natalie
- “I also think that it was hard to get feedback from students. So there were a lot of days that felt unsuccessful, even if they weren't.” - Linda



The Role of Mindset

“We can overcome any obstacle when we have faith, patience, believe in ourselves and have others that we can rely on to help along the way.” - Tommy

“There is so much that goes on outside of the classroom that has impacted my instructional practice. Our students have been through so much with this pandemic that you really have to be compassionate and understanding.” - Anna

“This school year has made me not want to be a teacher anymore.”

“We have just been thrown to the wolves during this pandemic.” - Oxana



Perceptions of Success

Pre-Pandemic success vs. Mid-Pandemic success



Components

Inputs:

- **Classroom restructuring**
 - Driven by policy changes, resources (or lack of), student behaviors, rule changes
- **Administrative support (or a lack of support)**
 - Some tried to motivate, others left it all up to the teachers
- **Professional learning**
 - Responses demonstrated a disconnect between the PL provided to teachers (almost all were focused on specific technology components or programs, e.g. NearPod) and what teachers felt they needed to be successful in a virtual or hybrid environment (e.g. guidance leading rich discussion, facilitating group work, etc.)



Components

Mediators:

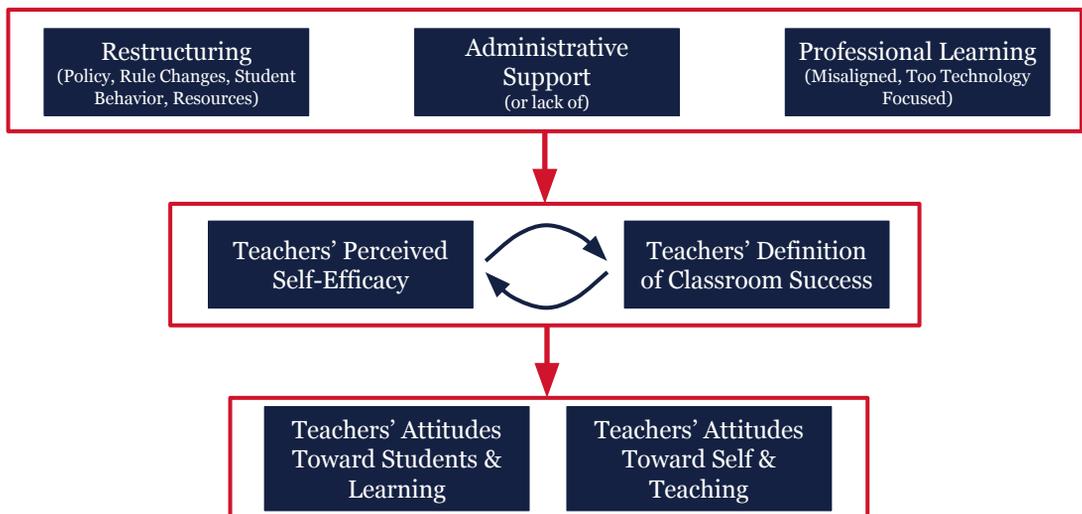
- Teachers' perceived self-efficacy
- Teachers' definition of success in the classroom
 - These two components inform one another

Outputs:

- Teachers' attitudes towards students and learning
- Teachers' attitudes towards themselves and teaching



Continuing the work



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