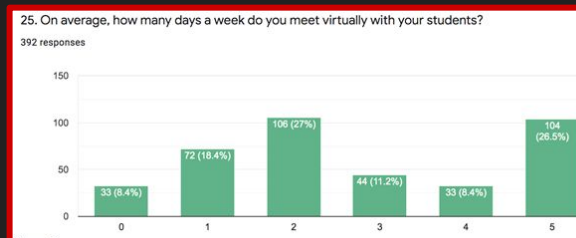
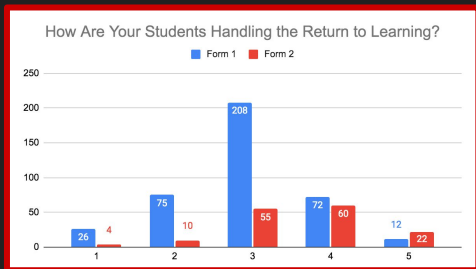


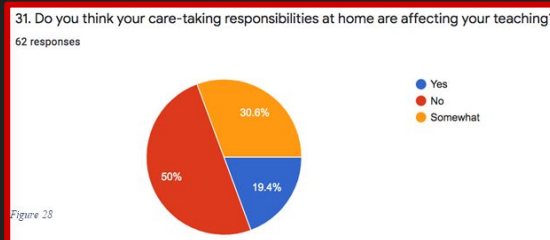
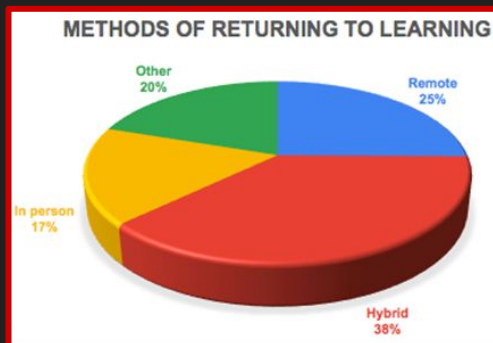
Method:

- Explored how COVID-19 has shaped teaching practices from March 2020 to December 2020.
- Used two Google Forms to collect data from educators living and teaching primary school in the US, Australia, and France.
- One setback: responses mainly came from US teachers, especially NJ ones.
- Forms sent a couple months apart to focus on the original change to the remote format of schools during the onset of COVID-19 and then the differing approaches to moving back into school for the new school year.



Results:

- Suggest that the COVID-19 pandemic has impacted teaching and learning in primary grade classrooms & altered way that education professionals instruct students.
- Supports the idea that while teaching practices may have shifted in notable ways, students are still being put first and gaining knowledge in the classroom.
- Teachers have been pushed to find new ways to connect with learners and engage them.
- Suggest that the impacts may not be as profound as initially expected.
- NWEA report: While COVID-19 has undoubtedly affected classroom learning, the hard work of educators and parents alike have kept most students on track for their learning goals.



Teacher A: A hypothetical portrait of the typical teacher during this time that I created based on compiling data from both forms.

Form #1

- A primary school educator in a general education classroom in a public school in NJ, F, & has dependents at home < age 12.
- Believed she'd be returning to the classroom within that same school year; felt very unprepared for remote learning; ranked herself at a 1 or 2 out of 5 for comfort level.
- Facilitated student learning mostly by uploading/ sending materials online.
- Believed the materials provided by the school were insufficient.
- Throughout the end of the 19-20 school year, collected student work, but didn't assess it.
- Established a routine in about 1-2 weeks and met virtually with her students twice a week (5 times was also equally represented in the data), but shared new material every school day by uploading materials.
- Thought her students were handling the situation at about a 3 out of 5.

Form #2

- Her class returned to school for the 20-21 school year in Sept. in a hybrid format.
- Was not part of the district's decision about how to best teach students, but did receive PD for how to use remote teaching tools to effectively instruct students.
- Her school had a policy in place in order to assess student progress during this school year.
- Ranked her students at a 4 out of 5 for handling the situation.
- Ranked her feeling of safety for returning to the classroom at a 4 out of 5
- Her school's safety measures included mask wearing by students and teachers along with desk spacing.
- Feels that her comfort with the modes of teaching and personal health/safety has affected her plan to teach her class this year.
- Feels that the teaching profession is being perceived by the public at a 2 out of 5.
- Ranks her feelings toward the profession as a 3 out of 5.