

Teacher Identity and Bullying

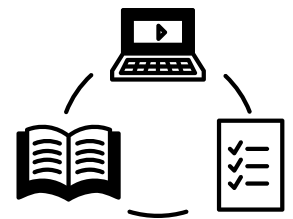
Perspectives from Teachers During Professional Development

Background

Students with disabilities (SWDs) are involved in bullying at higher rates than their non-disabled peers. Teachers are the primary stakeholders in bullying prevention and intervention. The current study examines qualitative responses from teachers during an online bullying prevention professional development.

Methods

- Teachers (N = 36; 83% female) from three elementary schools in the southeastern U.S.
- 80.6% Caucasian, 66.7% Hispanic, 13.9% African American, 11.1% Haitian, 2.8% Asian American, and 2.8% other race (checked all that apply).



Findings

1) What are teacher's perceptions of and experiences with bullying as they complete bullying professional development modules?

- Teacher's experiences with bullying were shaped by their own identities and personal experiences. Teachers reported examples of bullying prevention from their own classrooms and schools. Additionally, teachers emphasized the role of parents and larger sociocultural factors.

2) How do their identities and experiences and their students' identities and experiences influence their perceptions of bullying prevention?

- Teacher responses indicate that teacher identity plays a crucial role in how teachers prepare, train, and show-up to be the first-line of defense against bullying. Teachers' identities shape their perceptions and responses to bullying. Effective professional development for bullying prevention should emphasize the role of identity.



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