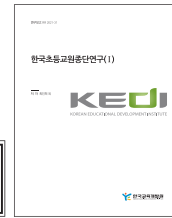


Korean Teacher Longitudinal Study: Elementary School Teacher(I)

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The purpose of the study

- This study aims to conduct the 1st round of Korean Teacher Longitudinal Study-Elementary School Teacher(KTLS-E) and collect data based on the findings of the Teacher Longitudinal Survey(TLS). First, the content of the survey tool was finalized by reflecting the result of exploring to enhance the measurement validity of the survey tool before the 1st round of KTLS-E. Second, the overall preparation to conduct the 1st KTLS-E was completed and a panel of two cohorts of elementary school teachers with varying years of teaching experiences (shorter and longer) was formed. The survey was conducted and data was collected.

Major research contents and findings

Exploration to enhance the validity of the survey tool

- As the first step to enhancing the measurement validity of the survey tool, this study reanalyzed the results of the preliminary survey conducted in the previous year to examine the problems of the existing scale. Some revision on the scale per each type was proposed by dividing the survey questions into three types according to the attributes of the construct being measured as recognition, degree, and frequency. In addition, as an alternative to supplement the limitations of the self-report test, the questions were developed, validated and included in the final survey tool by applying the anchoring vignette method to the area of teacher efficacy and included in the final survey tool.
- In order to improve the content validity of the survey tool, this study reviewed whether the item content adequately reflected the characteristics of elementary school teachers. In particular, this study newly developed or revised some survey questions in the areas of 'teaching and learning activity,' 'cooperation

activity,' 'professional development activity,' and 'education policy and teacher policy' after reflecting the characteristics of elementary teachers who tend to spend more time managing their classroom as well as teaching and the current trends of focusing on their expertise on future-oriented education and COVID-19.

Conducting the 1st round of KTLS-E

- The population of the KTLS-E was teachers of national and public elementary schools and particularly 'those who mainly teach subject areas and guide students and who regularly and directly interact with students.' Two cohorts were formed based on the length of their teaching career: Cohort 1 with a shorter teaching career(less than 5 years of teaching experience) and Cohort 2 with a longer teaching career (10 to 15 years of teaching experience). This is a part of a 10-year longitudinal study and data will be annually collected and analyzed from 2021 to 2020.
- Specifically, in forming a panel, 2000 teachers with a shorter teaching career(approximately 10.72% of all teachers with less than 5 years of teaching experience) and 2000 teachers with a longer teaching career(approximately 8.77% of all teachers with 10 to 15 years of teaching experience) were to be selected as a sample. To set the target sample size, 17 cities/provinces and regional scales(large cities, medium to small-sized cities, suburban/island towns) were stratified and the proportional extraction method to calculate the target number of teachers for each stratum was used. After setting up the sampling goal, schools were randomly sampled(Step 1) and all teachers eligible to participate in the study were then recruited(Step 2). Then the survey was conducted and data was collected for the 1st year of KTLS-E.