

TEACHING DURING A PANDEMIC: INITIAL INSIGHTS FROM SC TEACHERS

Tammiee S. Dickenson, Ph.D.
Research, Evaluation, and Measurement Center



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COLLABORATORS



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REFERENCES

Papers available at

<http://sc-teacher.org/resources/topic/COVID-19>

- *Teachers and Teaching in the Midst of a Pandemic: Implications for South Carolina's Policy Leaders* (Berry et al., July 2020)
- *Teachers and Teaching in the Midst of a Pandemic: Lessons from South Carolina Technical Report on Survey Results and Appendices of Survey Results* (Dickenson et al., July 2020)



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COVID-19 TEACHER SURVEY

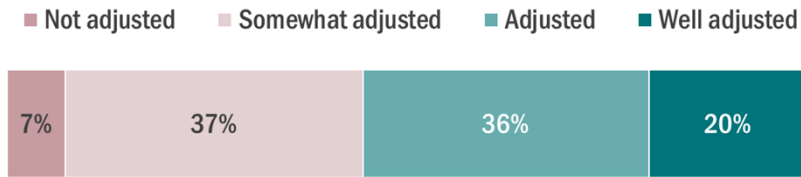
- Questions developed with input from collaborators from all partner organizations
 - Series of closed-ended items
 - Sought feedback on teachers' experiences and perceptions during the initial switch from in-person to remote teaching and learning
- Administered from May 18 to June 3, 2020
- Sent to 47,000 teachers
- Received 12,150 responses (26% response rate)



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MENTAL HEALTH ASPECTS

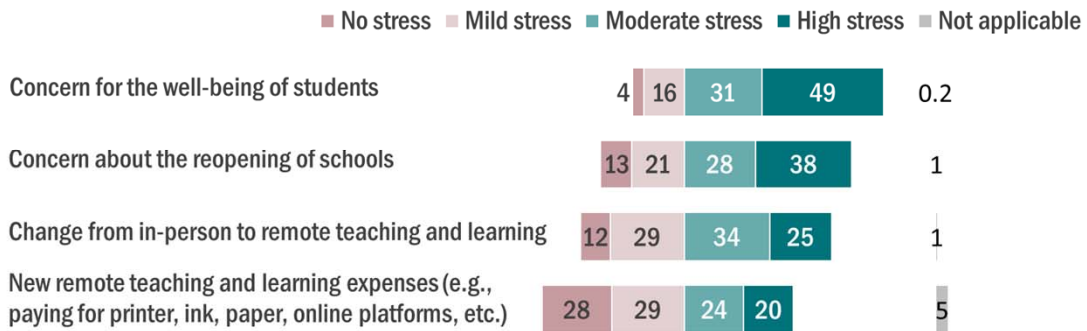
Teachers' adjustment to remote teaching and learning



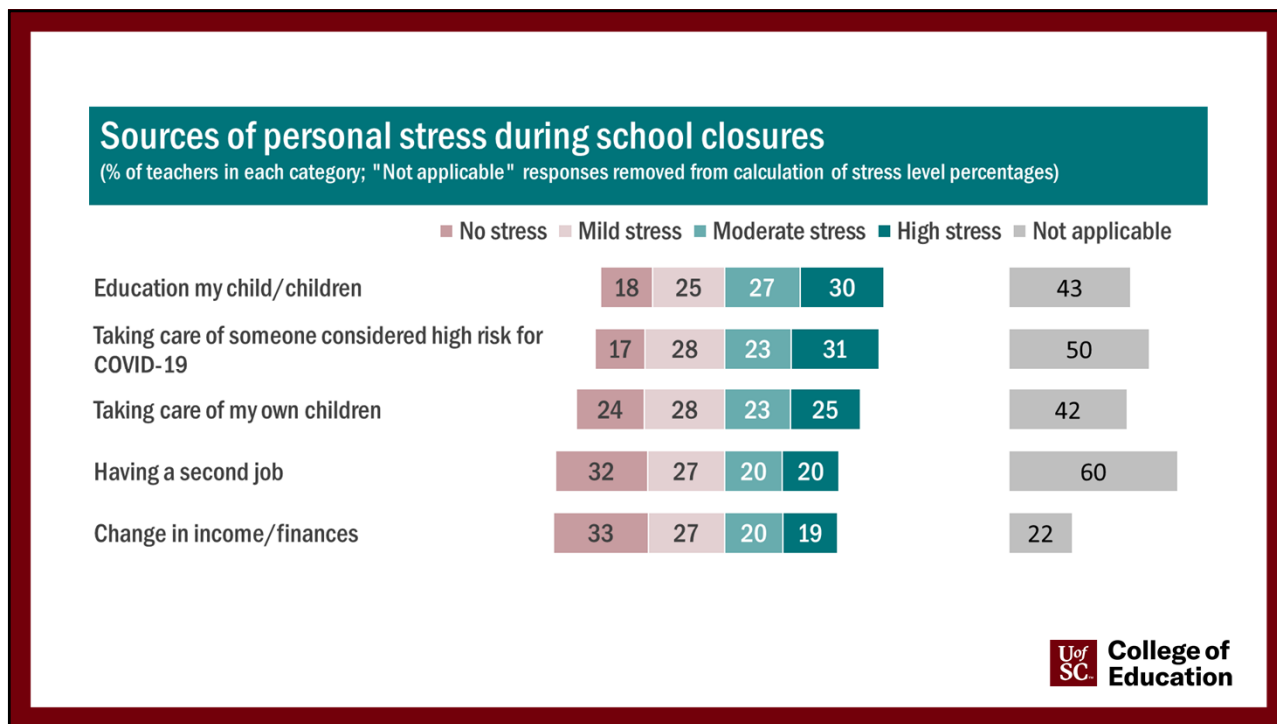
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Sources of work-related stress during school closures

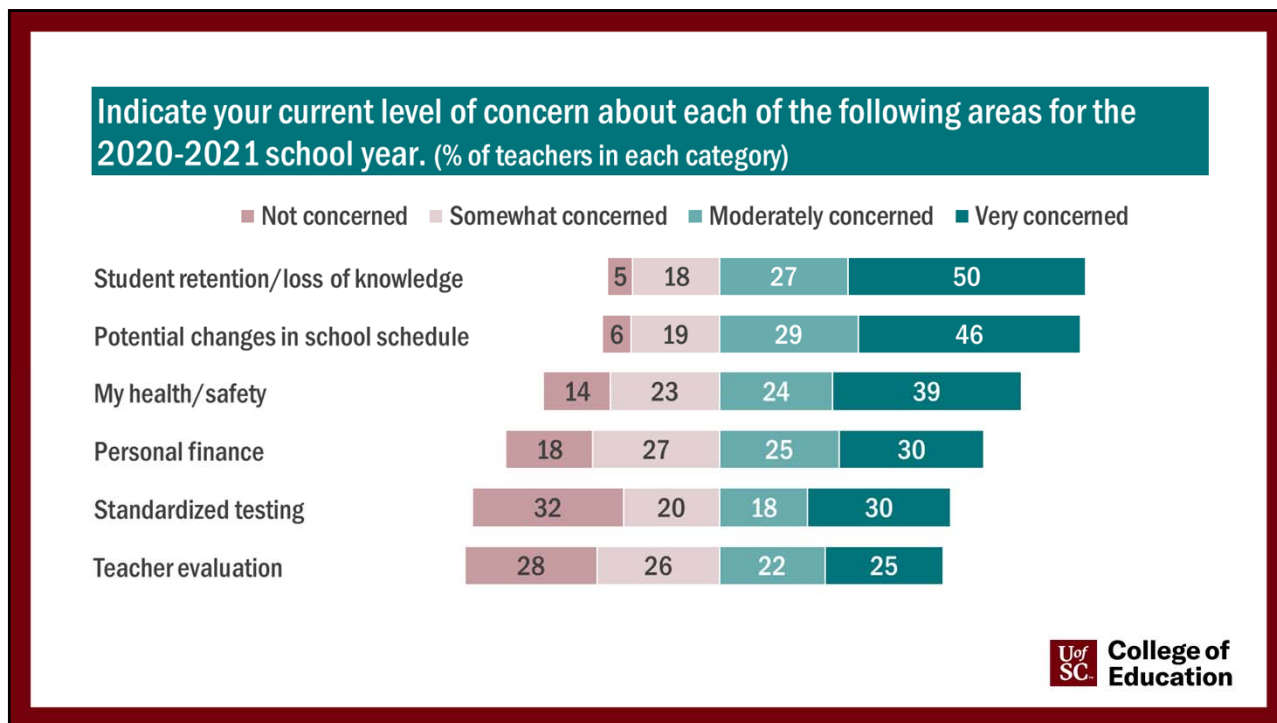
(% of teachers in each category; "Not applicable" responses removed from calculation of stress level percentages)



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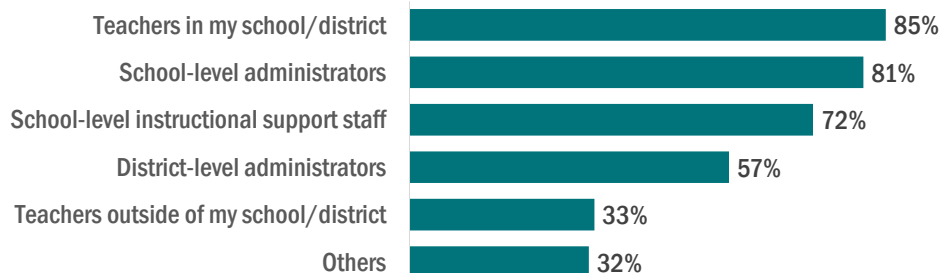
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SOURCES OF SUPPORT

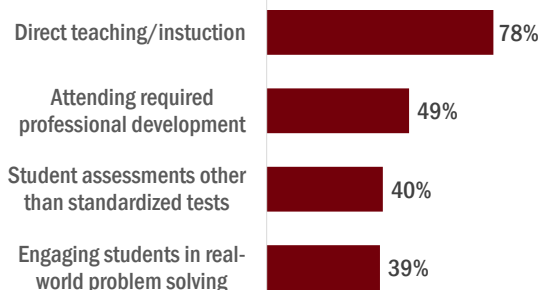
People who provided support during the switch to remote learning
 (% of teachers who indicated moderate or extensive support)



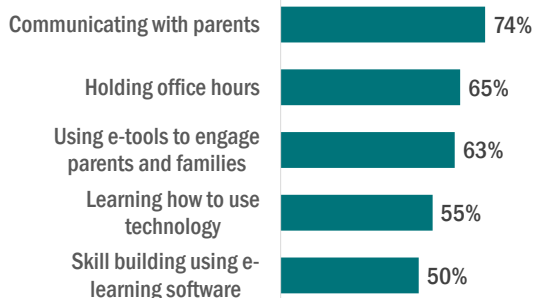
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RELATIVE TIME SPENT ON TASKS/PRACTICES

% who spent **less or much less time**
 during school closures



% who spent **more or much more time**
 during school closures



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RESULTS BY DISTRICT DEMOGRAPHICS

- Poverty
 - Divided districts into quartiles based on 2019 pupils in poverty (PIP)
 - Compared results from teachers in districts with the highest and the lowest poverty quartiles

- Locale
 - District designation from E-Rate data file (free/reduced meal eligibility)
 - Compared results from teachers in rural and urban districts



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STUDENT INTERACTIONS

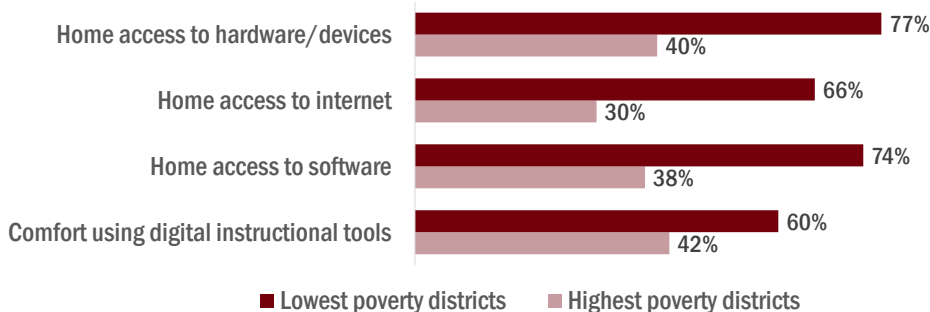
% of teachers who indicated they interacted with students daily during COVID-19 school closures



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TECHNOLOGY ACCESS GAPS - POVERTY

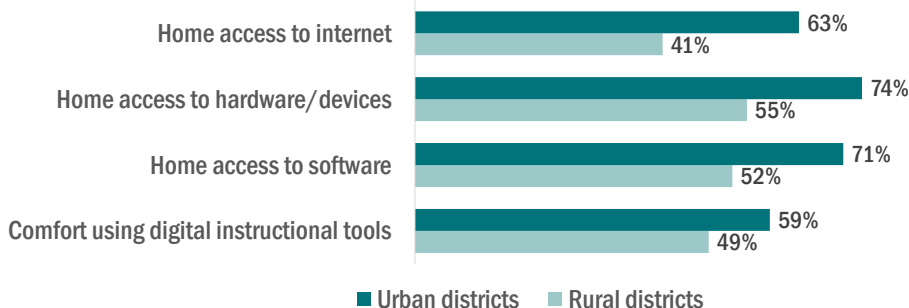
Student access to online learning resources by district poverty levels
 (% of teachers who agree or strongly agree in reference to their students)



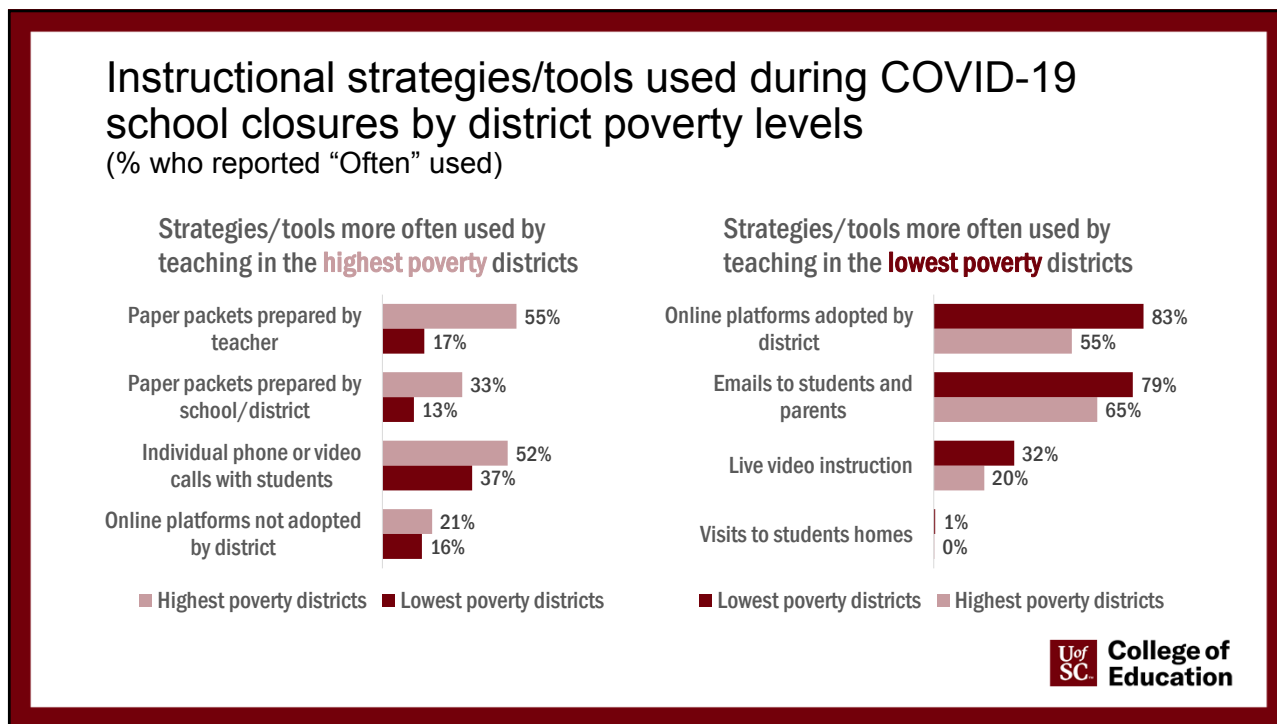
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TECHNOLOGY ACCESS GAPS - LOCALE

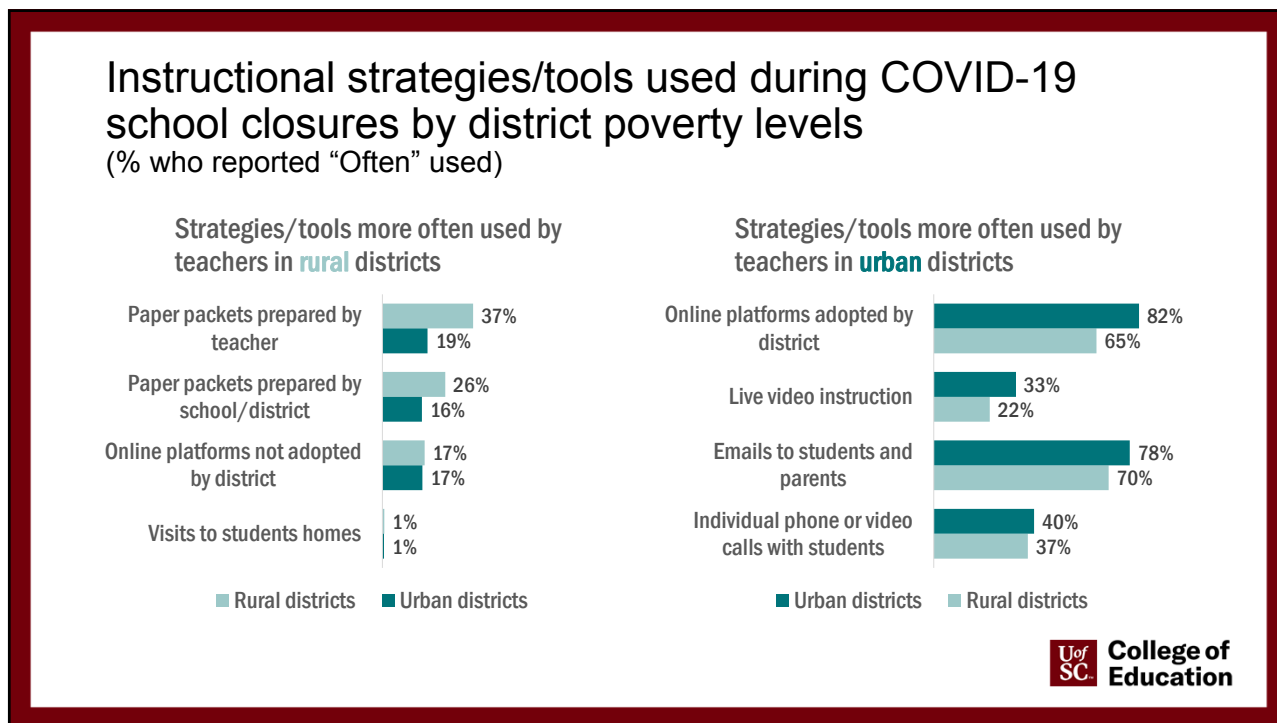
Student access to online learning resources by district locale
 (% of teachers who agree or strongly agree in reference to their students)



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RECOMMENDATIONS (BERRY ET AL., 2020)

- Eliminate the technology divide
- Accelerate development of the Learning Management System
- Invest in professional learning networks for and by teachers
- Rethink the roles of teachers as leaders
- Support cross-sector collaboration to serve the whole child



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THANKS!

Papers available at
<http://sc-teacher.org/resources/topic/COVID-19>

Tammiee S. Dickenson, Ph.D.
Research Professor & REM Center Director
tsdicken@mailbox.sc.edu



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