

Dr. Daniel T. Lewis
SCIENCE TEACHER
LEARN • EMPOWER • ACHIEVE • PROLIFERATE HUMAN FLOURISHING
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Dear Hiring Manager,

How do educators help diverse learners achieve at high levels while fostering curiosity, confidence, and a love of learning? I believe success depends not only on what students learn, but on how effectively they apply their learning to achieve meaningful goals. As an educator with an Ed.D. in Leadership and Professional Practice and an M.Ed. in Secondary Earth Science Education, understanding my students through data analysis, assessment results, and classroom observation guides my lesson planning and instructional decisions. My teaching philosophy is grounded in the LEAP Principle: Learn, Empower, Achieve, and Proliferate Human Flourishing. I believe meaningful learning develops knowledge, empowerment fosters confidence and ownership, achievement builds momentum for success, and flourishing helps students realize their fullest potential.

At La Vergne Middle School, I taught 8th grade science classes in which 14.16% of students received special education services and 20.35% were identified as English learners. To support their success, I differentiated instruction, scaffolded complex concepts, incorporated visual supports, and provided Spanish subtitles when appropriate. I designed learning experiences that challenged students while providing the support necessary for academic growth. For example, my students completed a ten-paragraph research project on influential scientists in the field of electromagnetics. Students used ten academic sources, selected a scientist from an approved list, and chose how they presented their findings. By providing structured guidance alongside meaningful choices, I encouraged students to take ownership of their learning. Most students successfully completed this rigorous project and demonstrated significant growth in both content knowledge and academic confidence.

My instructional approach emphasizes inquiry, critical thinking, and student empowerment. Students developed scientific models, tested their ideas through experimentation, analyzed evidence, and revised their thinking based on the results. As a result, 45.79% of assessed students exceeded expectations on the county science benchmark assessment, and 82.73% demonstrated measurable growth in science achievement based on raw TCAP data. As a science educator, leadership scholar, and advocate for human flourishing, I would welcome the opportunity to discuss how my experience and student-centered approach can contribute to your school's mission and help your students learn, achieve, and flourish.

Sincerely,
Daniel T. Lewis, Ed.D.