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Educators' Experiences With Teaching During COVID-19: Journey of a Participatory Action Research Inquiry Team

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In March 2020, the COVID-19 pandemic hit the United States. The country was faced with a ravaging pandemic that has been devastating for many; however, not everyone was affected equally. Vulnerable populations were impacted disproportionally, spotlighting the inequities existing in this country across race, gender, and socioeconomic status: (a) due to limited access to healthcare, some racial and ethnic minority groups carry a disproportionate burden of COVID-19 related deaths (Tai et al., 2021); (b) predominantly women were forced to lessen the amount of work hours (Fisher & Ryan, 2021); and (c) non-profits had to step up to feed children formerly dependent on school meals (Feeding America, 2021).

Besides the devastating effects that this pandemic has had and continues to have on vulnerable populations, the impact on educational systems is just as monumental. For many, education, both teaching and learning, came to an all-out stop: too many students and not enough technological resources. For others, education transitioned, overnight in some cases, to online platforms. This, of course, did not guarantee that teaching and learning were occurring, once again emphasizing the inequities faced by communities throughout the United States and the world. According to a United Nations (UN, 2020) policy brief, "the COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents" (p. 2).

The surge of social inequities during 2020–2021 has brought attention back to the UN's (2015) Sustainable Development Goal (SDG) 4 in which the UN urges that we "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (pp. 21, 41). Most specifically, the need to revisit and act on SDG 4 targets:

> 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes … 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations … 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy. (UN, 2015, pp. 21, 41)

In focusing on the targets detailed by the UN, major strides can be achieved in addressing the post-COVID challenges in education, particularly for the most vulnerable populations and for the educators who teach them.

The purpose of this participatory action research (PAR) inquiry was to learn about educators' experiences with teaching during COVID-19. In this article, the journey of the research team is delineated, and preliminary findings are shared. The research team interviewed 16 educators from Texas in a focus group interview and analyzed their transcribed and member-checked responses using a constant comparative method of

analysis (CCM; Maykut & Morehouse, 1994). The research was part of a research project initiated by the International Council on Education for Teaching (ICET) and MESHGuides (MESH) that created a platform for teacher voices on an international scale.

ICET/MESH's International Call for Research

Leaders from two international educational organizations, Carol Hordatt Gentles, representing the ICET and Marilyn Leask, representing MESH, joined forces to initiate a research project in late summer 2020 titled *Teacher Experiences and Practices in the Time of COVID-19.* Hordatt Gentles and Leask (2020) contended teachers on the frontline of education are in the best position to offer valuable insight into how the crisis can be used to sustain and advance education. Therefore, ICET/MESH sent out a call for research to capture these firsthand experiences from educators across the globe, in the hope that "the lessons learned from our experiences during this pandemic will be seen as significant by those charged with planning for education in the future" (p. 8).

One Group That Answers the Call

Professional Opportunities Supporting Scholarly Engagement (POSSE), founded in 2017 by Professor Tonya Huber at Texas A&M International University (TAMIU) in Laredo, Texas, is a College of Education program committed to empowering change making through research and social engagement. Members are primarily graduate students *in* and graduates *of* the College of Education. With a conceptual foundation in Paulo Freire's (1970/1986) liberatory pedagogy, POSSE focuses on action steps targeting the SDGs. Therefore, when ICET/MESH sent out their call to capture educators' voices, Huber initiated a PAR focus group inquiry POSSE project to explore the impact of COVID on SDG Goal 4, "equitable quality education for all," particularly Goal 4.1, "By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes," and Goal 4.6, "By 2030, ensure that all youth … achieve literacy and numeracy" (UN, 2017, pp. 5, 21). Through this inquiry, teachers were encouraged to share their experiences, challenges, and successes. Voices are beginning to be heard. This research provides a microphone for what those voices have to say.

Methodology

In the following sections, POSSE's journey to capture and share teachers' voices is depicted. The methodology audit trail (see Table 1) and the flowchart of methodological steps (see Figure 1) outline in detail which steps were taken, what each step included, when the steps were taken, and who participated.

Table 1

Methodology Audit Trail of Participatory Action Research Inquiry

Research Topic	Research Step	Date	Participants
Research Invitation and IRB Approval	Receipt of invitation to participate in research project "Teacher Experiences and Practices in the Time of Covid-19" with five research questions by ICET/MESH.	2020 08/03	POSSE Founder & Principal Investigator (PI)
	POSSE Round Up: Preliminary invitation to participate based on IRB approval to potential interviewees based on their affiliation with POSSE.	08/10	PI; POSSE Members[1]
	POSSE Round Up: Discussion of participatory action research (PAR) steps and responsibilities of research participants.	08/15	PI; POSSE Members
	Development of participant demographic data form.	08/16	PI; POSSE Research Participants
	TAMIU Institutional Review Board (IRB) approval.	08/17	PI
	Official PAR invitations sent out including consent form, demographic form, five research questions, and warm-up question.	08/18	PI
Focus Group Inquiry	Virtual focus group inquiry: Facilitated group discussion with warm-ups and responses to five questions. Members participated as interviewee (i.e., sharing personal experiences), interviewer (i.e., facilitating the discussion), and researcher (i.e., notetaking and transcribing).	08/22	PI as Facilitator; POSSE Research Participants[2]
	Additional small group interview.	08/27	POSSE Research Participants
	Selective transcription of focus group discussion: • Comprehensive transcription of audio-recording including all responses. • Selection of relevant quotes. • Noting emerging themes.	08/22-08/29	PI; Methodologist; POSSE Research Participants
	POSSE Interviewees developed written responses to five research questions.	08/22-09/05	Interviewees[3]
	POSSE Round Up: Explanation of member-checking process and next steps.	08/29	PI; Methodologist; POSSE Research Participants
	POSSE research participants uploaded written responses, transcriptions, and themes to an interactive Google Doc.	08/29-09/05	POSSE Research Participants
	Member-checking process: • Identify quotes pertaining to oneself and integrate transcriptions into own quotes. • Confirm accuracy, edit if necessary; sign and date.	08/29-09/05	Interviewees
	POSSE Round Up: Last call for responses and member-checking.	09/05	PI; Methodologist; POSSE Research Participants
	Editing and formatting responses regarding compliance with APA format only. Creation of five separate documents containing one of five questions, responses, and themes.	09/06	PI; Methodologist
	Submission of primary themes to ICET/MESH.	09/08	PI
International Symposia	Participation in facilitator training session by ICET/MESH.	09/28	PI as Facilitator; Methodologist as Co-Facilitator
	Participation in International Symposium from London as facilitator, co-facilitator, and notetakers.	10/08	PI; POSSE Research Participants
	POSSE Round Up: Reflection on and discussion of symposium.	10/10	PI; POSSE Research Participants
	Participation in International Symposium from Tokyo as facilitator, interviewees, and notetakers.	10/15	PI; POSSE Research Participants
	POSSE Round Up: Reflection on symposium and discussion of next research steps.	10/17	PI; POSSE Research Participants
Presentation of Research	Conference presentations of preliminary findings: 2020 TAMIU Fall Student Conference; Laredo, TX.	11/19	Members of Data Analysis Team[4]
Data Analysis	Constant comparative method (CCM) of Analysis CCM Team meetings (weekly): • Workshop on CCM process and context. • Exemplary discussion of rules of inclusion. Individual Analysis: • Each CCM Team member was assigned one of the five sets of responses/ questions: Indwelling and open coding. • Establish rules of inclusion and locating supporting units (color-coding). • Apply initial set of rules to a second question to locate further supporting units. • Repeat process with remaining research questions. • Establish a ranking of rules of inclusion based on strength of support. Team Analysis: • Comparing rules of inclusion to determine relationships and patterns (in process.)	2020 11/28 through 2021 06/26	PI; Data Analysis Team
Presentation of Research	Conference virtual presentations: • 28th Annual Southwestern Business Administration Teaching Conference; Texas Southern University, Houston, Texas • 25th Annual Western Hemispheric Trade Conference; TAMIU, Laredo, Texas • 20th Annual 2021 Region 5, Texas NAME Conference, Nacogdoches, Texas	2021 03/05 04/16 06/26	PI; Data Analysis Team 2 presentations

Note

[1] *POSSE Members* refers to all POSSE members participating in the meeting.

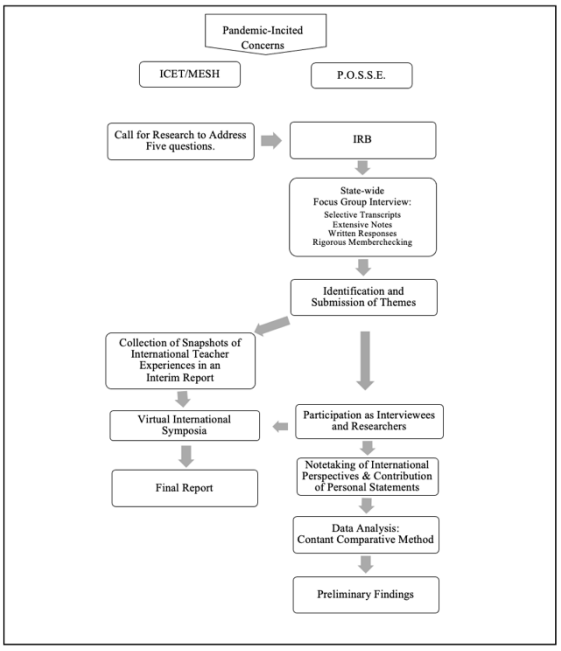
[2] *POSSE Research Participants* refers to all members who signed the IRB consent form.

[3] *Interviewees* refers to POSSE research participants who submitted answers to the research questions.

[4] *Data Analysis Team* refers to POSSE research participants who worked on the data collection and analysis process.

Figure 1

Flowchart Depicting Participatory Action Research Team's Journey



Participatory Action Research Inquiry

The PAR inquiry was initiated by ICET/MESH's call for research. In the following sections, the methodological steps are outlined in a chronological manner. After the research invitation and approval, participants' demographic information was collected and analyzed. POSSE research participants shared their experiences in a focus group interview and in two international symposia that were hosted by ICET/MESH.

Research Invitation and Approval

ICET/MESH co-chairs invited researchers around the globe to participate in their project *Teacher Experiences and Practices in the Time of COVID-19*. The co-chairs posed five research questions:

Question 1: How have teachers' jobs changed since the pandemic?

> Question 2: What strategies have they found useful?
> Question 3: What strategies/practices do they want to continue using?
> Question 4: What do they see themselves doing differently in the future?
> Question 5: What do teachers see as challenges for sustaining education during times of crisis? (Hordatt Gentles & Leask, 2020, p. 8)

These researchers gathered data from over 900 educators in focus groups, individual interviews, and surveys (Hordatt Gentles & Leask, 2020). What was gathered can be seen as "snapshots of educators' experiences" (p. 8). Data were gathered during the period of June to December 2020.

The proposed outcome of the ICET/MESH project is a report titled *Global Report of Snapshots of Educator Experiences during COVID-19 and their Recommendations for the Future* (in review, as this manuscript was moving to publication). The report will be shared with international organizations to inform future educational policymaking and global stakeholders.

One of the researchers who received the call for research was POSSE founder Huber. In line with their commitment to the SDGs, POSSE members initiated a PAR study and obtained approval by TAMIU's institutional review board (IRB). Before starting the interview, a consent form, a demographics form, and the five research questions were sent out to potential interview candidates based on their affiliation with POSSE. POSSE members who had taught during the pandemic were invited to be interviewed while others served as note takers and began analysis of demographic, and the written, recorded, and transcribed responses.

Individual contributions were recorded in a CRediT (American Psychological Association [APA], 2020, Section 1.21) contributorship taxonomy to ensure visibility and recognition of the different roles and responsibilities (Allen et al., 2018). In line with PAR, POSSE research participants took multiple roles simultaneously, conducting inquiry "*by* and *for* those taking the action" (Sagor, 2000, Chapter 1). They participated as interviewees and researchers: sharing their personal experiences in response to the research questions as well as transcribing and taking notes.

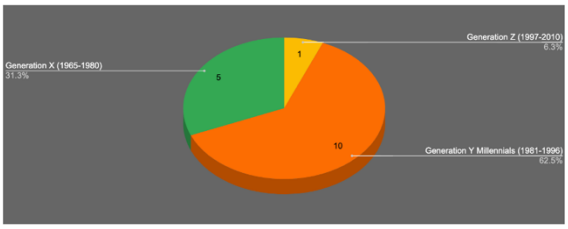
As with many qualitative approaches to exploring a phenomenon, in this case, teaching during COVID-19, the researchers considered maximum variation in purposive sampling (Lincoln & Guba, 1985; Maykut & Morehouse, 1994; Patton, 1990/2014) to ensure voices of educators from pre-school through high school were represented. An additional focus group was also conducted to include the voice of a high school teacher and obtain another male perspective in the study.

Demographic Information

To initiate the PAR, a returned consent and demographic form was required for participants to contribute to the focus group interview. A generational analysis framework was then applied to the demographics collected from the participants. The demographic generation framework provides a description between generations, including the birth years associated with each. In Figure 2, participants' generation identification is illustrated.

Figure 2

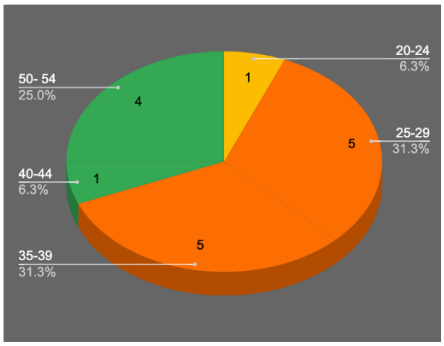
Participants by Generation



The focus group included participants from Generation X, Generation Y, and Generation Z. Participants in the study who were categorized as Generation X were between the ages of 40–44 at the time of the focus group interview. The majority of the participants in the focus group inquiry were Generation Y, also known as millennials, between the ages of 25–39. A breakdown of the focus group participants by age within each generation is provided in Figure 3.

Figure 3

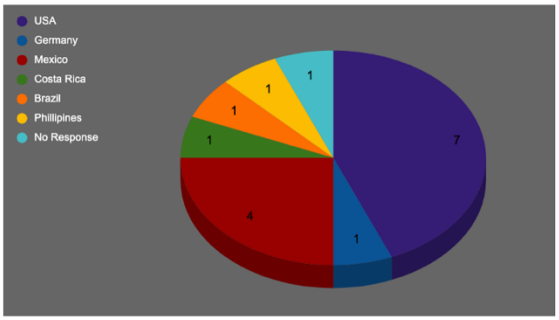
Participants by Age



Participants in the focus group inquiry were also asked to identify their nation of origin. The 16 participants identified six countries; however, one participant did not answer the question. Seven of the 16 participants (43.75%) identified the USA as their nation of origin, and four (25%) identified Mexico. The responses are depicted in Figure 4.

Figure 4

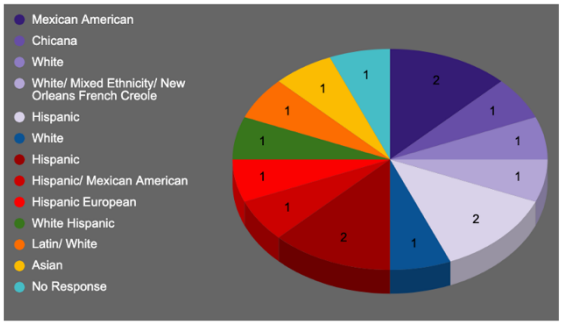
Participants by Nation of Origin



Demographic data collection included the racial/cultural identity for focus group inquiry participants. Participants were invited to self-identify instead of selecting from forced-choice categories. In Figure 5, each participants' racial/cultural identity is represented by color. It is important to note that the shades of each color indicate that the participants identified as being from the same nation of origin. To clarify the identities of participants, the shades of purple pie slices represent participants from the USA who self-identified as Mexican American (2), Chicana (1), White (1), White/Mixed Ethnicity/New Orleans French Creole (1), and Hispanic (2). Similarly, the racial/ethnic identities of participants who listed Mexico as their nation of origin are depicted in shades of red and include participants who self-identified as Hispanic (2), Hispanic/Mexican American (1), and Hispanic European (1).

Figure 5

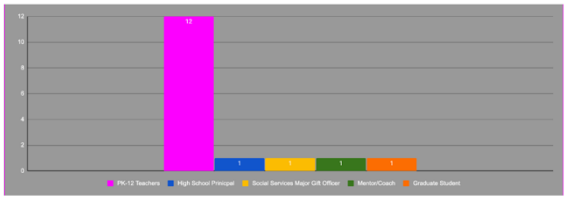
Participants by Self-Chosen Racial/Ethnic Identity



The focus group inquiry included 14 participants who identified as female (87.5%) and two who identified as male (12.5%). The participants' academic positions for 2019–2020 and 2020–2021 academic school years consisted of PK–12 teachers, a high school principal, a mentor/coach, a major gift officer for a non-profit social services agency, and a graduate student in education (see Figure 6). Demographics reveal that the majority of the focus group inquiry participants consisted mainly of teachers who taught during the COVID-19 pandemic.

Figure 6

Participants by Academic Position 2019–2020 & 2020–2021



Focus Group Inquiry

To address the five research questions, the POSSE research participants convened a virtual focus group interview. Focus groups are group discussions, facilitated by a trained moderator to "elicit perceptions, feelings, attitudes, and ideas of participants about a selected topic" (Vaughn et al., 1996, p. 5). As focus group interviews allow for in-depth exploration of participants' perceptions, it was the most appropriate choice of research tools to learn about teachers' experiences with teaching during COVID-19. The group interview lasted 2.5 hours and was hosted on WebEx.

The discussion was guided by the five research questions provided by ICET/MESH and facilitated by Huber as the principal investigator (PI). The interview started with interviewees sharing metaphors of teaching before and during COVID-19. These *warm-ups* set the tone for the following discussion and help to set participants at ease (Vaughn et al., 1996). Participation was possible in three different ways: as an interviewee (i.e., sharing personal experiences), an interviewer (i.e., facilitating the discussion), and a researcher (i.e., taking notes and transcribing). Due to the nature of PAR, multiple roles could be taken by one person.

During the focus group interview, POSSE research participants responded to the questions and each other, while taking extensive notes on verbal and nonverbal responses such as tone or facial expressions. Capturing emotional messages supports the interpretation of verbal statements and adds an additional layer of meaning (Vaughn et al., 1996). The session was originally video recorded; however, due to technical difficulties, only an audio recording was available.

After the interview, POSSE research participants engaged in different activities, based on their role. Interviewees developed written responses to the five questions, integrating their personal experiences and perspectives that came up during the focus group discussion. These were sent to the PI who anonymized them by first replacing names and locations with a code that participants themselves provided during the demographic data collection phase of the study. Once all data had been coded and transcriptions had been analyzed for themes, the PI replaced the codes with a demographic descriptor line (e.g., second-year elementary teacher, 1st grade, ages 6–7; Texas, USA).

Some members who had not been able to participate in the interview responded to the five questions in writing only and submitted their statements to the PI. Two additional sets of responses were gathered in an additional small-group interview. A total of 16 interviewees shared their experiences, the maximum limit of participants set by ICET/MESH.

Concurrently, POSSE members taking the role of researchers listened to the audio recording and prepared selective transcriptions of the discussion, identifying relevant quotes. To maximize efficiency and transparency of the research process, POSSE members met regularly in virtual Round Ups to communicate next research steps, roles, and responsibilities and to provide room for questions, discussions, and reflections on the research process.

In a next step, the different data sources (i.e., written statements, transcriptions, and notes) were combined in an interactive Google Doc. In compliance with ICET/MESH's requirements, all data had to be assigned to one of the five research questions. The final product consisted of the five research questions with 16 sets of responses (i.e., by 16 interviewees) each. Within these sets of responses, interviewees' written statements were supplemented with relevant transcribed quotes and notes from the interview.

This phase of data collection was concluded with a rigorous member-checking process. In transcribing notes and recordings, POSSE research participants were careful to place any additional words in brackets and return all text to the interviewees for confirmation. This additional effort to confirm accuracy and meaning helps to ensure that interviewees, as informants, are represented accurately. Each interviewee reviewed their set of responses, paying special attention to the transcriptions and notes that were added by someone other than themselves. By doing so, they confirmed that their responses reflected exactly how they wanted to be represented. Interviewees signed and dated final statements. This process generated 15,209 words of member-checked and confirmed transcripts from 16 different educators. The PI and the methodologist edited and formatted the final statements regarding compliance with the *Publication Manual* guidelines of the APA *only.*

In the process of submitting the final statements to ICET/MESH, the PI discovered that submissions were limited to a certain word count, prohibiting her from uploading the extensive statements. Consequently, the methodologist identified commonalities in teachers' experiences and strategies from the responses. These recurring themes did not exceed the word count, and the PI submitted them to ICET/MESH. Hence, data collected in the focus group interview served two purposes: (a) submitting themes to answer ICET/MESH's call, and (b) analyzing the extensive participants' statements using a CCM.

ICET/MESH's International Symposia

Hordatt Gentles, chair of ICET, and Leask, co-chair of MESH, gathered the teacher responses they received from researchers across the globe in an interim report titled *Teacher Experiences & Practices During Covid-19. Interim Report of Teachers from XXX Countries* (2020; as an interim report, the number of participating countries was not identified but was more than 30). To expand the scope of teacher experiences and practices, the ICET/MESH team hosted two international symposia, one from London and one from Tokyo, open to all interested in education during the COVID-19 pandemic. Educators and researchers from 30 countries (Hordatt Gentles & Leask, 2020, p. 8) attended the virtual symposia and participated in small group breakout sessions to share their stories and recommendations on how teachers and educational systems can be better prepared and supported to ensure continuity of learning in times of crises. Each breakout session consisted of a maximum of 15 participants and was guided by a facilitator.

Participants had 3 minutes to share their experiences with the option to share additional information in the chat. POSSE members participated in both symposia as facilitators, co-facilitators, notetakers, and interviewees. Realizing that they had a plethora of data to share beyond the scope of the symposia sparked the research team's next steps to engage in further data analysis of the initial 15,209 words.

Constant Comparative Method of Analysis

After the focus group inquiry and the two symposia, the data collection phase was over, and the process of analyzing the data started, using a CCM of analysis (Maykut & Morehouse, 1994). In the initial phases of CCM, the data analysis team met together to agree on the process as detailed by the PI, but analyzed independently to avoid influencing each other's interpretations. Each of the five team members identified units of meaning (p. 129) by highlighting the transcribed documents of 15,209 words. Concerns and confirmations were made individually with the PI again so as not to impact each other's interpretations. Pamela Maykut and Richard Morehouse (1994) provided detailed steps in the CCM of analyzing qualitative data, drawing on the foundation provided by Barney G. Glaser and Anselm L. Strauss (1967), Judith Preissle Goertz and Margaret D. LeCompte (1981), and Yvonna S. Lincoln and Egon Guba (1985).

The goal of comparing each meaningful unit of an interviewee's statement with each unit of meaning in every other interviewee's statement was the most time-consuming aspect of analysis. The team documented ten formal discussions to work through the entire process and to begin sharing the provisional categories, the category name and code, and the rule of inclusion (RoI) for other statements to be included in the category (Maykut & Morehouse, pp. 134-142). During the months of this process, the primary methodologist maintained the record of steps taken, but each researcher was charged with maintaining her own audit trail (p. 135) of research steps.

As David Silverman (1993/2014) has explained, "[I]t usually makes sense to begin analysis on a relatively small part of your data" (p. 99), and so each member of the analysis team started with a different question of the five initially provided by the ICET/MESH research team. Once a set of categories and provisional rules had been generated, then (and only then) did each researcher move onto another of the five guiding questions. A perfect balance was achieved with five questions and five researchers so that each researcher on the team was working on different transcription data to discourage comparisons that might influence coding.

More about the steps actuated in this CCM analysis is explicated by each of the five members of the data analysis team who worked closely with the PI throughout the process. From the initiation of this study with the IRB process and the invitation to become involved, the POSSE founder and a number of members evolved as a data analysis team of six researchers. The team met at least weekly (virtually because of the pandemic overshadowing the time of this research and analysis) to discuss the research process, compare RoI and preliminary findings, determine next steps, prepare conference presentations (Daub, 2021; Daub et al., 2020; Daub, Villanueva, Vasquez, Erdem, & Huber, 2021; Daub, Villanueva, Vasquez, Erdem, Soares, & Huber, 2021; Vasquez et al., 2021), and craft this article. Even though the team members worked closely together, each of them implemented the CCM analysis process differently. Therefore, each research

team member will introduce her own personalized approach.

With age ranges encapsulating Baby Boomer, Gen X and Gen Y; varied experiences across multiple fields of education and in multiple countries; and varying specific roles in this study, the uniqueness of each member of the team has been interpreted as a strength.

Even more so than a range of demographic representation, the PI was committed to inclusive, anti-racist paradigms/worldviews/philosophical stances (see Creswell, 1998) of the team researching and writing as co-authors, but also as individuals; and so time was invested in exploring and describing positionality statements. The reasons why the authors provide unusually detailed positionalities and individual CCM analyses are to enhance trustworthiness and transparency of the findings, as well as to disrupt the traditional and inherently hegemonic researching process.

Positionality and Process as PI

While the PI's default for any educational research has historically been *qualitative inquiry,* she has been as committed to the theoretical underpinnings as to the meaningful outcomes. Across more than three decades of teaching at the graduate level, a foundation of her curriculum as well as her research courses has been built on Paulo Freire's (1970/1986) liberatory pedagogy and critical consciousness, ultimately *conscientização*, "learning to perceive social, political, and economic contradictions, and to take action against the oppressive elements of reality" (p. 19, see also pp. 99-100). Teaching graduate students to engage in deep reflection, critical consciousness, and ultimately *conscientização,* while also teaching qualitative research design, though logical, is not a simple process. Enter Elliot W. Eisner's (1979/1994; 1991, respectively) *The Educational Imagination: On the Design and Evaluation of School Programs* and *The Enlightened Eye: Qualitative Inquiry and the Enhancement of Educational Practice*. For Eisner, to become a qualitative researcher, the educator must first be immersed in the world of education and equally committed to artistic, metaphorical, "knowledgeable perception … connoisseurship … to look, to see, and to appreciate" (Eisner, 1994, p. 215). For this research team, one of the ways to build and sustain immersion in the inquiry was to meet at least weekly and to share inquiry steps, process, and development. Not a simple process. They shared their contextualized analysis, their own storied reflections, their positionalities.

Personalization of CCM Process

As the PI has written previously (Huber, 2011), "I ascribe to the stance articulated by Amar Wahab (2005) in 'Consuming Narratives: Questioning Authority and the Politics of Representation in Social Science Research,'

> I ascribe to a re-reading of history that is aimed at de-colonizing and subverting racialized hegemonic texts to re-ground for a strategic play of post-colonial, anti-colonial, post-modern, [I]ndigenous, and anti-racist politics. One of the stages on which I do such is in academia … because the history of intellectual production as it is trademarked by the academy, is selective history in which [W]hite bodies have retained privilege to discipline and have entrenched a genealogy of de-racing knowledge production. (p. 35)

Thus, my work as an educator has been to construct learning experiences to engage students in critical consciousness and socially responsible action in an ongoing evolution as transformative leaders, particularly in the field of education (see Huber, 2011, p. 256).

Another aspect of the evolution of the PI's professional, academic, reflective and critically conscious, anti-colonial, indigenous, anti-racist epistemology is evidenced in her roles as scholar, researcher, and editor. A specific action step as an editor has been to request that references include the names of authors and editors as they appear on the works being cited and referenced. As founding editor of the *Journal of Critical Inquiry Into Curriculum and Instruction* (1998–2004) and in the more current role as guest editor of this special issue of the *Journal of Multicultural Affairs*, Huber included wording in the submission guidelines such as follows:

> The history of colonialism and hegemonic oppression includes renaming peoples, tribes, nations, lands, and places. In an anti-colonial, anti-racist, Indigenous positioning to reject this practice, the editor requires full names with the initial introduction of people, as well as for all authors and editors, as the names appear on the quoted source, and in all references. This is a modification of APA (2020) 7th edition guidelines that are in all other ways applied.

As founding editor of both book series (a) International Education Inquiries: People, Places, and Perspectives of Education 2030, IAP (founded 2018; https://www.infoagepub.com/products/Beyond-Provincialism) and (b) Teaching <~> Learning Indigenous, Intercultural Worldviews: International Perspectives on Social Justice and Human Rights (founded 2007), Huber opposed the APA editorial style of using initials and a single surname for authorship. At minimum, the style disrespects history, culture, and identity. In the journals that I edit and theses I supervise, full names are preferred in all references.

As an academic committed to antiracist teaching and scholarship, I must constantly recognize that perceived realities may differ. In my teaching and scholarship, mentoring and advising, community engagement and curriculum development, writing and editing, interpreting and *making meaning*, I consciously work to re-educate, to decolonize to—as Andrew C. Okolie (2005) advocated, "conscientize the workers" (p. 255), in my case, workers as students, educators, curriculum developers, researchers, and authors.

In my journey, I have come to value what Beverly-Jean Daniel (2005) defined as the difference between *naming* and *positioning* oneself:

> Naming oneself becomes an act of stating a specific place in society that one occupies by virtue of belonging to a particular ethnic, religious, or sexual group. Positioning, by contrast, deals with the understanding of the material and social consequences or rewards that accompany the particular location or space that one occupies. For example, to name oneself as a Jewish woman is in no way an indication that the researcher has engaged in an analysis and interrogation of the meanings inherent in occupying that location. Positioning comes with the understanding that as a Jewish woman, one is still located in [W]hite skin, and there are specific rewards that are accrued by virtue of being [W]hite … also the inherent implications of power

> that are intricately linked to [W]hiteness. (p. 69)

Daniel's (2005) distinction between *naming* and *positioning* has, perhaps, never been more critical to contemporary education than during the gatherings born of injustices, fear, and deaths amid horrific images of loss of life during the pandemic.

The research team has explored and accepted that as women engaged in graduate study, they are in a position of privilege that has not been available to women, nor to women of ethnic heritage other than, more recently, to women naming themselves as White Anglo-Saxon Protestant. As POSSE members and as research colleagues, the co-researchers/co-authors stand in unity as they have engaged in this inquiry to hear the voices of educators during the COVID-19 pandemic as reported to them in 2020.

Positionality and Process From Each Member of Data Analysis Team

Alexandra C. Daub

I am an international graduate student in Laredo, Texas, currently working towards an MS in Special Education at TAMIU. I hold a bachelor's and master's degree in elementary education and I started working as an elementary school teacher in Germany prior to moving to the border city of Laredo in summer 2019 to continue my education. Part of what I bring to this inquiry is the perspective of a White woman, raised in a middle-class, two-parent household in a small German town, privileged with the chance to pursue a quality primary, secondary, and postsecondary education.

Moving to a different country and immersing myself in a culture different from my own deepened my ongoing "analysis and interrogation of the meanings inherent in occupying" my position in life (Daniel, 2005, p. 69). I firmly believe in the importance of sharing "the lens through which I see the world and the lens with which I decide to work" (Weiley, 2007, p. 9), in the spirit of anti-racist research that is "action oriented in the sense that it is not reactive but proactive in addressing racism and social oppression" (Dei, 2005, p. 18).

I decided to join POSSE in summer 2020, not only because I discovered my love for research, but also to use the privilege that I benefit from to embark on their mission of changemaking and promoting social justice through research and writing. As a past and future educator, I joined this inquiry to help make a change for educators and students amidst the pandemic and in the journey that would follow the pandemic.

Personalization of CCM Process. In my role as primary methodologist, I was responsible for coordinating data collection and analysis steps while keeping meticulous documentation of our research process. I documented our steps in a methodology journal, in an audit trail (see Table 1), and in a flowchart (see Figure 1) to ensure that the process was captured accurately. I recorded participation and responsibilities in a CRediT (APA, 2020, p. 24) table and helped identify the primary themes for submission to ICET/MESH. With the help of the PI, with whom I kept in close communication, I updated research participants and the data analysis team on next steps.

The first stage of the individual CCM analysis began by carefully reading the first set of transcribed and member-checked responses to become familiar with them. In my case, these were responses pertaining to research question 5 since each of us began with a different section of transcription to encourage individual and separate analysis to avoid influencing each other's interpretations. This reading was a reflective process, a process which Maykut and

Morehouse (1994) describe as *indwelling* (pp. 25–29, 39, 45, 69). While reading the statements made by the participants in the focus group inquiry, I asked myself: What is the important message that the participant wanted to convey? What do I see as the topic or the statement? As CCM is rooted in inductive analysis, I made a conscious effort not to impose my own preformed understandings of the topic onto the responses, but to start from the quote and derive meaning from the words. I was mindful of not overpowering a participant's voice with my own but to listen to it instead, because, as the PI stated in one of the CCM sessions: "It is so easy to find what you want to find" (T. Huber, personal communication, December 21, 2020). This self-monitoring is an element of a systematic and rigorous CCM process that serves as proof of "a rigorous credible exploration of your focus of inquiry" (Maykut & Morehouse, 1994, p. 153) by making the research process transparent (p. 146) and providing for trustworthiness (p. 64; see also Lincoln & Guba, 1985) and credibility of each of our findings so that our final report would be deemed credible and transferable.

Interwoven with indwelling, the second stage of the individual analysis began: identifying key themes across the responses and creating RoI. When creating a RoI, a qualitative researcher describes, in her own words, a statement made by a participant. This statement is then used to identify similar ideas expressed by other participants. Through this "look/feel-alike process" (Maykut & Morehouse, 1994, p. 136) comparative process, the rule takes a more definitive form. A RoI can be seen in Figure 7: "Teachers describe the emotional toll the pandemic-related situational changes (i.e., distance education, teaching from home, social isolation, sudden transition to online teaching, safety concerns) are taking on them and report feeling unsupported, helpless, disconnected, stressed, or uncertain." Each RoI was assigned a category name, a two-letter code and a specific color for ease of use. Figure 7 shows an example with the category name "emotional toll on teachers," the code "ET," and the color pink. These proposed RoI form the foundation of the study's future findings.

Figure 7

Daub's Rule of Inclusion With Supporting Responses and Sub-Categories

Category: Emotional toll on teachers (ET)
Rule of Inclusion: Teachers describe the emotional toll the pandemic-related situational changes (e.g., distance education, teaching from home, social isolation, sudden transition to online teaching, safety concerns) are taking on them and report feeling unsupported, helpless, disconnected, stressed, or uncertain.
Supporting Responses: **15 from 13 Different Participants**
5.2*; 5.5*; 5.12; 1.1; 1.2; 1.3; 1.4; 1.6*; 1.7; 1.8; 1.9; 1.11; 1.14; 1.15; 3.1
[none found in Questions 2 or 4]
11 Subcategories:

Situational Changes	
Distance education:	1.1; 1.2
Safety concerns:	5.12; 1.9
Social isolation:	5.2; 1.6
Sudden transition to online teaching:	5.5; 1.11; 1.14; 1.15
Teaching from home:	1.4; 1.6
Responses/Feelings	
Disconnected:	5.2; 5.5; 1.2; 1.6
Helpless:	1.1
Stressed:	1.6; 1.11; 1.14
Uncertain:	5.5; 1.14; 1.15; 3.1
Unsupported:	5.2; 1.4

After drafting the first RoI, I read through the complete set of responses to see if the rule applied to any other statement, constantly comparing this statement with all other statements. If a participant expressed a similar idea, the quote was color-coded accordingly and recorded as a supporting response for the rule. As seen in Figure 8, the quotes "we were not prepared to go online in the spring semester" and "became stressful" are color-coded pink because they are supporting responses for the RoI regarding emotional toll on teachers (i.e., a teacher expressed an emotion caused by the pandemic).

Figure 8

Daub's Color-Coding of One Teacher's Response to Question 1

1.11 Early College High School Teacher and Adjunct University Instructor; Texas, USA:

During the spring semester, I have used a lot more technology integration in my classes. I called parents even at night using my personal phone to inform them about the work that needs to be turned in by the students. I needed to prepare a lot of PowerPoint presentations and recorded audio with them so that the students will understand the notes. We were not prepared to go online in the spring semester and learning a new mode of teaching and sending work to students became stressful. It is a good thing that our principal is understanding and allowed us to use Edmodo instead of Google classroom.

To maintain a systematic approach, all supporting responses were identified for the first RoI before creating further rules. If a teacher quote did not fit the rule, I simply moved on to the next quote. Participant quotes that expressed the opposite of the rule or a deviation were noted as a counter response. After identifying all supporting units, a new RoI was created, and the process of constant comparison started over.

In this stage, RoI were not static; they were consolidated, renamed, and expanded, depending on meaning that was discovered in participants' statements. The rule depicted in Figure 7, "emotional tolls on teachers," for instance, began with the following, much briefer, wording: "Teachers describe the emotional toll the situation is taking on them and report feeling alone, unsupported, disconnected, or uncertain." The more supporting responses I detected; the more sub-categories were added (see Figure 7). Any changes to the rules, as well as any steps taken during the analysis process, were documented and reflected in the methodological journal.

In this fashion, I worked through the entire set of quotes for question 5 until, to my knowledge, all rules were found, and all quotes assigned. Then, I moved on the next question to see if the initial set of rules applied to the statements here. After identifying all supporting responses, I created further rules that I discovered. This process of creating rules and coding responses was repeated with the other sets of responses, until all quotes by all participants were coded.

The next step of the CCM analysis required establishing a ranking of RoI to identify the ones with the strongest support. To help with that, a statement was added that summarized how many teachers expressed an idea and how many times it was expressed. For instance, for the proposed rule of "emotional toll on teachers," 15 quotes by 13 different teachers were discovered, as shown in Figure 7.

Maria Cristina Ferraz Soares

Ferraz Soares is a graduate student at TAMIU. She was born in Brazil and moved with her family to the United States in 1998. Before moving to the USA, she taught in urban schools in her native city of São Paulo, Brazil. In 2007, she became a certified bilingual elementary teacher in Texas and worked as a classroom and intervention teacher for a total of 8 years. In 2009 she temporarily returned to São Paulo and taught in an international school in São Paulo until 2012. Being raised in an impoverished country gave her a unique perspective of her privilege that brought forth her view of socially equitable justice as an urgent necessity. The opportunity of being a POSSE member has allowed her to contribute to valuable research and material aimed for social justice in education.

Personalization of CCM Process. My CCM analysis started with reading and analyzing each participant's response from all five questions. I numbered each response with the unit question number and the participant number for reference and organization. The research team analyzed a set of five documents, being one document for each question. Each set contained multiple pages with the question, the participant answers, and CCM analysis records. While the researchers used the CCM of analysis, each researcher chose distinct methods to compile, organize, or display information.

As I analyzed the responses, I identified themes with possible similarities. For instance, in my analysis, I found themes related to the challenges involving social inequalities among students, challenges with technology, and the importance of

maintaining positive relationships with parents, among others. These propositions were color-coded in the document to facilitate identification and localization. Subsequently, I highlighted other responses that corresponded to the themes to create statements grounded in the data (see Maykut & Morehouse, 1994, p. 139; Taylor & Bogdan, 1998, p. 145) that could or would evolve as rules for inclusion, which we called supporting responses, with coded corresponding colors. Because we worked independently through our initial indwelling and "poring over the data" (Taylor & Bogdan, p. 145), we made no effort to coordinate colors. Some of us used highlighting, some text color, others shading (see Note 1 in Figure 9). When we ultimately employed shared screens during our weekly virtual discussions, the streams of varied colors were an artistic testament to the different perspectives of the team.

Figure 9

Ferraz Soares's Color-Coding[1] of One Teacher's Responses[2] to Questions 3 & 5

3.3 Music Teacher, Kinder-4th Grade; Texas, USA:
(a)(c) The establishment of Zoom, Google Meets, and Microsoft Teams allowed communication for educators. By doing so, it opened a gateway in communicating student progress to parents. In furthering a student's education, this practice establishes one of Freire's principles.
(e) Before it was simple to cache from meetings with many people present. It is easier for a facilitator to single out a person's web session if that person was not verbal before. This allowed educators to keep students engaged and build trust and positive relationships. By using verbal and non-verbal communication, school districts had to resolve problems over internet access.
(a)The challenge is difficult. I applaud the teachers and administrators for expressing their concern over the students who live in poverty.
(c) It is difficult for families to have basic access to the internet, let alone have a computer.
(b) Low socioeconomic families of color fall under this statistic. In one instance, a family had to reject a school laptop because they were afraid of being responsible. There were a few students that did not access the online material at all, and leaders had to check their status to understand the current problem.

5.3 Music Teacher, Kinder-4th Grade; Texas, USA:
A multitude of low-income families in the area will toil to attend school online. School districts would have to continue sharing ideas to make students attend. Single parent households will struggle with childcare as the issue has been consistent. The area I teach is near a downtown area. Our campus is the second lowest income school in the district. The area has some of the hardest working parents who need childcare for the face-to-face instruction.
I lived in a rural area before I moved to a bigger city. As a person who grew up on ranches in Texas, it was burdensome to even get dialed up and sometimes, if you did get access, it was the only option. Residents in my area do not have running water nor paved roads. This issue followed me to graduate school. The master's degree plan had four classes that were face-to-face. Courses were held in the evening to allow working students the opportunity to attend. Despite being online, I still had to show up at the university almost daily.
I would arrive at two o'clock in the afternoon and leave when the library closed. I would sit in the library and use the Wi-Fi. I would sit near the help desk and ask for assistance if I needed an article.
Some students who live in this city sometimes do not have enough food for their household and the extra expense on families on internet computers could hinder online attendance. Many students do not have that luxury anymore of going to a spot to work. Many of Maslow's five needs are not even met in urban areas. I saw this firsthand at a community house that serves at-risk populations and where at-risk kids live in homeless shelters. It reminds me every day of those kids because that is who I still teach.
According to recent poverty rates, the city I grew up in ranks four points ahead of where I live now. This has been eye-opening, students are at a disadvantage in a city where football is the heart and soul of the city, where the second largest university resides in Texas. Where some of the best minds graduate every year. A place you would not expect poverty to happen, or where at least you would expect it to be lower. Before moving to the city I teach in now, I did not have the number or the perception of this happening. The first thing you think about is college kids and education at a high standard. I was wrong because I see it every day at the school I currently teach in, where about ninety percent of students are at risk.
These are the challenges that educators are going to have to face. Educators have to be creative and promote computer literacy and literacy. How are we going to get internet access in urban low-income areas? How are we going to get internet access to a house in the middle of the woods to have internet access? How are we going to provide devices to every child who needs one? How are you going to differentiate instruction? These are the real questions that educators in the field need to ponder. How can educators promote social justice for the twenty percent and educate them the best we can? Educators must give them the best education they can with what they can.

[1] A shift in color-coding after experimentation revealed what was the most meaningful process.
[2] Not all responses for this participant are included here.

As part of the CCM, I compared supporting responses and themes across each question unit set in a *back-and-forth* manner and grouped related responses under common propositional statements until enough support provided a RoI. For the most part, the same proposition would be depicted across various themes. For instance, as seen in Table 2, I identified supporting responses to the same proposition that would form the RoI categorized as "social inequality challenges" in four different participants' (educators 3, 4, 5, 11) responses to questions 3, 4, and 5 (coded 3.3, 4.5, 5.3, 5.4, and 5.11). As responses were compared against each other, the rules were revised to provide a more accurate composite of the supporting responses.

Table 2

Ferraz Soares's Rule of Inclusion Showing Social Inequality Challenges

Rule for Inclusion: Participants described challenges encountered in disadvantaged communities
Questions/Supporting Responses (SR)
Question 1: No SR
Question 2: No SR
Question 3: What strategies/practices do they want to continue using?
Question 4: What do they see themselves doing differently in the future?
Question 5: What do teachers see as challenges for sustaining education during times of crisis?
Sub-themes and Supporting Responses 3.3, 4.5, 5.3, 5.4, 5.11:
(a) Assisting students in poverty: 3.3
(a)The challenge is difficult. I applaud the teachers and administrators for expressing their concern over the students who live in poverty.
(b) Racial minorities living in poverty: 3.3
(b) Low socioeconomic families of color fall under this statistic. In one instance, a family had to reject a school laptop because they were afraid of being responsible. There were a few students that did not access the online material at all, and leaders had to check their status to understand the current problem.
(c) Impact of poor living conditions: 4.5, 5.3, 5.4
(c) Unfortunately, not all children had the same opportunities due to inequalities, such as challenging living conditions (question 4.5).
(d) Impact of parents' unemployment: 5.11
(d) With a lot of people losing their jobs during the pandemic, this will be an extra expense for the families.
Related Theme: Digital Inequality
(e) Limited digital resources caused by poverty: 3.3 4.5, 5.2, 5.3, 5.4, 5.7, 5.9, 5.11
(e) It is difficult for families to have basic access to the internet, let alone have a computer.
Summary: 13 SRs from 7 Participants 2, 3, 4, 5, 7, 9, 11

During the CCM analysis, I would pinpoint multiple sub-themes under the same general RoI. As a result, I decided to organize the sub-themes with letter bullets under the general rule in my reports. Similarly, I found related themes, which were not necessarily independent rules, but represented more than a sub-theme. For example, I included a related theme called "digital inequality" under the "social inequalities challenges" rule for inclusion (see Table 2). Since I enjoy seeing the *big picture*, I used a table to compile my

findings in a single document. Table 2 represents only one RoI analysis.

After finishing the CCM analysis, we collected the most supported rules for inclusion and themes. To do that, we collaborated in group analyses on the recurrence of themes across the responses, and on the relevance of the research findings.

Sara Abi Villanueva

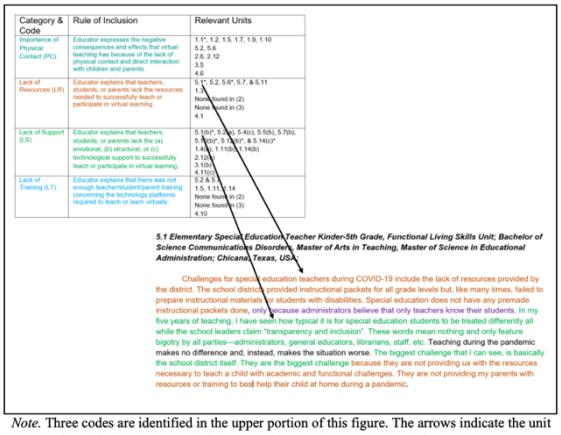
As a wife, mother of two, a high school teacher with 15 years of experience, and recent MS in Special Education graduate from TAMIU, Villanueva was and continues to be affected, in both career and personal life, by COVID-19. The need to modify teaching strategies and curriculum to fit a virtual platform as both a high school English, language arts, and reading teacher while being a parent to a 5th grader with learning disabilities and a pre-kindergartener also participating in remote learning was a challenging task. As a member of POSSE since the summer of 2019, Villanueva had already delved into many research and writing projects in connection to SDG4 and Education 2030, global citizenship education, and equitable education for vulnerable populations. Understanding that the COVID-19 pandemic forced an abrupt change, or worst, halt to students' education around the world, she saw the PAR inquiry as a project of great importance.

Personalization of CCM Process. I began the reading, analyzing, and categorizing with the responses to question five. To begin with, all responses were read without any attempts of creating rules, codes, or categories. An overall picture of the responses was desired; this allowed for a general understanding of how the different participants responded. The mention of resources, support, and training served as a guide to creating the first rules. Beginning with the first response from question five, 5.1 (see Figure 10), I saw three concepts alluded or referred to throughout, which led to the establishing of the first three RoI:

1. Lack of Resources (LR): Educator explains that teachers, students, or parents lack the resources needed to successfully teach or participate in virtual learning.
2. Lack of Support (LS): Educator explains that teachers, students, or parents lack the (a) emotional, (b) structural, or (c) technological support to successfully teach or participate in virtual learning.
3. Lack of Training (LT): Educator explains that there was not enough teacher/student/parent training concerning the technology platforms required to teach or learn virtually.

Figure 10

Villanueva's Rules of Inclusion with Supporting Responses



Note. Three codes are identified in the upper portion of this figure. The arrows indicate the unit that was identified and color coded for two of the specific rules of inclusion.

The RoI were color coded; text color was changed to help me and fellow team members identify the units chosen when the virtual sharing began. The ROI was given a two-letter code, as well. For instance, LR stands for "lack of resources" for which units were identified with a burnt orange color text. "Lack of support" (LS) units were

identified in green text. The same codes and colors were used throughout.

At the end of the process, seven codes and ROIs were identified for responses to question five. After words, phrases, and/or sentences from question five responses were identified, as units, the researcher continued the same process for responses to question one.

Maricruz Flores Vasquez

Flores Vasquez, an educational advocate, mother, and special education teacher, was a long-term POSSE member whose education procured at TAMIU in Laredo, Texas, included a Bachelor of Science in Communication Disorders, a Master of Arts in Teaching, and a Master of Science in Educational Administration. Flores Vasquez's passion has been to teach special education students with the integration of an adapted modified curriculum—one in which as the teacher she is committed to including the child to the maximum extent by researching best practices, besides district curriculum, and presentation of instructional material—that will meet their individualized needs. During the PAR inquiry she was teaching students both virtually and face to face within a functional skills unit at the elementary level.

As a POSSE member since 2017, she has been engaged in a variety of efforts to raise awareness of social equity for the benefit of others locally and globally. For instance, raising resources and packing Feed My Starving Children (FMSC) MannaPacks filled with dehydrated, medically-endorsed amounts of life-sustaining vitamins, veggies, soy, and rice at three annual MobilePacks to stop children from starving in places with little to no resources. Flores Vasquez was also a volunteer in 2019 when Puerto Educativo, a collaboration between the TAMIU College of Education and The Outlet Shoppes at Laredo, opened a learning space emphasizing literacy, culture, and diversity for families on the border. Following POSSE's ideals, it was created to promote transparency and social justice. After volunteering, Flores Vasquez became the literacy coordinator for Puerto Educativo in 2020. Unfortunately, the learning space came to a halt due to COVID-19. With POSSE by her side, book and art supplies giveaways were extended to the community with the goal of putting a smile on a child during the hardships throughout the pandemic. She continues to make a change and stay academically engaged by putting on her boots and riding with the POSSE in this inquiry into teaching during COVID-19!

Personalization of CCM Process. The CCM for me implied dedicated time in reading through the sets of responses collected through the focus group interview. The process was initiated by engaging with the text collectively in an impartial manner. After reading through the responses, I found one critical element that stood out. As an educator, I questioned the teacher's commitment to students and their families as a whole during COVID-19. The questions administered focused on how teachers' jobs changed, useful strategies, pedagogical practices, and challenges for sustaining education during a pandemic. While most of the responses included technology concerns or establishing family relationships, there was still the question of how much time was dedicated to the latter part of those responses. Commitment to students and families is, or should be, a priority for all educators, especially during a pandemic. Then why was it not as present as it should have been?

The State Board for Educator Certification (SBEC) Texas requires all educators to sign the "Code of Ethics and Standard Practices for Texas Educators"

(Texas Administrative Code, 2018/1998) upon becoming certified to teach in a Texas classroom. According to "(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state."

My indwelling was focused on the definitions of terms applied by the state of Texas for educators in the "Code of Ethics." I found one RoI (see Table 3) that deserved to be noticed with the intention of achieving teacher reflection time on their pedagogical adopted practices. The ultimate aim was to have every school leader and teacher continually integrate inclusion at heart. A further look into the definition terms used by SBEC, the Texas Education Agency (TEA) describe the qualities of a good moral character as being accountability, trustworthiness, and honesty among other traits. I found these teacher characteristics to be relevant and present in teacher responses, which became the drive in analyzing all sets of responses. The findings (see Table 3) show the total number of supporting units followed by the correlation of "good moral" character traits and each supporting unit for my ROI.

Table 3

Flores Vasquez's Rule of Inclusion and Supporting Units for Teacher Commitment

Rule of Inclusion	Category	Supporting Units	Strongest Units
Accountability, Trustworthiness, and Honesty as required by the State Board of Texas became even more vital during the pandemic requiring continuous educator commitment to student/family education and success.	Continuous Educator Commitment (CC)	***Total of Supporting Units***: 2.1, 2.5, 2.6, 3.1, 3.3, 3.5, 3.10, 4.3, 4.5, 4.14 ***Accountability*** 2.1, 2.5, 3.1, 3.5, 4.3, 4.14 ***Trustworthiness*** 2.6, 3.10 ***Honesty*** 3.3, 4.5 **Summary:** 10 SRs from 6 Participants; 1, 3, 5, 6, 10, 14	2.1 3.1, 3.5, 3.10 4.14

Note. Based on the descriptors of good moral character by Texas Administrative Code.

Kristen P. Erdem

Erdem is currently a graduate student in the Master of Science Program in Curriculum and Instruction at TAMIU. She works for a social service, non-profit agency focused on lifting families out of poverty through education and case management. Work experience at the Texas southern border led her to find passion in advocacy for immigrants and marginalized populations. Erdem joined POSSE in 2020 to pursue meaningful research in order to contribute to the field and enhance her graduate education experience. She finds this PAR project compelling as it seeks to make global voices heard on the experience of the COVID-19 pandemic.

Personalization of CCM Process. My approach led me to read all responses to each question as the first step. I must admit I re-read some that were particularly compelling and began to see themes as I was taking all the data into my consciousness. I am not a teacher in my day job. I really wanted to put myself in their shoes. I then decided to take one question at a time in my documentation of themes. I started with question 1. I found themes that I was sure would be well-represented. Then, I moved to question 2, then to question 3, and so forth, only to realize that I was finding other themes along the way while not seeing overwhelming support for my initial themes. I found this fascinating as I knew I had to return to each question and lift the support from the data for later themes identified in the process. And the supporting statements were there. They had been present all along. I had to go through this process to see them fully. Figure 11 is a snapshot of my organization around one of my strongest RoI.

Figure 11

Erdem's Rule of Inclusion and Supporting Units for Reliance on Parents

Category Name: Reliance on Parents (RP)
Rule of Inclusion: Since COVID, schools are heavily and consistently relying on parents for curriculum and instruction delivery.
Supporting Units: 1.2, 1.3, 1.4, 1.5*, 1.6, 1.7, 1.11, 2.1*, 2.2, 3.1, 3.3, 3.5, 4.1, 4.5, 5.1, 5.2, 5.3*, 5.7*
All questions had supporting units
*identifies more than one supporting statement with a single response.
SUMMARY: 22 Supporting Responses from Participants: 1-7, 11.
Summary of Responses to RP Rule of Inclusion….
1.2 ("A teacher's job has changed from teaching the student to teaching the parents.") **1.3** (" … dispersing laptops to families.") **1.4** ("I am a teacher, a mother … we are being asked to forget our own children's education and well-being to teach other children.") **1.5** (" … the parents did not know how to explain … ") **1.5** ("It was hard to explain and to help the parent.") **1.6** (" … call the parents of those who never engaged.") **1.7** (" … increased need for parent and teacher collaboration … ") **1.11** ("I called parents even at night.") **2.1** ("my parents who became my 'hands at home'.") **2.1** ("if we don't have parents on our side, remote learning is not going to work.") **2.2** (" I jokingly tell the parents that they will have homework as well, that is to learn the English language along with their child. I provide them with a letter identification form, so parents can help their child identify the English alphabet. It is phonetically written in Spanish so that parents can say the letter in English.") **3.1** ("At the beginning of the pandemic … they [*educators*] were quick to blame the parents because no one had any solutions to the challenges of the pandemic.") **3.3** ("What helps is when a parent is guiding a student in how to ask questions.") **3.5** ("Teachers' access to parents' concerns and questions about students' learning objectives … are essential to sustaining students' learning.") **4.1** ("Certainly, it is in English and Spanish to accommodate all my parents.") **4.5** ("To make remote learning inclusive, teachers will have to reinforce communication with parents ... ") **5.1** ("They [*school districts*] are not providing my [*spec ed.*] parents with any resources or training to best help their child at home during a pandemic.") **5.2** ("Now, we just … and pray that the parents help their child out.") **5.3** ("Single parent households will struggle the most … ") **5.3** (" … the extra expense on families on internet computers … ") **5.7** (" … both parents work … working on the slides past 10pm.") **5.7** ("Parents varied greatly … with technology … language barriers … not enough resources and tutorials provided by the district in their native language.")

Preliminary Findings

The data analysis team members concluded the independent part of the CCM process with identifying their strongest RoI (i.e., the rules with most supporting responses expressed by multiple participants). These strongest RoI would move forward to be the initial consideration of findings in this PAR inquiry. The preliminary findings presented in the following sections emerged from the team's initial comparisons of strong RoI.

Individually and independently, the data analysis team members had identified participant responses pertaining to challenges of transferring to a virtual classroom, physical and emotional tolls expressed by teachers, and the importance of collaborative parent-teacher relationships. The wording of the rules may have differed, but the main themes remained the same. The team members merged the supporting responses they identified for the three preliminary findings, ensuring that the findings were strongly rooted in the participants' quotes. The quotes utilized in the findings section are labeled with a number and a demographic descriptor line to enhance transparency. The number indicates which research question the response was made to and the number of the statement (i.e., the sixth educator's response to the first research question is labeled 1.6). The descriptor line provides information on the educator's school level, teaching field, and location.

Challenges of Transferring to a Virtual Classroom

One preliminary finding identified by the data analysis team is the challenge of pivoting from traditional face-to-face instruction to remote online learning. This challenge presented an array of issues for teachers. Classroom management and student engagement techniques had to fit a virtual classroom setting. Teachers had to find their way independently as the collaborative team setting was not available. School and district leadership were also new to this shift. The effect was a bombardment of new strategies and skills to learn and implement quickly. Work environments had to be absorbed into home environments with professional and personal duties overlapping as teachers had their own children in home-school mode. And then, there were the things that were out of the teachers' control, like the lack of students' ability to connect to the internet, or even to have a device to use at the designated class times. Teachers worried for their students like never before, especially because everyone was forced to navigate new, technological frontiers. One teacher stressed about the overnight changes that came with transferring to a virtual classroom:

> *From one day to the next, we were expected to come up with solutions to*

> *problems we had never encountered. We were expected to become crisis management experts while still being accountable for our work and providing students with a learning experience as if nothing had changed. Teachers were expected to become technologically savvy from one day to the next and adjust to the new situation while still teaching our classes as if we were in the classroom.* (1.6; Choir and Theater Teacher; Texas, USA)

Though the immediate changes required left educators in a spell, there were those who found ways to make the transition a less painful one. One math elementary teacher explained how their school implemented a trial week strategy to make all parties comfortable with the transition:

> *I am incredibly grateful our school administration coordinated a trial week before officially starting the semester. It was communicated to families as an opportunity for their student to join teachers for virtual lessons and connect with other students in their grade in preparation for the school year. All students were invited but not mandated to attend. Sessions were held for each grade level Monday–Friday for two hours. This week was a whole-school strategy that was incredibly useful not only in testing out 90-minute synchronous lessons for the first time but also learning what strategies might be useful for online learning.* (2.12; Texas, USA)

Unfortunately, not every educator reported experiencing a school-wide strategy to tackle remote learning. However, the crisis forced them to innovate new ways, adjust teaching strategies, and solve problems. One first-grade teacher explained how "online stories and Promethean Board Flipcharts have replaced what [they are] unable to perform at the moment" (2.13; Texas, USA). Another teacher learned to use an app that students were keen on using; this teacher used "them to keep students interested and engaged"; they even joined "TikTok because [they] noticed that [their] students would use it so much on a personal level" (2.8; Middle School Teacher; Texas, USA). At times, even chaotic ones, educators can rely on time-tested strategies. One educator explained: "Routine, no matter if in a face-to-face or virtual classroom, helps students navigate the already chaotic changes they are experiencing. If they know that they will log on at a specific time and have to follow specific rules during that virtual meet, it makes teaching and learning [a] much smoother process" (2.4; High School, English Language Arts Teacher; Texas, USA).

The challenge of transferring curriculum, strategies, and even pedagogical mindsets to fit a virtual platform is daunting, and adding a time limit to it just adds to the stress that educators felt when the country shut down in the spring of 2020. Though educators acknowledged the challenges that faced them, many rose to the occasion to make sure that their students would not lose out. This transformation, reported some, was a give-and-take process.

Physical and Emotional Toll on Educators

Pandemic-related situations such as the sudden change to online education have resulted in both physical and emotional overload for teachers. Actual physical pain and discomfort was reported due to the constant sitting and lack of movement. Teachers described feelings such as frustration, helplessness, and uncertainty caused by the burdens of physical distance

and social isolation. The dullness of excessive time spent indoors was also a determinant in the teachers' physical and mental health during the remote teaching.

Though educators have relied on technology in implementing relevant and meaningful curricula, the amount of time spent on a device has had an impact. One teacher explained: "The amount of strain that working all day at the computer does on one's body is mind boggling. My eyes were always tired at the end of the day" (5.4; High School, English Language Arts Teacher; Texas, USA). Physically spending too much time in front of a screen was a point that one teacher made as well. They explain that there is no break between planning and teaching when it comes to computer time; the educator felt as if it was all-consuming. They state: "teaching online makes us teachers work around the clock and there is no rest" (1.6; Choir and Theater Teacher; Texas, USA). This of course notes the physical strain that remote teaching placed on educators; however, there were also the physical strains that occurred for educators still obligated to teach face-to-face. One high school principal explained the physical dangers that educators face: "Every decision can lead to the death of my colleagues and students if we are not careful to follow PPE [personal protective equipment] and clean and sanitize our work areas" (1.9; Texas, USA). Alongside these physical tolls that administrators, educators, and students face are the emotional burdens that are at times tougher to deal with.

The physical distancing resulting from remote education during the pandemic inflicted challenges on classroom relationships. According to participants, as opposed to in-person education, remote education through digital interactions conceal expressions and body language, making it harder for teachers to interpret students' reactions to address their needs. Students often demonstrate confusion, which is difficult to address from a distance. An elementary special education teacher lamented: "All I see now is their puzzled faces over a computer" (1.1; Texas, USA).

Moreover, participants expressed the emotional distress caused by the pandemic, reporting feelings of sadness and discouragement about being deprived of socialization and describing the situation through metaphorical colors. A choir and theater teacher proclaimed that "during COVID-19, it is a pale gray, everyone is stuck at home, segregated from others; happiness and enjoyment have been sucked out of our lives" (1.6; Texas, USA). A middle school teacher stated: "I see it as blue and white. I say this because my favorite color is blue, and it makes me happy. Now it is white because there is nothing there; it's a blank approach, I do not like it, and it represents sadness" (1.8; Texas, USA).

Although teachers described the advantages of being home and close to their families, working from home was also emotionally draining due to its monotony. A high school, English Language Arts teacher described, "the thought of going to one's home to relax after a long day of working no longer exists, at least for me. I just go from one room to another" (1.4; Texas, USA).

Distancing from co-workers has also played a role in teachers' emotional instability. Participants manifested that adaptation to remote learning while learning new methods were often burdensome and caused them to feel isolated and unable to maintain professional relationships and friendships with their counterpart teachers. As a pre-kinder teacher proclaimed: "I often feel alone in this new, unknown method of teaching. It does not help that we cannot even hug another person to console" (1.6; Texas, USA).

The physical and emotional tolls were ongoing challenges that educators faced in 2020; however, participants also shared positive outcomes of remote learning and teaching during COVID.

Collaborative Parent–Teacher Relationships

Transferring to online teaching reinforced the conception about parental relationships and parental involvement in children's education. Most teachers confirmed the cruciality of teacher and parent clear communication and collaboration to maximize students' learning. Furthermore, in the pursuit of enhanced relationships with parents, teachers demonstrated awareness of cultural and linguistic differences and the importance of being responsive to diversity.

Teachers emphasized the significance in building collaborative relationships with parents as a strategy to support student learning. Through the transition to remote teaching, teachers lost the personal connection to their students. Instead, many teachers had to rely on parents to set up technology, help with schoolwork, and provide instructional support. Teachers and parents needed to work together to support student learning. Elements of a positive parent–teacher relationship, although always key, became a demand in this time of crisis. One educator stressed:

> *My biggest strategy is connecting with my parents and reassuring them that we are in this pandemic together. I will not pass on my responsibilities of a teacher to my parents. I would not be able to do anything with my students if I do not have my parents' confidence and support.*
>
> *Research and educator preparation programs identify parent–teacher relationships as good practices. But how much time and effort do teachers actually dedicate to it?* (2.1; Elementary Special Education Teacher Kinder–5th Grade, Functional Living Skills Unit; Texas, USA)

The pandemic revealed that the vital relationships between educators and parents had not always been in place as they, perhaps, should have been. However, instead of keeping the status quo, many teachers showed commitment and dedication, and found themselves on a learning curve as they navigated how to create healthy relationships via technology with students and with parents. Educators reported an increase in communication, oftentimes during after-work hours and on weekends. They found themselves teaching parents the basic elements of technology to assist their children while learning via technology from home, at times having to troubleshoot technology problems until late at night from their personal phones. Many parents did this all while conquering the language barriers that many families face. One educator stated: "my goal was to modify my approach to meet the needs of each family just like I used to do in my classroom for my students. That meant considering their resources, language, and family needs besides the child's academic and functional limitations—it was all about making the extra effort to ensure the continuation of instruction" (2.1; Elementary Special Education Teacher Kinder–5th Grade). Another elementary educator explained how she "provide[d parents] with a letter identification form, so parents can help their child identify the English alphabet" (2.2; Pre-Kinder Teacher; Texas, USA). These extra efforts and steady commitment from teachers had led to positive outcomes: "Parents had to become involved in teaching their children, many

became aware that they are capable of helping their children. Teachers used the crisis to empower parents" (2.1; Elementary Special Education Teacher, Kinder–5th Grade; Texas, USA).

To return back to the goal of continuous educator commitment, it is critical the potential that parents have as collaborators in the educational system is recognized. It is difficult to teach parents how to maneuver through a technology century, but it is the same process we apply in the classroom, so why take shortcuts that will hinder student learning? The pandemic reminded us that parents are a powerful resource and that we are "in this together." Inclusion really means school policymakers, educators, students and parents working towards the best for our students.

Implications and Next Steps

In this PAR project, 16 educators in the state of Texas responded to an invitation to provide demographic data about themselves and their students and schools, and then engaged in focus group inquiry, and member-checked the transcriptions of their statements.

Six educators committed to the analysis of the data. This article presents that journey and the initial findings from the 10 months of engagement in the process. The data analysis team has been faithful to the systemic CCM of analysis in searching for insights for educators committed to providing equitable learning experiences for their students.

Educators who participated in the focus groups from across the state of Texas teaching students across all grades reported challenges encountered when transferring curriculum, strategies, and pedagogical mindsets to virtual platforms. To face the pandemic-related changes, teachers paid both physical and emotional tolls, describing feelings such as frustration, helplessness, and uncertainty. Teachers also emphasized the significance of building collaborative relationships with parents as a supportive strategy.

As the PAR inquiry and analysis was being drafted for this article, at least half of the co-authors were still juggling expectations of altered face-to-face and virtual teaching–learning experiences. The team is committed to continuing and completing the analysis of educator participants' words to gain insights into teaching during a pandemic. Furthermore, demographic information collected allows for further analysis, possibly showing triangulations amongst the participants and their experiences. The focus of further research must now shift from teaching *during* COVID to *post* COVID, which raises a very different question: Given all we have experienced and witnessed during the pandemic, do educators have the professional knowledge bases they need to provide equitable quality educational experiences for *all* of their students?

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Appendix A

Table 1

Methodology Audit Trail of Participatory Action Research Inquiry

Research Topic	Research Step	Date	Participants
Research Invitation and IRB Approval	Receipt of invitation to participate in research project "Teacher Experiences and Practices in the Time of Covid-19" with five research questions by ICET/MESH.	2020 08/03	POSSE Founder & Principal Investigator (PI)
	POSSE Round Up: Preliminary invitation to participate based on IRB approval to potential interviewees based on their affiliation with POSSE.	08/10	PI; POSSE Members[1]
	POSSE Round Up: Discussion of participatory action research (PAR) steps and responsibilities of research participants.	08/15	PI; POSSE Members
	Development of participant demographic data form.	08/16	PI; POSSE Research Participants
	TAMIU Institutional Review Board (IRB) approval.	08/17	PI
	Official PAR invitations sent out including consent form, demographic form, five research questions, and warm-up question.	08/18	PI
Focus Group Inquiry	Virtual focus group inquiry: Facilitated group discussion with warm-ups and responses to five questions. Members participated as interviewee (i.e., sharing personal experiences), interviewer (i.e., facilitating the discussion), and researcher (i.e., notetaking and transcribing).	08/22	PI as Facilitator; POSSE Research Participants[2]
	Additional small group interview.	08/27	POSSE Research Participants
	Selective transcription of focus group discussion: ● Comprehensive transcription of audio-recording including all responses. ● Selection of relevant quotes. ● Noting emerging themes.	08/22-08/29	PI; Methodologist; POSSE Research Participants
	POSSE Interviewees developed written responses to five research questions.	08/22-09/05	Interviewees[3]
	POSSE Round Up: Explanation of member-checking process and next steps.	08/29	PI; Methodologist; POSSE Research Participants
	POSSE research participants uploaded written responses, transcriptions, and themes to an interactive Google Doc.	08/29-09/05	POSSE Research Participants
	Member-checking process: ● Identify quotes pertaining to oneself and integrate transcriptions into own quotes. ● Confirm accuracy, edit if necessary; sign and date.	08/29-09/05	Interviewees
	POSSE Round Up: Last call for responses and member-checking.	09/05	PI; Methodologist; POSSE Research Participants
	Editing and formatting responses regarding compliance with APA format only. Creation of five separate documents containing one of five questions, responses, and themes.	09/06	PI; Methodologist

Research Topic	Research Step	Date	Participants
	Submission of primary themes to ICET/MESH.	09/08	PI
International Symposia	Participation in facilitator training session by ICET/MESH.	09/28	PI as Facilitator; Methodologist as Co-Facilitator
	Participation in International Symposium from London as facilitator, co-facilitator, and notetakers.	10/08	PI; POSSE Research Participants
	POSSE Round Up: Reflection on and discussion of symposium.	10/10	PI; POSSE Research Participants
	Participation in International Symposium from Tokyo as facilitator, interviewees, and notetakers.	10/15	PI; POSSE Research Participants
	POSSE Round Up: Reflection on symposium and discussion of next research steps.	10/17	PI; POSSE Research Participants
Presentation of Research	Conference presentations of preliminary findings: 2020 TAMIU Fall Student Conference; Laredo, TX.	11/19	Members of Data Analysis Team [4]
Data Analysis	Constant comparative method (CCM) of Analysis CCM Team meetings (weekly): ● Workshop on CCM process and context. ● Exemplary discussion of rules of inclusion. Individual Analysis: ● Each CCM Team member was assigned one of the five sets of responses/ questions: Indwelling and open coding. ● Establish rules of inclusion and locating supporting units (color-coding). ● Apply initial set of rules to a second question to locate further supporting units. ● Repeat process with remaining research questions. ● Establish a ranking of rules of inclusion based on strength of support. Team Analysis: • Comparing rules of inclusion to determine relationships and patterns (in process.)	2020 11/28 through 2021 06/26	PI; Data Analysis Team
Presentation of Research	Conference virtual presentations: • 28th Annual Southwestern Business Administration Teaching Conference; Texas Southern University, Houston, Texas • 25th Annual Western Hemispheric Trade Conference; TAMIU, Laredo, Texas • 20th Annual 2021 Region 5, Texas NAME Conference, Nacogdoches, Texas	2021 03/05 04/16 06/26	PI; Data Analysis Team 2 presentations

Note

[1] *POSSE Members* refers to all POSSE members participating in the meeting.

[2] *POSSE Research Participants* refers to all members who signed the IRB consent form.

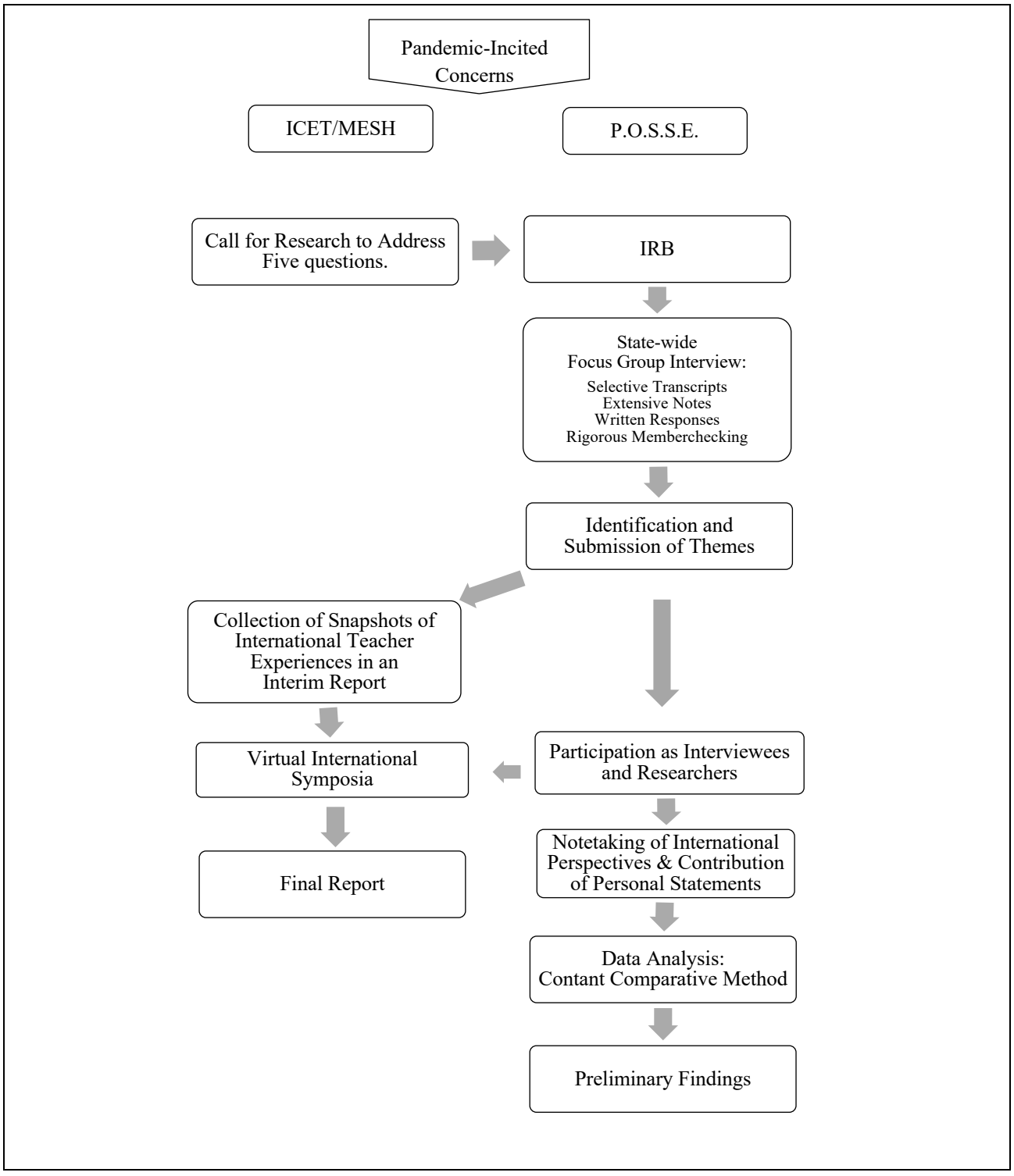
[3] *Interviewees* refers to POSSE research participants who submitted answers to the research questions.

[4] *Data Analysis Team* refers to POSSE research participants who worked on the data collection and analysis process.

APPENDIX B

Figure 1

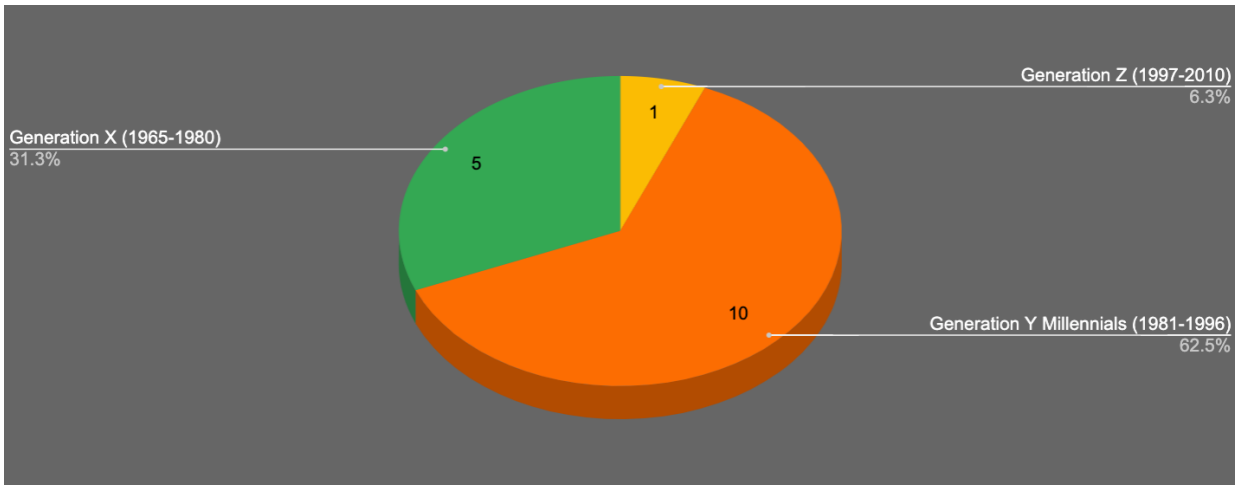
Flowchart Depicting Participatory Action Research Team's Journey



APPENDIX C

Figure 2

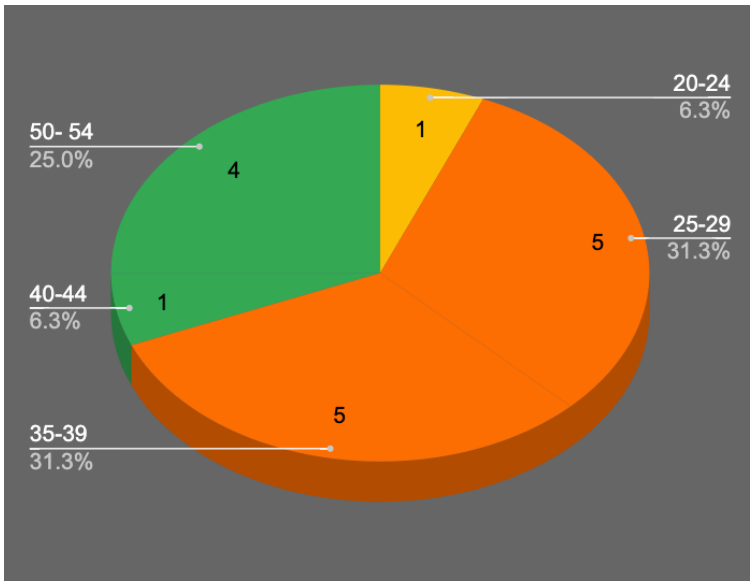
Participants by Generation



APPENDIX D

Figure 3

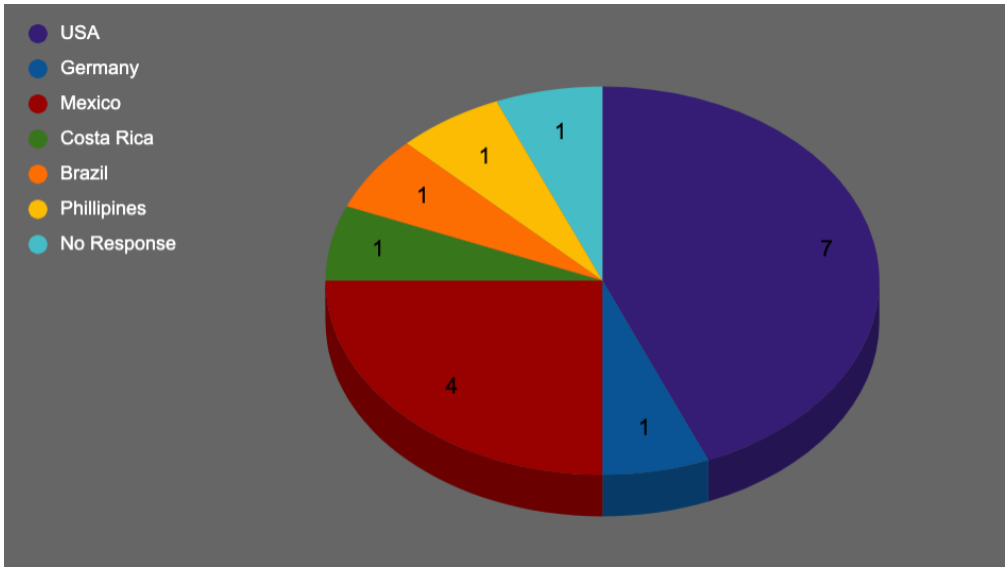
Participants by Age



APPENDIX E

Figure 4

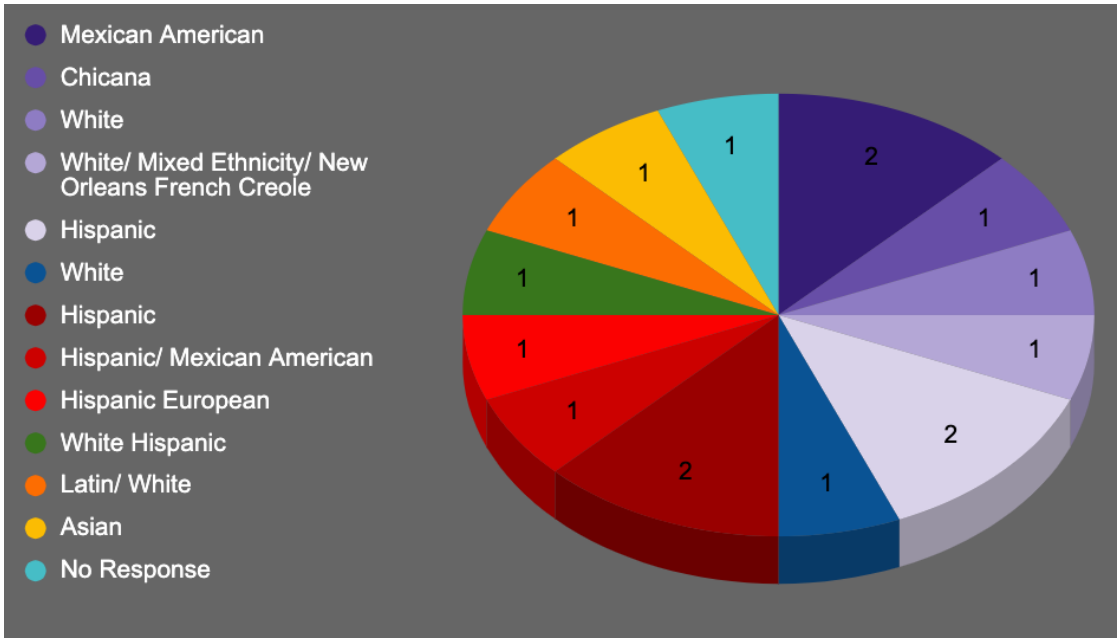
Participants by Nation of Origin



APPENDIX F

Figure 5

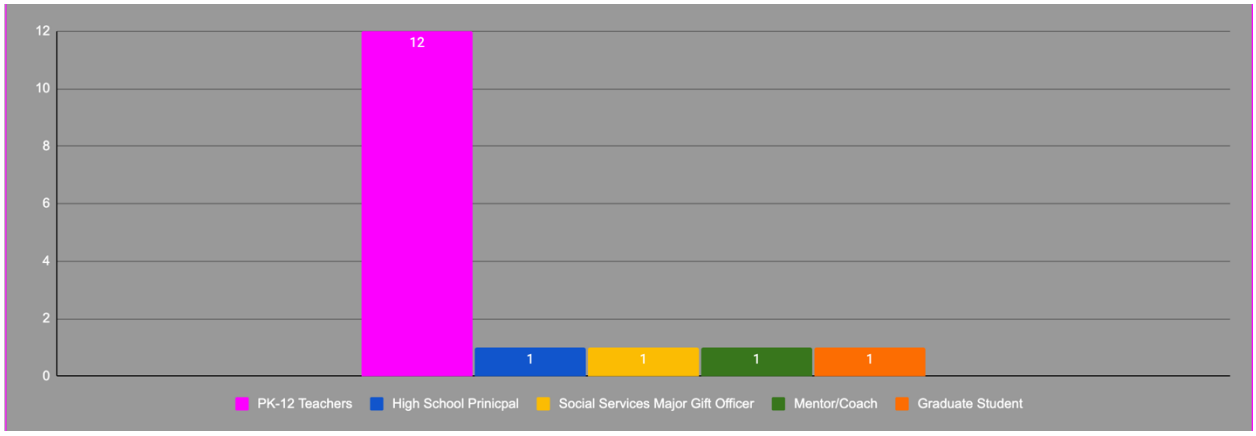
Participants by Self-Chosen Racial/Ethnic Identity



APPENDIX G

Figure 6

Participants by Academic Position 2019–2020 & 2020–2021



APPENDIX H

Figure 7

Daub's Rule of Inclusion With Supporting Responses and Sub-Categories

Category: Emotional toll on teachers (ET)
Rule of Inclusion: Teachers describe the emotional toll the pandemic-related situational changes (e.g., distance education, teaching from home, social isolation, sudden transition to online teaching, safety concerns) are taking on them and report feeling unsupported, helpless, disconnected, stressed, or uncertain.
Supporting Responses: **15 from 13 Different Participants**
5.2*; 5.5*; 5.12; 1.1; 1.2; 1.3; 1.4; 1.6*; 1.7; 1.8; 1.9; 1.11; 1.14; 1.15; 3.1
[none found in Questions 2 or 4]
11 Subcategories:

Situational Changes	
Distance education:	1.1; 1.2
Safety concerns:	5.12; 1.9
Social isolation:	5.2; 1.6
Sudden transition to online teaching:	5.5; 1.11; 1.14; 1.15
Teaching from home:	1.4; 1.6
Responses/Feelings	
Disconnected:	5.2; 5.5; 1.2; 1.6
Helpless:	1.1
Stressed:	1.6; 1.11; 1.14
Uncertain:	5.5; 1.14; 1.15; 3.1
Unsupported:	5.2; 1.4

APPENDIX I

Figure 8

Daub's Color-Coding of One Teacher's Response to Question 1

1.11 Early College High School Teacher and Adjunct University Instructor; Texas, USA:

During the spring semester, I have used a lot more technology integration in my classes. I called parents even at night using my personal phone to inform them about the work that needs to be turned in by the students. I needed to prepare a lot of PowerPoint presentations and recorded audio with them so that the students will understand the notes. We were not prepared to go online in the spring semester and learning a new mode of teaching and sending work to students became stressful. It is a good thing that our principal is understanding and allowed us to use Edmodo instead of Google classroom.

APPENDIX J

Figure 9

Ferraz Soares's Color-Coding[1] of One Teacher's Responses[2] to Questions 3 & 5

3.3 Music Teacher, Kinder-4th Grade; Texas, USA:
(a)(c) The establishment of Zoom, Google Meets, and Microsoft Teams allowed communication for educators. By doing so, it opened a gateway in communicating student progress to parents. In furthering a student's education, this practice establishes one of Freire's principles.
(e) Before it was simple to cache from meetings with many people present. It is easier for a facilitator to single out a person's web session if that person was not verbal before. This allowed educators to keep students engaged and build trust and positive relationships. By using verbal and non-verbal communication, school districts had to resolve problems over internet access.
(a)The challenge is difficult. I applaud the teachers and administrators for expressing their concern over the students who live in poverty.
(c) It is difficult for families to have basic access to the internet, let alone have a computer.
(b) Low socioeconomic families of color fall under this statistic. In one instance, a family had to reject a school laptop because they were afraid of being responsible. There were a few students that did not access the online material at all, and leaders had to check their status to understand the current problem.

5.3 Music Teacher, Kinder-4th Grade; Texas, USA:

A multitude of low-income families in the area will toil to attend school online. School districts would have to continue sharing ideas to make students attend. Single parent households will struggle with childcare as the issue has been consistent. The area I teach is near a downtown area. Our campus is the second lowest income school in the district. The area has some of the hardest working parents who need childcare for the face-to-face instruction.

I lived in a rural area before I moved to a bigger city. As a person who grew up on ranches in Texas, it was burdensome to even get dialed up and sometimes, if you did get access, it was the only option. Residents in my area do not have running water nor paved roads. This issue followed me to graduate school. The master's degree plan had four classes that were face-to-face. Courses were held in the evening to allow working students the opportunity to attend. Despite being online, I still had to show up at the university almost daily.

I would arrive at two o'clock in the afternoon and leave when the library closed. I would sit in the library and use the Wi-Fi. I would sit near the help desk and ask for assistance if I needed an article.

Some students who live in this city sometimes do not have enough food for their household and the extra expense on families on internet computers could hinder online attendance. Many students do not have that luxury anymore of going to a spot to work. Many of Maslow's five needs are not even met in urban areas. I saw this firsthand at a community house that serves at-risk populations and where at-risk kids live in homeless shelters. It reminds me every day of those kids because that is who I still teach.
According to recent poverty rates, the city I grew up in ranks four points ahead of where I live now. This has been eye-opening, students are at a disadvantage in a city where football is the heart and soul of the city, where the second largest university resides in Texas. Where some of the best minds graduate every year. A place you would not expect poverty to happen, or where at least you would expect it to be lower. Before moving to the city I teach in now, I did not have the number or the perception of this happening. The first thing you think about is college kids and education at a high standard. I was wrong because I see it every day at the school I currently teach in, where about ninety percent of students are at risk.

These are the challenges that educators are going to have to face. Educators have to be creative and promote computer literacy and literacy. How are we going to get internet access in urban low-income areas? How are we going to get internet access to a house in the middle of the woods to have internet access? How are we going to provide devices to every child who needs one? How are you going to differentiate instruction? These are the real questions that educators in the field need to ponder. How can educators promote social justice for the twenty percent and educate them the best we can? Educators must give them the best education they can with what they can.

[1] A shift in color-coding after experimentation revealed what was the most meaningful process.
[2] Not all responses for this participant are included here.

APPENDIX K

Table 2

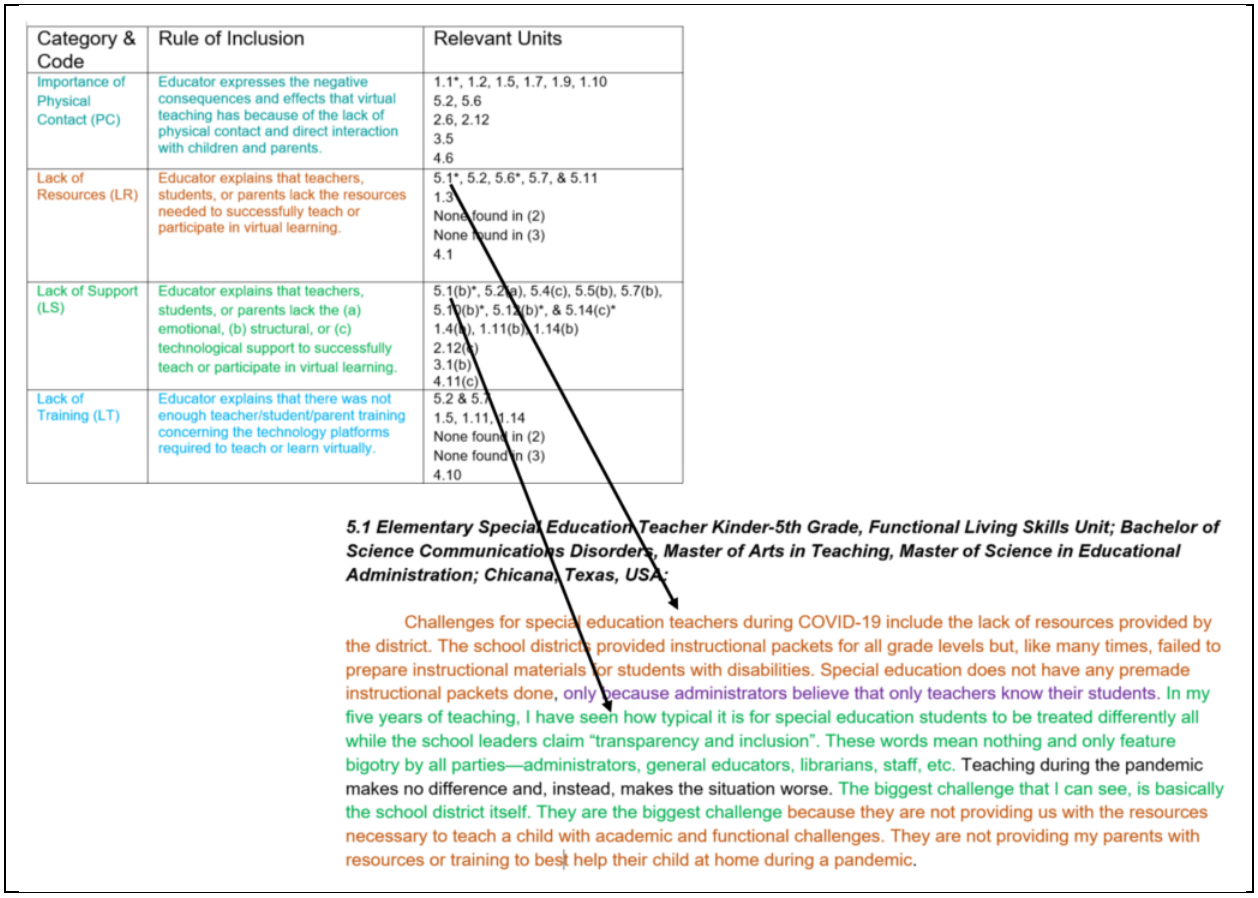
Ferraz Soares's Rule of Inclusion Showing Social Inequality Challenges

Rule for Inclusion: Participants described challenges encountered in disadvantaged communities
Questions/Supporting Responses (SR)
Question 1: No SR Question 2: No SR Question 3: What strategies/practices do they want to continue using? Question 4: What do they see themselves doing differently in the future? Question 5: What do teachers see as challenges for sustaining education during times of crisis? Sub-themes and Supporting Responses 3.3, 4.5, 5.3, 5.4, 5.11: (a) Assisting students in poverty: 3.3 (a)The challenge is difficult. I applaud the teachers and administrators for expressing their concern over the students who live in poverty. (b) Racial minorities living in poverty: 3.3 (b) Low socioeconomic families of color fall under this statistic. In one instance, a family had to reject a school laptop because they were afraid of being responsible. There were a few students that did not access the online material at all, and leaders had to check their status to understand the current problem. (c) Impact of poor living conditions: 4.5, 5.3, 5.4 (c) Unfortunately, not all children had the same opportunities due to inequalities, such as challenging living conditions (question 4.5). (d) Impact of parents' unemployment: 5.11 (d) With a lot of people losing their jobs during the pandemic, this will be an extra expense for the families. Related Theme: Digital Inequality (e) Limited digital resources caused by poverty: 3.3 4.5, 5.2, 5.3, 5.4, 5.7, 5.9, 5.11 (e) It is difficult for families to have basic access to the internet, let alone have a computer. Summary: 13 SRs from 7 Participants 2, 3, 4, 5, 7, 9, 11

APPENDIX L

Figure 10

Villanueva's Rules of Inclusion with Supporting Responses



Category & Code	Rule of Inclusion	Relevant Units
Importance of Physical Contact (PC)	Educator expresses the negative consequences and effects that virtual teaching has because of the lack of physical contact and direct interaction with children and parents.	1.1*, 1.2, 1.5, 1.7, 1.9, 1.10 5.2, 5.6 2.6, 2.12 3.5 4.6
Lack of Resources (LR)	Educator explains that teachers, students, or parents lack the resources needed to successfully teach or participate in virtual learning.	5.1*, 5.2, 5.6*, 5.7, & 5.11 1.3 None found in (2) None found in (3) 4.1
Lack of Support (LS)	Educator explains that teachers, students, or parents lack the (a) emotional, (b) structural, or (c) technological support to successfully teach or participate in virtual learning.	5.1(b)*, 5.2(a), 5.4(c), 5.5(b), 5.7(b), 5.10(b)*, 5.12(b)*, & 5.14(c)* 1.4(b), 1.11(b), 1.14(b) 2.12(b) 3.1(b) 4.11(c)
Lack of Training (LT)	Educator explains that there was not enough teacher/student/parent training concerning the technology platforms required to teach or learn virtually.	5.2 & 5.7 1.5, 1.11, 1.14 None found in (2) None found in (3) 4.10

5.1 Elementary Special Education Teacher Kinder-5th Grade, Functional Living Skills Unit; Bachelor of Science Communications Disorders, Master of Arts in Teaching, Master of Science in Educational Administration; Chicana, Texas, USA:

Challenges for special education teachers during COVID-19 include the lack of resources provided by the district. The school districts provided instructional packets for all grade levels but, like many times, failed to prepare instructional materials for students with disabilities. Special education does not have any premade instructional packets done, only because administrators believe that only teachers know their students. In my five years of teaching, I have seen how typical it is for special education students to be treated differently all while the school leaders claim "transparency and inclusion". These words mean nothing and only feature bigotry by all parties—administrators, general educators, librarians, staff, etc. Teaching during the pandemic makes no difference and, instead, makes the situation worse. The biggest challenge that I can see, is basically the school district itself. They are the biggest challenge because they are not providing us with the resources necessary to teach a child with academic and functional challenges. They are not providing my parents with resources or training to best help their child at home during a pandemic.

Note. Three codes are identified in the upper portion of this figure. The arrows indicate the unit that was identified and color coded for two of the specific rules of inclusion.

APPENDIX M

Table 3

Flores Vasquez's Rule of Inclusion and Supporting Units for Teacher Commitment

Rule of Inclusion	Category	Supporting Units	Strongest Units
Accountability, Trustworthiness, and Honesty as required by the State Board of Texas became even more vital during the pandemic requiring continuous educator commitment to student/family education and success.	Continuous Educator Commitment (CC)	***Total of Supporting Units**:* 2.1, 2.5, 2.6, 3.1, 3.3, 3.5, 3.10, 4.3, 4.5, 4.14 ***Accountability*** 2.1, 2.5, 3.1, 3.5, 4.3, 4.14 ***Trustworthiness*** 2.6, 3.10 ***Honesty*** 3.3, 4.5 **Summary:** 10 SRs from 6 Participants; 1, 3, 5, 6, 10, 14	2.1 3.1, 3.5, 3.10 4.14

Note. Based on the descriptors of good moral character by Texas Administrative Code.

APPENDIX N

Figure 11

Erdem's Rule of Inclusion and Supporting Units for Reliance on Parents

Category Name: Reliance on Parents (RP)
Rule of Inclusion: Since COVID, schools are heavily and consistently relying on parents for curriculum and instruction delivery.
Supporting Units: 1.2, 1.3, 1.4, 1.5*, 1.6, 1.7, 1.11, 2.1*, 2.2, 3.1, 3.3, 3.5, 4.1, 4.5, 5.1, 5.2, 5.3*, 5.7*
All questions had supporting units
*identifies more than one supporting statement with a single response.
SUMMARY: 22 Supporting Responses from Participants: 1-7, 11.
Summary of Responses to RP Rule of Inclusion….
1.2 ("A teacher's job has changed from teaching the student to teaching the parents.") **1.3** (" … dispersing laptops to families.") **1.4** ("I am a teacher, a mother … we are being asked to forget our own children's education and well-being to teach other children.") **1.5** (" … the parents did not know how to explain … ") **1.5** ("It was hard to explain and to help the parent.") **1.6** (" … call the parents of those who never engaged.") **1.7** (" … increased need for parent and teacher collaboration … ") **1.11** ("I called parents even at night.") **2.1** ("my parents who became my 'hands at home'.") **2.1** ("if we don't have parents on our side, remote learning is not going to work.") **2.2** (" I jokingly tell the parents that they will have homework as well, that is to learn the English language along with their child. I provide them with a letter identification form, so parents can help their child identify the English alphabet. It is phonetically written in Spanish so that parents can say the letter in English.") **3.1** ("At the beginning of the pandemic … they [*educators*] were quick to blame the parents because no one had any solutions to the challenges of the pandemic.") **3.3** ("What helps is when a parent is guiding a student in how to ask questions.") **3.5** (**"**Teachers' access to parents' concerns and questions about students' learning objectives … are essential to sustaining students' learning.") **4.1** ("Certainly, it is in English and Spanish to accommodate all my parents.") **4.5** ("To make remote learning inclusive, teachers will have to reinforce communication with parents ... ") **5.1** ("They [*school districts*] are not providing my [*spec ed*.] parents with any resources or training to best help their child at home during a pandemic.") **5.2** ("Now, we just … and pray that the parents help their child out.") **5.3** ("Single parent households will struggle the most … ") **5.3** (" … the extra expense on families on internet computers … ") **5.7** (" … both parents work … working on the slides past 10pm.") **5.7** ("Parents varied greatly … with technology … language barriers … not enough resources and tutorials provided by the district in their native language.")