

Emma Campbell

If I had to choose one skill that I have developed more than anything else during student teaching, it would definitely be flexibility. When I began student teaching, my school was in a hybrid cohort model, meaning that half of my students were online and the other half were in-person, but the in-person students remained in their cohorts all day; so, I rotated classes to give Geometry instruction, which is obviously not the typical teaching experience. Beyond that, the way the cohorts were organized made it so that I only visited one cohort where all of the students were actually *my* students! Sure, every kid I saw was in Geometry (and, since we team-teach, they were working on the same materials as my students), but I wasn't technically their teacher; I didn't grade or assign their work, I just created the materials! At the same time, every Wednesday was a remote, synchronous learning day, where all classes took place on Zoom. In all honesty, I looked forward most to these days because they gave me the most interaction (mostly through Zoom instant messaging chats) with my students.

About half-way through my time, however; we switched out of the cohorts and returned to "normal". Remote learners were offered the opportunity to return to in-person instruction and students began switching classes again! This meant that I finally got to meet more of my students! These kids had previously been names on a blank screen during Zoom calls and now they were real faces and chattering voices in my classroom! That's not to say it was easy, though. I still had some students online, which meant that lessons and materials needed to be accessible to anyone in class or at home. So, this semester, I have used what feels like a million different online platforms to reach all of my students. I have used Desmos for math lessons that can be done as a group in class or completed asynchronously at home; Edulastic came in handy to make worksheets accessible for students who don't have a printer and to make self-grading assessments with varying question types. Students have loved playing Quizizz live to review for quizzes and state testing, which can also be done asynchronously from the safety and comfort of their homes, and Edpuzzle allowed me to create videos of direct instruction with embedded questions to check student understanding.

While all of this took a lot of trial and error to learn and execute, I wouldn't have traded it for the world. Anytime a student told me (in-person or via email) that I helped a topic make more sense or that I was their favorite teacher, I was reminded of how much this career means to me. This semester was certainly not the student teaching experience I had expected, but it has taught me so much about adapting to new situations, collaborating with other teachers, and believing in myself. I could not have made it through without my incredible cooperating teacher and the help of the Alpha Delta State Ohio Educational Foundation. My teacher has been so kind and encouraging to me and has truly made my experience a positive one; her advice and patience have encouraged me to be a better teacher and I feel very fortunate to have a great relationship with her. At the same time, the Esther H. Strickland Student Teaching Grant helped to take some of the weight of living expenses during this tumultuous time off of my shoulders. Thanks to the grant, I was able to not have to worry about overloading myself with extra hours of part-time work,

while trying to navigate learning to teach online and in-person at the same time. I cannot thank the members of the Alpha Delta State Ohio Educational Foundation enough for your support and I look forward to my future endeavors in the field of education!