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Educational Philosophy Statement

Understanding Learning

I believe learning is an active, meaningful process in which students connect new ideas to real experiences and develop the confidence to apply their knowledge in practical ways. In my future classroom, learning will be measured not only by correct answers, but by students' ability to problem-solve, think critically, and explain the reasoning behind their decisions. In agricultural education especially, mastery will show through hands-on application and thoughtful reflection.

I believe the purpose of education is to help students grow into capable, responsible individuals who can contribute positively to their communities. Students learn best when they feel safe, respected, and supported, and when they understand that their ideas and efforts matter. I envision a learning environment where expectations are clear, mistakes are treated as opportunities, and every student feels a sense of belonging. Meeting students' basic needs, security, encouragement, structure, and connection, will be foundational to the learning that happens in my classroom.

Understanding Teaching

I believe teaching is both a responsibility and a commitment to continuous growth. In my future role as an educator, I aim to guide students toward understanding by creating opportunities for exploration, reflection, and real-world application. I value critical thinking, curiosity, and lifelong learning, and I plan to design instruction that encourages students to ask questions, take risks, and take ownership of their learning.

I believe strong teachers model integrity, patience, and adaptability. I aspire to be empathetic, knowledgeable, and intentional in the way I support students' academic and personal development. In my classroom, these values will be reflected through hands-on activities, problem-based learning, student leadership opportunities, and lessons that connect agricultural concepts to everyday life.

Goals for Students

My goal is for students to leave my classroom with confidence in their abilities and a solid foundation of agricultural knowledge. I want them to develop critical-thinking skills, communication skills, and the ability to collaborate effectively. I also hope they gain practical skills, such as recordkeeping, project management, and technical competencies, that will serve them in future careers and personal endeavors.

Ultimately, I want students to see themselves as capable learners who can adapt, problem-solve, and contribute meaningfully to their communities.

Teaching Methods

To support these goals, I plan to use a variety of instructional strategies that honor different learning styles. This will include group work, case studies, demonstrations, labs, supervised agricultural experiences (SAEs), and interactive discussions. I believe students learn best when they are actively engaged, so I intend to design lessons that require participation, collaboration, and real-world application.

Student voice and choice will be important in my classroom. Whenever possible, I will encourage students to explore topics that interest them, especially within SAEs and project-based learning. This fosters ownership, motivation, and deeper understanding.

Interaction with Students

I envision a classroom built on respect, consistency, and positive relationships. I believe students thrive when they feel seen and valued, so I plan to listen, encourage, and support them intentionally. An observer in my future classroom would see me circulating, asking questions, offering feedback, and engaging with students individually and in groups.

I believe children learn through exploration, repetition, and meaningful connections. I will balance individual needs with the needs of the classroom community by offering structure while still allowing flexibility. These beliefs will shape my approach to classroom management, lesson design, and assessment.

Assessment of Learning

I believe assessment should reflect growth, not just performance on a single task. In my future classroom, I plan to use a combination of traditional assessments, projects, presentations, portfolios, and hands-on demonstrations. Grading should be fair, transparent, and aligned with clear learning goals. I prefer criterion-referenced grading because it measures students against standards rather than comparing them to one another.

Assessment will also guide my instruction by helping me identify strengths, areas for improvement, and next steps for both individual students and the class as a whole.

Professional Growth

I believe effective teachers never stop learning. I plan to continue growing through professional development, collaboration with colleagues, and reflection on my own teaching. Student feedback will be an important part of this process, helping me refine lessons, adjust strategies, and strengthen classroom culture.

I also hope to build strong relationships with the community, parents, and colleagues. Agricultural education is deeply connected to the community, and I believe that strong partnerships will enhance student learning and support the overall success of the program.