



Chapter 10

The Value of Using Micro-Teaching for K–12 New Teacher Leadership Development in a Pandemic Response


Kristine Shipman

 <https://orcid.org/0000-0002-1519-064X>
University of Southern California, USA


Darrell Norman Burrell

 <https://orcid.org/0000-0002-4675-9544>
The Florida Institute of Technology, USA


Dawn L. DiPeri

 <https://orcid.org/0000-0001-6165-3732>
American InterContinental University, USA

Alfreda Goods

 <https://orcid.org/0000-0003-3401-9706>
University of Phoenix, USA

Lisa Reyes

 <https://orcid.org/0000-0003-4176-7980>
University of Phoenix, USA

ABSTRACT

COVID-19 in 2020 has created a dramatic and instant shift of many K-12 educational institutions to distance learning often without the preparation and training required to be successful. The pedagogy and technology used in teaching are ever changing. The role of teacher/faculty development is to provide instructors with the tools and leadership skills to deal with these changes. Successful integration of

DOI: 10.4018/978-1-7998-3811-1.ch010

technology and on-line in K-12 education must include (1) a connection to student learning, (2) hands-on technology, (3) curriculum-specific application, (4) active participation of teachers, (5) technical support, (6) administrative support, (7) adequate resources, and (8) continuous funding. This chapter looks at the value and utility using micro-teaching as a teacher leadership development approach to help K-12 educators become more effective and comfortable with on-line teaching.

In March of 2020, the United States system of education experienced sudden closures due to the swift spread of Novel Coronavirus Diseases 2019, also known as COVID-19 (Centers for Disease Control, 2020). Amidst the domestic response to implement shelter-in-place guidance, American schools are now faced with an immediate need to implement a digital system of education to maintain continuity of learning. The role of faculty development is to provide faculty with the tools and understanding to deal with these changes (Burrell et al., 2019).

As the pandemic response lingers and a second surge of the virus emerged, each state began to issue varying guidance regarding educational provisions for the 2020-2021 school year with a large number of recommendations being presented for students to maintain enrollment in distance learning only. Amid this immediate need to educate students, a secondary challenge emerged as veteran teachers nearing retirement age made decisions to exit the teaching profession, leaving vacancies to fill (Reilly, 2020). The problem of filling teacher vacancies has been amplified with the need to hire brand-new teachers at a time in education when digital learning, web-based professional, and hybrid learning environments are becoming more and more prominent. With a shift in the educational system, it forces a conversation around adjusting approaches to new teacher development and support in the digital age to incorporate virtual structures to prepare and support new teachers to find success in the teaching profession (Burrell et al., 2019).

Literature Review

Online schools and programs can choose from a variety of methods to deliver instruction (Rahim et al., 2020). These methods include: synchronous (students online at the same time working together with instructors), asynchronous (students online working independently at any time), face-to-face interactions, or a combination of all three methods (Finch & Rahim, 2011).

The asynchronous delivery method is more commonly used in United States online schools (Finch & Rahim, 2011).

Using these delivery methods, Finch and Rahim (2011) outlined three types of online courses: online courses where most or all (80 to 100%) of the content is delivered online with at least 80% of seat time being replaced by online activity, blended/hybrid courses that blend online and face-to-face delivery where the substantial proportion (30 to 79%) of the content is delivered online, and web-facilitated courses that use web-based technology (1 to 29% of the content delivered online) to mimic a face-to-face or traditional course. A tremendous benefit is the flexibility that technology provides to allow

8 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/the-value-of-using-micro-teaching-for-k-12-new-teacher-leadership-development-in-a-pandemic-response/270811

Related Content

Negotiating Culture and Educational Expectations for Latin American Migrants: Addressing Challenges for Parents, Students, and Educators

Julie Goodman-Bowling (2024). *Parental Influence on Educational Success and Wellbeing* (pp. 149-167).

www.irma-international.org/chapter/negotiating-culture-and-educational-expectations-for-latin-american-migrants/346483

Late Childhood Period

Fatma Elif Kiliç and Burçin Aysu (2020). *Handbook of Research on Prenatal, Postnatal, and Early Childhood Development* (pp. 214-231).

www.irma-international.org/chapter/late-childhood-period/252653

First Responder Psychological Recovery Following a Mass Casualty Event

Sara Garrido and John Nicoletti (2017). *Police Psychology and Its Growing Impact on Modern Law Enforcement* (pp. 143-157).

www.irma-international.org/chapter/first-responder-psychological-recovery-following-a-mass-casualty-event/165711

Social Psychology: The Seduction of Consumers

John G. Wilson (2017). *Seduction in Popular Culture, Psychology, and Philosophy* (pp. 206-231).

www.irma-international.org/chapter/social-psychology/162992

Terrorism Manifestations

Jonathan R. White (2017). *Violence and Society: Breakthroughs in Research and Practice* (pp. 425-440).

www.irma-international.org/chapter/terrorism-manifestations/171054