

Teaching Philosophy Statement

My mission is to create a safe and positive learning environment where all students are treated with respect and care. I aim to instill scientific skills such as keen observation, accurate data collection, and the ability to analyze without bias. I want to inspire students, ignite their curiosity, and motivate them to be lifelong learners. As a teacher, my goal is to create a learning environment that fosters respect and care for all students. I want my students to be aware of their biases and understand how they affect judgment. I aim for them to develop logical thinking, make evidence-based claims, and maintain an open mind. It is important for them to learn to respect others' opinions and appreciate diverse viewpoints. As a new immigrant, I found the American education system difficult to navigate, especially due to language barriers. However, my confidence grew in science classes because the universal nature of scientific knowledge put everyone on equal footing. I want to offer this inclusive learning experience to my students, focusing on skill-building rather than mere content memorization. I value equity and accessibility. My mission is to ensure every student has the opportunity to learn and engage with the wonders of science, regardless of their background or abilities. The most critical changes include diversifying curriculum content, addressing implicit biases in teaching practices, and implementing differentiated instruction to accommodate students from diverse backgrounds. Education must become more inclusive and equitable in today's globalized world. In today's globalized world, education must be more inclusive and equitable. It is important for students to develop critical thinking and problem-solving skills that prepare them to navigate diverse environments and contribute to a just society. Every student has the potential to succeed and I approach teaching with high expectations. As a teacher, I nurture and support students as well as make necessary adjustments in order to help them grow and prepare them with skills that they

will need to succeed. I call my approach the "Tour Guide Method." I lead students through the learning journey, pausing to engage in discussions and explore different perspectives. At times, I push students uphill to challenge their abilities, and other times, I let them take the lead. My goal is to maintain their curiosity as the driving force of their learning experience. My top principles are active learning, differentiated instruction, and constructivism. In my science classroom, students engage in hands-on activities and discussions, receive tailored support, and build knowledge through experiences. These principles align with my approach to science as a dynamic and interactive subject. Using these principles ensures that even with difficult science concepts, students feel included, and they create a welcoming environment where all students feel comfortable sharing their ideas and asking questions. By prioritizing inclusivity, these principles help ensure that every student feels valued and capable of learning. The learning sciences provide a framework for making these strategies clear and effective. When teaching heredity, I designed a project where students act as the parent generation and explore genetic inheritance, including mutations. In addition to learning the randomness of inheritance, this hands-on approach also teaches them that their offsprings should also be treated fairly, regardless of their physical characteristics or appearance. My assessment philosophy focuses on inclusivity. Assessments should help students demonstrate mastery without penalizing them for memorization issues. I design assessments that allow students to showcase their strengths. Students can take online quizzes that feel like video games using online quiz platforms such as Gimkit or Quizizz. I also allow students to take the quiz twice and get a higher score. Students are not penalized for not producing the best score by using this practice. It reduces test taking anxiety. I use a mix of verbal checks, written responses, multiple-choice questions, and collaborative projects. To reduce anxiety, I tailor assessments to include a variety of formats,

ensuring that all students have a fair chance to succeed. I seek feedback from students and colleagues, create safe spaces for open dialogue, and reflect on my teaching practices regularly. I am committed to lifelong learning, attending professional development workshops, and exploring new assessment strategies. I actively work on recognizing and addressing my own biases. I reflect on student feedback and engage in self-checks to continuously improve my teaching methods. Although it can be difficult to hear criticism, I focus on growth and making positive changes. I attend professional training, conferences, and classes with an open mind, ready to learn from others, even when they teach similar content I still find value in the methods of their delivery. My teaching philosophy emphasizes creating an inclusive learning environment for all students. My goal is to provide constant support for all learners by building necessary skills while nurturing curiosity using active learning and differentiated instruction. I believe all students can confidently explore the world through science and empathy. My teaching philosophy reflects my values, principles and objectives arising out of my own life as an immigrant educator. I'm a believer in equity and inclusion, so that each student feels valued and has their needs met. I apply frameworks like differentiated instruction, active learning, and constructivism to my answers, showing how these frames guide my lesson plans and support course philosophies. Explanatory Examples:

Throughout my statement I explain explanatory examples like starting heredity projects, social-emotional check-in, translating materials for English speakers. Such cases illustrate how I put my philosophy into practice to build inclusive, equity-focused practices. The final summary is what I do and what I stand for. It reflects my vision of an inclusive, equity-driven learning culture that encourages respect, curiosity and continual learning. Based on my own experiences as an immigrant and my focus on student outcomes, I place a strong emphasis on active learning,

differentiated instruction, and integration of a variety of perspectives in order to make all students feel included and cared for.