



Student Teaching Profile

Date: Feb 22 ,2025

Teacher Candidate Information

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Advisor: Mike Noreen

Student Teaching Semester: Fall 2025

Licensure Area: Elementary K-5

GPA: 3.34

Field Experience Record

Course Name	School District	School	Hours On-site	Semester	Grade Level	Subject
GED 7815 School and Society	Richfield	Horizon Science Academy	20	Fall 2023	3/4	All
GED 7867 Theory to Practice LAB	Mounds View Public Schools	Chippewa Middle School	15	Spring 2024	6th	Earth Science
GED 7872 Exceptionality	St. Paul Public Schools	Murray Middle School	5	Winter 2024	6th-8th	Special Education
GED 7852 Teaching Mathematics	Richfield	Horizon Science Academy	30	Fall 2024	2	Math

Education and Content Courses

University	Grade Received	Credit Hours	Course Title	Course Number
Hamline University	A-	4	Educational Psychology	GED 7825
Hamline University	B-	4	Schools and Society	GED 7815
Hamline University	P	0	Intro to Advanced Teacher Thinking	GED 7801
Hamline University	B	4	Theory to Practice	GED 7867
Hamline University	A	4	Education and Cultural Diversity	GED 7862
Hamline University	A	2	Exceptionality	GED 7872
Hamline University	A	4	Teaching Science in the Elementary School	GED 7851
Hamline University	A	1	Teaching Physical Education in the Elementary School K-6	GED 7838
Hamline University	A	1	Teaching Health in the Elementary School K-6	GED 7837
Hamline University	A	2	Teaching the Arts in the Elementary School K-6	GED 7834

Hamline University	HP	2	Teaching Mathematics in the Elementary School	GED 7852L - Lab:
Hamline University	B-	6	Teaching Mathematics in the Elementary School	GED 7852
Hamline University	P	0	Preparing to Student Teach: Advising and Reflection	GED 7802
Hamline University	C	2	English Learners in the Mainstream	GED 7888
Hamline University	In Progress	4	Teaching Literacy in the Elementary School	GED 7846
Hamline University	In Progress	2	Teaching Literacy in the Elementary School	GED 7846L - Lab
Hamline University	In Progress	2	Teaching Literacy in the Elementary School K-6, Part II	GED 7847
Hamline University	Summer 2025	4	Teaching Social Studies in the Elementary School K-6	GED 7840
Hamline University	Summer 2025	4	Capstone Design	GED 8400
Hamline University	Fall 2025	2	GED 7050 - Student Teaching Seminar	GED 7050

Hamline University	Fall 2025	6	Student Teaching Elementary K-6	GED 7885
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Philosophy Statement

My perspective on education has been shaped by a diverse range of experiences across different educational systems. Growing up in the Soviet Union's rigid, memorization-focused environment, I learned the importance of structure and discipline but also questioned the lack of creativity and personal expression. In that system, we were not encouraged to discuss our opinions or challenge teachers. If we disagreed or tried to express our thoughts, it was not considered normal or acceptable. In that system, students were discouraged from discussing opinions or challenging teachers, which left me yearning for an environment where students could freely share their thoughts and feelings.

As an educator now, I constantly reflect on how I can foster such an environment. How can I create a space where students feel comfortable expressing themselves and where their voices are heard without fear of judgment? This has become a central question in my teaching practice.

One of the most significant experiences I gained while teaching in Turkey was learning the importance of teamwork in the classroom. In Turkey, I was introduced to more collaborative learning methods, where students worked together to solve problems and discuss ideas. When I arrived in the United States, I was introduced to student-centered methods like small group instruction and classroom centers, which allowed for more individualized attention and active participation. These experiences have deeply influenced my teaching philosophy, as I have come

to understand that education should not only focus on the mastery of content but also on the development of the whole child.

Another key part of my teaching philosophy is ensuring that students with Individualized Education Plans (IEPs) receive the support they need. In Ukraine, children with special needs were often excluded from regular schools and not accepted by society. This experience motivates me to create an inclusive classroom where every child, regardless of ability, is valued and given the support they need to thrive. It is essential that all students have the resources and encouragement to succeed in their learning journey.

My goal as an educator is to foster an environment that encourages curiosity, creativity, and independent thinking, while also providing the structure and support students need to succeed. I want every student to feel safe expressing their thoughts and emotions, knowing they are heard and respected. My hope is that they leave my classroom with confidence in their ability to communicate, think critically, and contribute to society.

I want to end my philosophy with a quote by Ban Ki-moon: “Education is a right, not a privilege, and it should be available to all children, regardless of their background or circumstances.”