My transition to classroom teaching stems from my love of working with youth, my love of science, and my goal of making science education more accessible to all students. I wish to be a small part of increasing science accessibility through experiential teaching practices, helping students see themselves as scientists, and increasing student independence and agency through educational scaffolding. Evergreen's Integrated Multilingual Learner Pathway will help me achieve these goals through its focus on accessibility to multilingual students and its copious field experiences.

By employing experiential techniques to teach environmental science, I've seen an increase in accessibility to all students, which I hope to transfer into the classroom. At NatureBridge, I prioritize students acting out the scientific process themselves through collecting data and interpreting results. This year, I designed a lake-depth transect investigation that teaches students about glacially-formed valleys, and am refining a wildfire-modeling activity. These hands-on lessons engage students who are less proficient in English or who have learning differences that make it hard to focus on lectures. In addition, I've observed how placing the power to *do* science in students' hands increases their feelings of agency with scientific thinking. This is particularly important given that so many communities – including students of color, indigenous students, and students with disabilities – have been intentionally excluded from or even actively harmed by Western science. When investigating plant community composition or doing community-science data collection for NOAA with my students, I emphasize to students that by doing the authentic work of scientists, they have become scientists themselves. When paired with honest conversation about the role of bias in Western science, teaching experientially is a step towards making science more equitable. I hope the community I find at Evergreen's program, with its explicit focus on social justice and teaching in public schools, will help me learn many more methods of making my educational practices more accessible and equitable.

Beyond my interest in science education, I wish to teach because I believe that quality education helps students achieve capability and independence. Ten years of instructing wilderness expeditions has taught me that young people are often capable of much more than they (or adults) initially believe. At Outward Bound I aim to help students achieve as much independence as possible, then demonstrate their growth to themselves. Often, this means starting with students who have never slept outdoors before and ending with an independent, student-led expedition. As a Lead Instructor I mentor new staff in employing educational scaffolding techniques to develop students skills and independence. Then we create an impactful, appropriately-challenging culminating experience for our students, so they can demonstrate their progress to themselves. Consistently witnessing students' growth in self-confidence and responsibility, and their reflections that they accomplished tasks they thought impossible, proves to me just how valuable independence is for youth.

In the classroom, I hope to use the educational scaffolding techniques I honed while instructing to impel students to independence and help them prove their capabilities to themselves. I wish to learn how to transfer the scaffolding of science skills that I use at NatureBridge into the long-term structuring of curriculum over a school year. Evergreen's program is appealing to me because it integrates teaching candidates into classrooms over the entire year-long program, offering lots of hands-on experience. I value scaffolded learning, experiential learning, independence, and responsibility for my own learning, in addition to my students'. The copious amount of field work offered at Evergreen's program will prepare me well for educating in the classroom.

My commitment to teaching lies in an authentic joy for working with both science and young people, and a desire to make science education accessible to all. Evergreen's Integrated Multilingual Learner Pathway is the ideal program to help me develop my skills and transfer my knowledge to the classroom, where I hope to make a small difference in increasing science access for students of all backgrounds and abilities.