

Teaching Philosophy

Teaching in a correctional facility profoundly changed my understanding of education and deepened my commitment to reaching vulnerable youth. Incarcerated students are too often ignored by traditional educational systems-dismissed as unreachable or unworthy of academic investment. But my years spent teaching inside a youth prison showed me that, given the right environment, these young people are not only teachable-they are brilliant, creative, and hungry for connection.

As an educator, I strive to be more than a transmitter of knowledge. In correctional settings, I became a mentor, counselor, advocate, and ally. I learned to approach each lesson with empathy, flexibility, and authenticity. Teaching multimedia arts in this environment taught me how creative expression can serve as a powerful tool for healing and transformation. The curriculum I developed didn't just teach software-it built confidence, discipline, and a sense of future. Every project became an opportunity for students to reclaim their voice and imagine a different life.

Working with these students expanded my capacity for compassion and challenged my assumptions about what it means to be a teacher. I learned to lead with patience, to teach beyond the textbook, and to listen more deeply. My instructional philosophy now centers on equity, trauma-informed practice, and the belief that education is a fundamental right for all-especially for those who have been marginalized or forgotten.

Today, whether I'm leading a Career Technical Education program or mentoring new teachers, I carry this experience with me. I believe that by reaching the most vulnerable learners, we strengthen our communities and transform lives-not just theirs, but ours as well. My mission is to continue creating learning spaces that are inclusive, creative, and healing-and to inspire others to do the same.