

Teaching Philosophy -- Paula Evans

During my career, I've maintained a strong interest in what is called a student-centered classroom. I love to see my students:

- Do things.
- Talk to each other.
- Gather and synthesize information resources and data.
- Motivate their learning through their curiosity from life experience.
- Create new ways of understanding and viewing the world.
- Enjoy the excitement of taking their role in the world of math and computer science.

I know that I am successful only if my students trust my expertise with and love for my subject and that I will treat them with respect and fairness.

I have used hands-on activities, technology-infused instruction and learning experiences, project and inquiry-based learning, a flipped classroom; actually, anything that facilitates what I love to see happen in and out of the classroom and which supports the coursework. I always try new ideas which create experiences that I know foster student success.

I have continually retrained in computer science because I am passionate about offering *all* students interested in this new field a chance to develop confidence and joy in the world of code. During the 2015-2016 school year, I championed the addition of the AP Computer Science Principles course. What matters to me about this course is that is allowing us to include a service learning component. Students will be identify needs in our Los Angeles community and create software tools to alleviate some of the problems. Their software, which must be fully tested by the students' clients, will be submitted to the College Board as part of their Advanced Placement exam. Our students live in a world where they will need to develop unique, even disruptive ideas that they develop in collaborative teams and this course is a step in that direction.

As a teacher-leader, I create all of my teaching and department resources on the school's internet-based content management system. I have used media and interactive tools to supplement the written or spoken word. I have experimented with new ways to think about what we measure to mark student and teacher success. Each of these experiences has allowed me to:

- Offer examples of new ways of communicating with students.
- Renew my view of how, as a team, we know what matters in our disciplines.
- Reinvent effective ways to motivate the team to explore ways to expand the classroom experience.
- Support an extremely effective team of teachers who share common goals, satisfy the expectation of universities, yet celebrate their individual talents as professionals.
- Foster trust among our teachers, school leaders, students and parents.

My teaching and leading philosophy is not static—it's constantly changing, evolving, growing. Every student and teacher helps me change it. I love mathematics, statistics and computer science; believe these are indispensable disciplines and want us all to celebrate its value and beauty in our world.