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The Good, the Bad, and the in Between: The Effects of Covid19 & Remote Learning

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Abstract

This Capstone Project delves into the perspectives of Bay High School teachers regarding the impact of the COVID-19 pandemic and remote learning on students' education. Through a thorough analysis of interviews and the relevant research literature, the study offers suggestions for addressing the learning setbacks experienced by students during this challenging period. It is argued that the implementation of effective tutoring programs is a promising approach that will help to bridge the education gap and support students in their academic recovery. By recognizing the unique challenges faced by students and educators, this project emphasizes the importance of informed interventions and innovative strategies in fostering a resilient and effective learning environment for all stakeholders involved.

The Good, the Bad and the inbetween: The Effects of Covid19 & Remote Learning

In the year 2020 I was in my second semester of college at Monterey Peninsula College when the world shut down. Our Professor at the time walked into the class and told us that school might be closed next week because of Covid-19 . I remember thinking that there was no way school would actually shutdown because never in my entire lifetime had something like that happened. When the class was over he told us he would see us next class and to have our presentations ready. However, that was the last time I ever stepped foot inside that classroom because the very next day school closed. As the weeks went by class did not return in person and we were forced to learn remotely. Suddenly all my classes became classes that I had to complete on my own and learn on my own. I remember as the semester went on I started to lose motivation to complete any assignments. A week after the world shut down it was my 19th birthday and I wanted to go to Chiles to have dinner with my family. At this time some places were starting to shut down, however some places were still open. I remember putting on a blue dress , curling my hair, and getting ready to go to dinner with my family. When we arrived at the restaurant it was closed and I remember this birthday very vividly because it was the worst birthday of my life. There was nowhere to go , no where to eat, and nothing to do. The only thing to do was stay at home. My grades slowly dropped and I failed most of my classes that semester.

Once the pandemic started to lift I slowly started to find my way again. I became a very good student once again and was hired as a yard supervisor at an elementary school the first year it opened since the pandemic. It was clear to see when students came back to in person learning there was a huge change in every aspect. Students who were behind in learning struggled deeply to learn topics when they did not know topics from two years ago. Teachers were struggling with how to handle this. Behavior was insane. Most days the office had at least five students who

talked back , threw things , and ran out of class because they did not want to be in there. Students attention spans became little to non-existent and students no longer knew how to play with each other at recess time. There were multiple meetings at the school where the staff realized that many things had changed and the school needed to find ways to improve things. More counselors were brought in , more behavior techs, and more yard supervisors. Games like jenga , cards, and tic tac toe were brought out at recess to encourage students to play together. With time these issues slowly resolved themselves, but the issues of students being behind in reading and math has not gone away. As a yard supervisor, during times students were not at recess, I would be brought into classrooms to help students learn how to read and do math. It broke my heart to see the academic struggles that these students were facing. There was one time when I was in a 6th grade classroom working with a student on how to multiply. He told me he was never going to understand how to multiply and that he saw no point in working with me. It broke my heart to hear him say this. However, after every class we worked on his multiplication he slowly started to believe in himself. Seeing the growth he went through helped me understand that if we help students believe in themselves then eventually they will.

Literature Synthesis

The focus of this project is to learn about the impact of the pandemic and remote learning on students' learning. By learning about the impact of the pandemic and remote learning on students' learning we can then find ways to improve the education gap that students are now facing. The education gap is students still struggling with topics they needed to know in the years schools shut down because of Covid 19. The reason that this is the focus of the project is because Covid 19 happened in the year 2020 and shut down schools all across the world for two years.

During the time that schools were shut down, students were impacted by no longer being able to go to school, not being able to build a connection with their teacher and classmates. During this time students were also learning online and it was hard to know if students were actually paying attention behind the screen or not. The shut down of school's due to Covid 19 affected most students by leaving those students not able to understand concepts that they should have learned at that time. The California Department of Education released test scores of all students in Grades 3–8 and 11 for the first time since before the Covid -19 pandemic. This was a huge deal because researchers had not yet seen the impact that Covid 19 and remote learning had on students' learning. When looking at these results it was clear to see that students did fall behind and are not where they are supposed to be. ELA performance is down in all grades, mathematics performance has gone down drastically. Low income students , students of color , and English language learners have been severely affected as well. (Chavez and Hough, 2022).This education gap has affected all these students and the question is how do we improve this gap? The effects of Covid 19 may hurt these students' chances of attending college and finding a fulfilling job . Analysis suggests that, unless steps are taken to address unfinished learning, today's students may earn $49,000 to $61,000 less over their lifetime because of the impact of the pandemic on their schooling. (Dorn, Hancock, Sarakatsannis, & Viruleg , 2021). The impact on the US economy could amount to $128 billion to $188 billion every year as this cohort enters the workforce. (Dorn et al., 2021).

Why is it an Issue/Opportunity?

Since the pandemic and remote learning there has been a huge gap in students' learning. California was not aware how huge the gap was until The California Department of Education released the first test scores since 2019. Some of the main groups with low test scores include

economic status, race , and English language learners. (Chavez and Hough, 2022).These groups of students were more affected during the pandemic because of reasons that include not having wifi, deaths in families due to the pandemic, and not having a device to participate in remote learning. It is hard to learn in an environment that does not support students' success. It is crucial to address these learning gaps as soon as possible to prevent long-term consequences on students' academic performance and future prospects. ElA scores declined in every single grade but are the worst in third grade. Third grade has a decline of 6.4 while fourth grade comes in second with a decline of 5.3. ELA is critical for reading skills. If these gaps from the pandemic do not decrease there could be serious consequences for these students' reading skills. Math scores have also severely decreased since the pandemic. Fifth graders in 2020 who were in 8th grade in 2022 scored the lowest in math. Their score has gone down 7.4 in two years. (Chavez and Hough , 2022). This is very concerning because how can these students learn 8th grade math when they still need to learn 5th grade topics? If something is not done about this gap it will continue to grow the more grades these groups of students continue onto. English language learners, students of color and economically disadvantaged students' scores declined severely. In the category of students of color only 15.9 met the standards in math. In English language learners only 9.7 met the math standards. Most students learned little if anything during the spring shutdown in 2020. (Dorn, Hancock, Sarakatsannis, & Viruleg , 2021). Some students who came back after the pandemic struggled emotionally and socially. (Dorn et al., 2021). It is hard to come back to in person school and have the attention span that you did before because you have been at home for two years. It is emotionally hard getting reacquainted with friends because you were not allowed to see them during the pandemic and maybe lost contact with them. On top of all of this, students must make sure that they have enough credits to graduate on time. (Lambert,2022).

What Has and/or Should Be Done?

The opportunity that is here is to find ways to close this gap that has been created because of the pandemic so that this cohort of students have the opportunity that the generations before Covid had. Educators can work on closing the impact that the pandemic and remote learning has had on students learning by individualized instruction. Individual instructions include educators using data from assessments to identify specific learning gaps and provide individualized instruction to address them. This may involve one-on-one tutoring or small group instruction. Another opportunity is extended learning time. This means providing additional instructional time, such as after-school programs, summer school, or extended school days. (Pi AI. 2023, March 19). These ideas can help students catch up on missed learning.

Something that has been done in California to help the impact of the pandemic and remote learning on students' learning is Assembly Bill 104. Assembly Bill 104 was signed into law by California Governor Gavin Newsom. (Lambert, 2022). Assembly Bill 104 allows students' parents to request that non passing grades like D's and F's be changed to a pass or no pass grade for the students. The Assembly Bill 104 also allows students who were juniors and seniors the year before when Covid- 19 first hit to have the choice to graduate with the states minimum requirements which is 130 credits. (Lambert, 2022). This Bill helps students graduate from high school instead of falling behind because of the pandemic. This Bill helped many students in California graduate instead of failing High school. Something that needs to be done for students who have been impacted because of Covid is emotional and social support. . All school districts need to get creative in order for their students to succeed. Two school districts in California have created a block system so that students can catch up on what they missed during the pandemic and remote learning.(Lambert,2022). Block schedules allow students to have longer class periods

as well as fewer classes each day. This way students are spending more time in each class in order to build their skills on topics they have missed. A different school district called San Bernardino City Unified saw a huge drop in graduation rates in the year 2020. (Lambert,2022). Their school district went from a graduation rate of 91% in 2018 to 88 % in the year 2020 which caused major concern. In order to increase graduation rates there are many things that San Bernardino City Unified did to help students. The school district added tutor programs, added a credit recovery program, and offered summer programs in order to help students catch up. What needs to be done is Collaboration among educators, administrators, policymakers, and other stakeholders . As you can see, school districts who did collaborate like San Bernardino City allowed students the opportunity to catch up and had their students graduate on time because of these changes the district made together. Administrators, educators , and policymakers decisions are essential for making informed decisions that benefit all students, particularly in addressing the learning gaps caused by the pandemic. (Pi AI. 2023, March 23). Some other ways to close the learning gap may require targeted interventions and resources to support these groups of students, such as additional tutoring, access to technology, and mental health support. (Pi AI. 2023, March 18).

Conclusion

In conclusion the impact that Covid 19 and remote learning have had on students' learning has been seen in many different ways. During the years of 2020 till 2022 schools were shut down and students were forced to learn remotely. During this time a lot of students fell behind in their schooling for many reasons including lack of access to wifi, lack of access to resources, as well as losing motivation. Since the return to in person school the effects of the global pandemic on the students are very concerning. The test scores the California Department of Education

released show how students have fallen behind in certain subjects and how certain groups of students have struggled as well. Students have also struggled mentally by being stressed , losing their attention span that they once had, and being in an environment around people they have not been to in two years. There is also a concern on how these students affected from the pandemic will affect the job force and the economy in the future . There are some things that have been done to help these students like Assembly Bill 104 that allows students to graduate with the minimum academic credit requirement. There have also been some school districts who have created block periods , as well as tutoring programs. There are some schools that have also increased the amount of counselors and psychologists that are on their campus to help students cope with their emotions during that time of the pandemic and how to adjust to normal life again. As well as some schools who have hired more on site support. However , there are still some students who are still struggling with the learning gap that has been created and do not know topics that they need to know in order to do well in school. Some students are also still struggling emotionally and socially because of Covid 19 and remote learning. It is important that educators create ways to help these students so that these students can succeed in life . It is important for educators to help these students because these students are the future generation . If everyone who works at school does not help these students the effects on the future generation job force will be very different from the generations before them.

Method

This Capstone Project examines the insights of Bay High School teachers on the effects of remote learning during the COVID-19 pandemic. Drawing from research and interviews, the

study aims to address the education gap created by remote learning through collaborative efforts and informed interventions, fostering students' academic success and recovery in a post-pandemic world.

Context

Bay High School, located in downtown Bay, California, is an integral part of the community. Surrounded by diverse local businesses, the school offers a strong academic program with a focus on college readiness, extracurricular activities, and sports. State-of-the-art facilities and dedicated staff ensure an optimal learning environment for its diverse student body, with 49.5% coming from Latino backgrounds. Built in the 1960s, the school maintains its historical roots while providing modern resources. Nearby shops, museums, restaurants, and a library further enhance the student experience.

Participants and Participant Selection

Researchers interviewed six participants. Participants were chosen because they work for a high school and also taught during and after the pandemic.

A. Henderson. An ethnic studies teacher at Bay High School, who teaches ninth graders. Teach has taught overseas teaching from a variety of ages from 7 to 25 years old, teaching them English. Taught during and after the pandemic, experiencing both online learning and in person learning.

A. Grey. An Ethnic studies and world history teacher at Bay High School, teaches both ninth and tenth graders. Has a masters degree in administration. Taught during and after the

pandemic, experiencing both online learning and in person learning.

E. Lammers. An English teacher at Bay High School, who teaches ninth grade students. Taught during and after the pandemic, experiencing both online learning and in person learning.

L. Graham. An English teacher at Bay High School, who teaches ninth graders. Is still in school getting their credential. Taught during and after the pandemic, experiencing both online learning and in person learning.

P. Stewart. A math teacher at Bay High School, who teaches ninth and tenth grade students. Has previously worked at an elementary school in Bay, California. Taught during and after the pandemic, experiencing both online learning and in person learning.

D. Clark. Science teacher at Bay High School for ninth graders. Worked before the pandemic as well as after. Taught during and after the pandemic, experiencing both online learning and in person learning.

Researchers

Below is each researcher and the reflection of how they relate to this topic.

Samantha Anastasio

This topic is personal to me because I work at Bay High and at other sites and I have noticed the education gap that has been happening in many different grades. I see students struggle and not get much help. I want students to understand what they are being taught and not always be behind in every single grade. I am similar to the participants because I know what it is like to be a student during the pandemic. I graduated in the year 2020 so my high school got cut short and my initial college experience was mostly online. I am different from the participants because I am not currently a teacher and I am unaware of what it is like to be in a classroom full

of students that went through the pandemic or also teach during the pandemic. I need to be mindful of the teachers and what they go through as well as the students, putting myself in both the students' shoes and the teachers' shoes to be able to see both perspectives.

Samantha Rivera

This topic is meaningful to me because I used to work at a school where students faced the reality of coming back to school after the pandemic and remote learning and being behind because they did not learn remotely. Students in 4th grade were still not understanding topics they should have learned in second grade, but did not know because of the pandemic and remote learning. I am similar to the participants because I would see firsthand the impact the pandemic and remote learning had on students' learning. I am different from my participants because I graduated high school in 2019 which was the year before COVID shutdown schools. Moving forward with this project I need to be mindful of my tone of voice. I need to make sure that I am welcoming and kind. I also need to make sure that I show that I am understanding.

Semi-Structured Interview and Survey Questions

1. What do you know about the effects of the pandemic and remote learning on students' learning?

2. What are you most concerned about when it comes to the effects of the pandemic and remote learning on student's learning in the classroom?

3. What is currently being done to address the effects of the pandemic and remote learning on students' learning by whom and what are the strengths and weaknesses of these efforts?

4. What do you think should be done about the impact of the pandemic and remote learning on students' learning ?

5. What do you think are the challenges to doing something about the impact of the pandemic and remote learning on students' learning ?

6. Is there anything else that you would like to say about the impact of the pandemic and remote learning and the improvement of students' learning ?

Procedure[1]

Participants were interviewed. All interviews were done individually. When it was not possible to interview participants in person, they were invited to complete a phone interview or paper and pencil survey of the same questions. Face-to-Face interviews took less than one hour, were audio-recorded (with participant consent), and took place in Bay High School. A semi-structured interview format was used for face-to-face interviews, to allow for follow-up questions to unclear, interesting or unexpected responses. All interviews were scheduled at the convenience of the interviewee and took approximately 20 minutes to complete.

Data Analysis

Transcribed interviews were coded and analyzed for emergent themes.

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[1] Pseudonyms have been used for the names of people, places, and organizations.

Results

For this Capstone Project, six teachers from Bay High were interviewed to see what they think could be done to improve the impact that Covid 19 and remote learning have had on students' learning. This is important because students are behind in their learning and need help to close the education gap that has been created because of Covid 19. Based on an analysis of the data and the relevant research literature three themes emerged (see Table 1). Evidence-based decision-making required evaluating each potential Action Option by the following criteria: additional classroom support; teachers technology workshop; and adaptive learning options. The importance of additional classroom support is that it helps students who are not understanding a subject or are behind in their learning. The importance of a teachers technology workshop is that it will allow teachers who are not tech savvy to understand and learn technology as well as students so that teachers can support students' learning. The importance of adaptive learning options helps students who are behind catch up to their peers. Adaptive learning options may include electives and summer school. Based on the evaluation of each Action Option an action will be recommended and justified.

Table 1

Evaluation of Action Options

	Effectiveness	Cost	Need
Additional classroom support	High	Medium	High
Teacher technology workshop	Medium	Medium	High
Adaptive learning options	High	High	High

Additional Classroom Support

The integration of additional classroom support, particularly through the inclusion of tutors, has become increasingly essential in addressing the learning gaps resulting from the pandemic. By providing an extra pair of hands to assist with classroom content, tutors can offer students individualized attention and help teachers manage their time more effectively. At Bay High School, an existing program that brings college students into classrooms has demonstrated the potential benefits of this approach; however, to maximize effectiveness, the program would need to be expanded to include more tutors.

Teachers have observed firsthand the positive impact tutors have on student engagement and learning, as students appear to engage well with these supplementary support figures. One of the participants states, "it seems like the tutors are able to offer a lot of support to the students, which I think is really nice,"(A. Grey, personal communication, April 5, 2024). This suggests that increasing classroom support could significantly improve overall student outcomes and help bridge the education gap exacerbated by the pandemic.

Although hiring additional tutors comes at a cost, the potential long-term benefits for students justify the investment. Tutors can provide students with personalized connections and foster an environment where they feel comfortable participating in classroom discussions. A participant shares that, "getting people to participate was probably one of the biggest struggles,"(A. Henderson, personal communication, April 5, 2024). This is particularly important as schools navigate the aftermath of the pandemic, during which students may have experienced heightened disengagement and disconnection. Given the significant need for supplemental classroom support, tutors can play an instrumental role in helping students regain their academic footing and develop a newfound sense of confidence in their educational journeys.

Teacher Technology Workshop

Implementing teacher technology workshops can play a pivotal role in helping educators stay up-to-date with the technological skills students have developed during the pandemic. As students became more adept at using computers and accessing technology, some teachers found themselves falling behind in their understanding of these rapidly evolving tools. By providing technology workshops for teachers, schools can offer them the opportunity to learn and apply the latest advancements, bridging the gap between student and teacher knowledge.

The effectiveness and cost of such workshops would be moderate, as they would require financial investment and depend on teachers' application of the skills learned. However, if successfully implemented, these workshops could offer significant benefits for both students and teachers.

The need for technology workshops is undeniably high, as educators recognize the value of technological skills students gained during remote learning. One participant comments, "I think that students benefited as far as using digital technology quite a bit during the pandemic," (E. Lammer, personal communication, April 5, 2024). By equipping teachers with updated technology knowledge, schools can improve classroom dynamics, enhance the overall learning process, and foster a more collaborative and engaging educational environment.

Adaptive Learning Options

Introducing flexible learning alternatives is essential in tackling the educational disparities exacerbated by the pandemic. Offering diverse academic recovery programs, including summer academies and specialized electives, can help students make up for lost learning and review key concepts in subjects with declining test scores, such as math and

science. These tailored options can cater to individual student needs, ensuring they receive the necessary support to catch up and thrive academically.

While introducing flexible learning alternatives would be highly effective in promoting students' academic recovery and growth, it would also come with a high cost due to increased staffing and resource requirements. Despite the expense, the urgent need for these initiatives cannot be overstated, as the education gap continues to widen. As highlighted by a participant, "they missed algebra, they are now doing calculus, and they can't solve an equation, that's something that should have been corrected before they got into calculus,"(P. Stewart, personal communication, April 5, 2024). By allocating resources to flexible learning alternatives, schools can empower students and teachers with the tools and support needed to close these gaps, fostering a successful educational experience for all.

Conclusion

Upon evaluating the available options, it is evident that providing additional classroom support is the most effective approach to address the current educational challenges. This solution will benefit both students and teachers by enhancing the learning environment and ensuring that students receive the support they need. Building upon the existing program at Bay High School and increasing the number of tutors will provide more opportunities for personalized attention and assistance during class periods.

By having tutors available in more classrooms, students will have more resources for asking questions, receiving help, and accessing additional resources. This increased support will lead to more individualized attention and time for each student, fostering a more effective and engaging learning experience. Overall, implementing additional classroom support through the

expansion of the tutoring program will have a positive impact on students' academic progress and contribute to a more equitable and supportive educational environment.

Recommendation. The option that we chose is additional classroom support. The important factor of additional classroom support is that it allows students who are behind to have someone besides a teacher in the classroom that can help them. All teachers interviewed stated that more tutoring for students is needed for students to succeed.Tutoring helps students learn information that they did not learn during the pandemic due to school being online. Additional classroom support also helps teachers by having someone other than the teacher in the class who can help students. Teachers are expected to be able to help students who are falling behind as well as teach the whole class at the same time which is an impossible task. With the help of additional classroom support teachers will have extra support in the classroom to help everyone succeed.

Concessions. Some strength of teacher technology workshops is that it would allow teachers to become more tech savvy. During the pandemic when all students were learning online they became very good at using online technology for their schooling however when these students came back to in person school they had teachers who did not understand technology at all. This created an imbalance between teachers and students by the students not being able to learn how they have learned during the pandemic. It is important for teachers to know how to use technology for school so that the teacher may give assignments online . A technology workshop for teachers would allow them to learn how to use technology and close the imbalance that has been created. Some strengths of adaptive learning options for students would be helping students who have fallen behind in school catch up. These adaptive learning options include

summer classes as well as maybe math, english ,or science electives. Having adaptive learning options would help students who were in the pandemic when they needed to learn algebra but are now expected to know calculus. Adaptive learning closes the education gap which has been created because of the pandemic. The education gap is when students who are in 11th grade do not know subjects from 9th grade because of the pandemic and are now struggling very badly in class.

      Limitations. It is important that people who are hired for additional classroom support are there to make a difference in students' learning. It is important that additional classroom support people are there to help and not just do nothing. It is also important that if a student is struggling that they are not afraid to speak up and ask for additional support.

      Potential negative outcomes. Potential negative outcomes include students not taking the additional support seriously. If students do not take additional support seriously it would be hard for students to be successful. One other potential negative outcome is students can become dependent on their tutor to solve their education problems for them. This can happen by students starting to become unable to think independently because they believe that their tutors should solve their education problems for them and not try first on their own.

      Conclusion. Additional classroom support is the best action option for students to be successful because it allows them to ask for help on areas that they are falling behind on. Additional classroom support helps teachers by releasing the heavy load they have of having to teach 25 or more at the same time and still trying to find time in their busy schedules to help students who are struggling because of the pandemic. Teachers are expected to somehow deal with teaching new topics and helping students who are struggling at the same time. It is an impossible task for a teacher and additional support is necessary for the success of all students.

Some limitations like students becoming dependent on their tutor to solve their problems may occur however that is a potential negative outcome but only potential in the grand scheme of things. It is important that if a student is struggling in class that they are not afraid to ask for help and that these students do not limit themselves by thinking that they are already behind so why not give up? Technology workshops for teachers and adaptive learning options are both also great action options but at the end of the day the one that will have the most impact on students is additional classroom support.

Action Documentation and Critical Reflection

The focus of our project is to learn about the effects of Covid19 and remote learning on students' learning . To learn about the effects of Covid19 and remote learning we interviewed six teachers at Bay High School to learn what they had to say about this topic. After interviewing all six teachers three action options emerged. The first one was additional classroom support to help students who have fallen behind in their learning because of the pandemic and to help teachers whose workload has become too much. The second action option that emerged was a technology workshop to help teachers become as tech savvy as students became during the pandemic . The third action option that merged was adaptive learning options that include summer school as well as electives to help students catch up on what they have missed during the pandemic.The action option that we chose to implement was additional classroom support. The reason that we chose additional classroom support is because students need more help in the classroom in order to catch up and build their understanding of topics that they are learning now. Additional classroom

support helps students be able to ask for help in a classroom where there is only one teacher and 25 or more students.
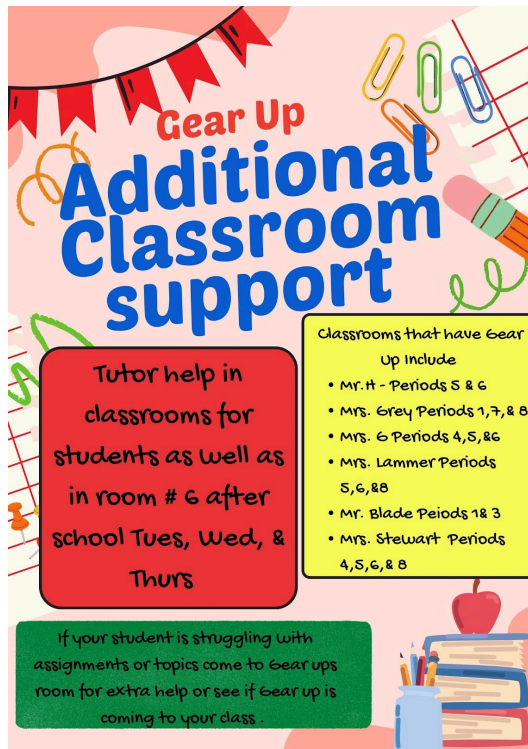
Action Research Project Documentation and Reflection

What we did to implement additional classroom support was create a flier to let parents know that additional classroom support is available for their children. Once we created this flier we then handed it out to parents and hung it up on walls around the school. To create this flier we used a website called Cava and then once we created this flier we then handed it out to parents and hung it up on walls around the school. Something that was surprising was how many parents did not know that dictionary support was available for their children. Some changes that needed to be made were not only making fliers in

English but also in Spanish so that all parents are able to read the flier. The response so far has been great. Many more parents now know that additional classroom support is available and students now know that if they need help Gear up is here to help. Students and parents now know when Gear up is available and at what times. Something that we know now that we wish we knew from the start is how much teachers have struggled with getting students to want to learn for more than 30 minutes at a time. Additional classroom support will help students want to learn for longer periods of time as they start to understand topics they were supposed to learn during the pandemic and become more confident in their skills. Something that we both learned about ourselves is that in order to work towards change we needed to really talk to the teachers we interviewed and get down to what would help the learning gap that has been created because of covid19 and remote learning.

Critical Reflection

There are many things that I learned about myself while working on this project. I learned that I hope that as a future teacher that I can make a difference in students' learning . I learned that I am hopeful that some of the impacts of Covid 19 and remote learning on students' learning will go away with time. I also learned that it is important to talk to teachers and see how they feel about certain topics to get a better understanding of the issue going on in the education system. I feel that I have learned the importance of connecting with students to understand what they are struggling to learn. I also learned that as a future teacher it is important that every year we grow with our students to improve their learning and ours as well. I learned that in order to work towards change to

find a way to close the education gap due to the pandemic and remote learning we must

all work together and not give up hope that things can be even better then they ever were.

Synthesis and Integration

In many of my classes I learned what it means to be a diverse teacher that

embraces diversity. It is important to embrace all cultures and all students' backgrounds. Creating

a diverse classroom means teaching students about different cultures as well as having art that

embraces different cultures. (MLO 2). One other way to have a diverse classroom is to bring

parents in and have them share a little bit about their cultures and backgrounds so that students

are able to embrace and be proud of their cultures as well as learn about others. In my time at

CSUMB many of my major classes have taught me the struggles that latine students as well as

African American students faced in school settings and the history of what they went through.

(MLO 2). It is important that these concepts continue to be taught to the future generations so

that we can continue to make changes in the education system. (MLO 2). In many courses at

California State University Monterey Bay, we would use technology to find resources that

would back up our claims about how AI is going to affect future generations and then present a

presentation to the whole class about what we had found in our research of AI. (MLO 3). In our

classes we also learned about what technology programs students have that can help them

improve their math and reading skills. Programs that were discovered included lexia which helps

with reading and writing comprehension as well as Prodigy and Desmos for math skills. (MLO

3). In one of our math classes we used desmos multiple times to demonstrate our math skills and

learn the app at the same time .In my time at California State University Monterey Bay, I have been a social justice collaborator by spending time in classrooms for service learning and noticing the struggles that students have in learning and being able to work with them one on one (MLO 4). In my service learning I was able to help students improve their reading skills by having them read to me more than twice a week. (MLO 4). I was also able to help students improve their math skills that they had struggled with because of the learning gap that happened during the pandemic. We worked one on one to improve their multiplication and division skills. (MLO 4.) I would collaborate with their sixth grade teacher on what the students were struggling with and then work with that student to improve those skills. The next steps that I need to take in order to become the professional that I envision myself being is first getting my credential in the next year at California State University Monterey Bay so that I can obtain my preliminary credential. I hope to join a residency program with a local district in a nearby community so that I can have a positive impact on students' lives. (MLO 5). Once all of that is complete I hope to be a teacher at a local school where I can help students learn .I feel that all my classes at CSUMB have taught me what it means to be a teacher that is equal to all students and creates an environment where students thrive in their education and feel welcomed and their culture backgrounds embraced. (MLO 5).

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