

## **Teaching Philosophy**

As an Infantry Officer in the Army, I have had the tremendous opportunity to be an informal and formal educator. Informally, I have created short- and long-term plans that taught Soldiers and Officers critical doctrinal topics and battlefield tactics. Formally, I had the opportunity to serve as an Instructor of General Psychology for Leaders, Anthropometrics & Biomechanics, and Research Methods at the United States Military Academy (USMA) at West Point for three years. These experiences shaped my core beliefs about teaching: (1) personally knowing students enables a tailored instruction strategy and (2) every willing person can develop to achieve clearly stated high standards. I apply these beliefs to both how I teach and lead as both a teacher and officer.

Given the nation's high expectations for Army officers leading soldiers in combat, I tailored my academic approach to mirror those same high expectations. For example, I held extremely high standards for research papers, explaining that answering the rubric earned a grade of 84%. To achieve higher grades, students needed to demonstrate clarity, conciseness, and compelling argumentation – skills rooted in my own experiences on Army staffs. I ensured Cadets understood the rationale behind this scrutiny and incorporated Army leadership applications into the material. My Cadets knew I cared about their growth, not only as students but also future combat leaders. While I upheld high expectations, I also made time to support their development, reinforcing my belief that with sufficient effort, they could achieve excellence.

As an Army leader, I get to know those I work with on both a personal and professional level. Demonstrating genuine care for them as an individual motivates them to value what I'm trying to teach them. Over the last 16 years, I have consistently brought energy and enthusiasm

to every mission, making a concerted effort to connect with Soldiers on a personal level - primarily, I want to know what “makes them tick”. I believe this concerted effort to engage with them over time demonstrates a genuine level of care. Through this approach, I have been able to create cohesive teams willing to work hard for each other in pursuit of a common goal.

Ultimately, I see teaching as a reciprocal process enriched by genuine engagement and enthusiasm. Those core beliefs shape how I prepare and present material, whether in formal classroom settings or informal teaching environments. As a teacher trying to share knowledge, my philosophy is to meeting individuals where they are, foster their growth, and help them realize their potential for excellence.