

Teaching During the COVID-19 Global Pandemic: A Case Study of Early Career Teacher's Experiences in Secondary Agricultural Education

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(See Abstract for References)

Introduction

- As a result of the COVID-19 pandemic, early career teachers were forced to evolve due to stay-at-home orders (Keels, 2020).
- Early career teachers need additional support during this phase of their career, especially during the pandemic (Roberts et al., 2020).

Purpose

- This study's purpose was to explore the transitions that early career school-based agricultural education (SBAE) teachers in Louisiana experienced during the COVID-19 pandemic.

Methodology

- The study used Stake's (1995) instrumental case study approach.
- Data was collected through a 45-minute semi-structured focus group interview ($n = 7$), and written narratives ($n = 5$).

Findings

- Using Scholsberg's (2011) lens, the following strategies emerged to cope with the transitions: (1) situation, (2) self, (3) supports, and (4) strategies.

Conclusions

- We provided insight into how early career teachers coped with transitions during the COVID-19 global pandemic.
- We recommend that additional research seek to explore successful delivery strategies for teaching SBAE students at a distance, specifically virtual SAE supervision.

