

In my experience, students learn most when they are able to apply concepts to the world around them. Whether I was teaching environmental ethics in the canyons of Utah at the High Mountain Institute, or parabolic motion and parametric equations using a potato cannon at The Storm King School, I found time and again that students would retain more when they could connect their studies to their lives. By engaging in experiential, interdisciplinary, and project-based learning, students have the opportunity to reflect on the meaning of coursework, which research shows has powerful effects on making learning deeper, transferable, and more enduring.

My time as an educator has taught me that when each student's voice, choice, interests and skill level are honored and nurtured, students connect to their learning and engage as active members of their learning community. At The Storm King School, where a large part of the student body is international and individual classes have diverse learning needs, I found that differentiating instruction and using formative assessments engaged students more deeply. By using technology to individualize pacing and instruction, students of different backgrounds developed higher levels of competency and confidence, empowering them for their future classes. In my Master's study at Columbia's Klingenstein Center for Private School Leadership, I continued to develop my understanding of how technology can support learner-centered education.

Ultimately, pedagogical technique and educational technology innovations only matter insofar as they make a difference in students' lives. As a teacher, dorm faculty, coach, and trip leader, I found students become more academically motivated when they feel a sense of belonging with their teachers and classmates. Over the course of my career, supporting students and being viewed as a community leader has been extremely meaningful to me. On a personal level, I view school leadership as a way to pass on the love of learning and self-confidence I gained as a student at an independent secondary school.

I believe that active learning that connects educational content to students' lives, coupled with rich partnerships between teachers and students, create better learning outcomes. I hope to spend my career creating authentic and memorable learning experiences, and helping students to develop the skills, habits of learning, independence, and self-confidence to prepare them for their lives beyond graduation.