# **Lindsay Andreas**

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**WORK EXPERIENCE**

**Close Up Foundation,** Alexandria, VA

Teacher Program Specialist November 2015-Present

* Represents the Close Up Foundation and its civic mission to all constituents of the program including: students, teachers, administrators, parents and the Washington, D.C. professional community partners. The program utilizes Washington, DC as a living classroom in order to fulfill the foundation’s key mission: inform, inspire and empower young people to exercise the rights and accept the responsibilities of citizens in a democracy
* Presents a weekly teacher orientation and serve as the primary point of contact for teachers and adult participants throughout the program week
* Acts as a liaison between teachers and staff implementing the student program
* Conducts professional development for teachers by delivering presentations and facilitating discussion about colonial sites, Civil War battlefields and historic homes and relating them to Close Up’s overall civic mission
* Conducts administrative duties related to program implementation and provide office support

**Cesar Chavez Public Charter Schools for Public Policy-Capitol Hill Campus (Grades 9-12)**

Lead History Teacher August 2013-June 2015

* Developed and executed inquiry-based and data-driven lessons for U.S. Government, DC History, Senior Public Policy Thesis and AP U.S. Government and Politics courses
* Designed and implemented rigorous and engaging learning experiences that developed students’ understanding of key public policy concepts and developed their critical thinking, research, and writing skills
* Coached students through creating a plan for their independent research and provided appropriate structures and supports to students throughout the year in order to complete a 15-20 page public policy research paper and thesis presentation
* Participated in bi-weekly data and assessment department meetings to maximize instructional efficacy and alignment to standards
* Collaborated and engaged in reflective inquiry with colleagues and administrators for the purpose of improving instructional practice and student learning
* Facilitated end of the year 9th Grade CAPstone (Community Action Project) course by designing project-based learning curriculum involving partnerships with community activists and public policy makers

**Close Up Foundation,** Alexandria, VA

Senior Program Instructor and Program Leader October 2011-June 2013

* Continued to execute the duties of a lead program instructor by using hands-on civic education. The program utilizes Washington, DC as a living classroom in order to fulfill the foundation’s key mission: inform, inspire and empower young people to exercise the rights and accept the responsibilities of citizens in a democracy
* Mentored, coached and managed new program instructors in best practices and program professionalism
* Acted as the Program Leader in the event of a Program Leader absence. Acted formally as Program Leader position on five program weeks per year
* Ensured the safety, health and academic integrity of program were upheld for all students, typically several hundred
* Mediated student management issues
* Ensured smooth program logistics by troubleshooting student and teacher concerns, vender relations, and transportation coordination
* Served as foremost contact and liaison between staff in the office to the program field
* Contributed to Close Up’s social media strategy through writing and maintaining a twitter account to engage students, teachers, parents and other program stakeholders in civic education outreach
* Collaborated to construct state standards alignment data sheets for Close Up Foundation’s middle school and high school program components

**Lead Program Instructor**  January 2011-June 2011

* Lead workshops of 25-30 students
* Employed the democratic classroom management model
* Executed issue-centered education through multi-partisanship facilitation of student debate and discussion
* Facilitated a weekly mock congress and weekly presidential election
* Supported student meetings with Congressional members
* Acted as a lead instructor on Close Up’s Washington High School Programs and Washington Middle School Programs
* Selected as a lead instructor on several specialized programs: Deaf Student Week, Program for New Americans (English Language Learners), National Indian Education Association, and the Pacific Basin Program: United States in the Global Community Simulation. These programs required very specialized instruction.

**National Park Service, Civil War Defenses of Washington,** Washington, DC May 2010-August 2010

SCA Community Outreach, Exhibit and Curriculum Development Intern

* Developed a Civil War Defenses of Washington Curriculum Guide aligned with the DC Public Schools Social Studies Standards for 8th grade and the “Historical Thinking Skills” standards of National Center for History in Schools. The curriculum guide was developed through the acquisition and interpretation of primary sources and implemented the National Park Service’s “Teaching with Historic Places” methodology
* Researched and created four interpretive exhibit panels about the Civil War Defenses of Washington and Civilian Conservation Corps for the Fort Dupont Activity Center. These interpretive panels were created using the National Park Service Historic Resource Guides, the Library of Congress’ digital collections and “Holding the High Ground: Interpreting the Civil War in National Parks”
* Communicated, consulted and collaborated closely with the education specialists of the National Capital Region
* Performed media outreach for Fort Stevens Day 2010 through creation and distribution of a press release and event flyers to local blogs, cultural organizations and other local media organizations
* Coordinated key planning efforts for Fort Stevens Day 2010, such as the completion of requisition forms, communication with interpretive programming participants and management of children’s interpretation tent

**PROFESSIONAL AWARDS**

**“Si Se Puede” Award October 2014**

* Awarded to staff member who demonstrates growth toward meaningful goals relative to the mission of Chavez PCS

**EDUCATION**

**American University,** Washington, DC  
**Graduate**: Master of Arts in Teaching for Secondary Education Social Studies May 2010 **Undergraduate**: Bachelor of Arts in History, Education Studies Minor May 2009

Honors**:** Cum Laude Latin Honors (May 2009), Deans List (3 semesters), Klotz Scholarship (2007)   
**Undergraduate History Thesis:** Completedan original thesis of 38 pages entitled “Exploring Mother Africa: Afro-American Women’s Experiences in the 1960s.” This was presented at the 2009 Robyn Rafferty Mathias Student Research Conference on April 4, 2009 and American University’s History Day on April 22, 2009

**Study Abroad**: **University of Ghana**, Legon, Ghana February-June 2008

**PROFESSIONAL DEVELOPMENT**

**Young Education Professionals Policy to Practice Conference** April 2013

* Learned and collaborated with education professionals on the following: education policy in 113th Congress, teacher voice, edTPA and supporting ELL success

**Library of Congress,** Washington, DC April 2013

One-Day Teacher Institutes: Civil War America

* Employed Civil War primary sources to implement during classroom activities
* Accessed primary sources from the Library of Congress
* Worked collaboratively with other teaching professionals to create inquiry-based activities using primary sources

**Association of Middle Level Educators (AMLE) Annual Conference, Portland Oregon** October 2012

* Met and collaborated with middle school educators and researchers
* Presented relevant research and best practices to the Close Up Foundation’s (CUF) curriculum team and facilitated discussion on how to implement findings into Close Up instructor training and curriculum

**American University’s Teachers of English to Speakers of Other Languages (TESOL) Fall Conference** October 2011

• Collaborated with TESOL and Content-Area professionals on the use of English Language Learners instruction within the content areas

• Presented relevant research and best practices to CUF’s curriculum team and facilitated discussion on how to implement findings into the Program for New Americans curriculum

**Library of Congress, Washington, DC** March 2010

One-Day Teacher Institutes: Exploring the Early Americas

* Employed Early American primary sources to implement during classroom activities
* Accessed primary sources from the Library of Congress
* Worked collaboratively with other teaching professionals to create inquiry-based activities using primary sources

**American University Alliance for Quality Urban Education (AQUE) Symposium,** Washington, DC March 2010

“Language, Culture and Teaching”

* Participated in a lecture and dialogue about multicultural education best practices with Dr. Sonia Nieto

**National Park Service, National Council for History Education & Organization of American Historians** July 2010

“Civics Education in National Parks: Developing Students as Participating Citizens”

* Employed “Teaching with Historic Places” methodology for President’s Park National Historic Site and the National Mall
* Worked collaboratively with other local teaching professionals to create inquiry-based activities exploring 1st Amendment rights through the lens of President’s Park National Historic Site and the National Mall

**REFERENCES**

1. Meredith Morelle

Instructional Coach

646-427-4061

Cesar Chavez Public Charter Schools for Public Policy

709 12th Street, SE

Washington, DC 20003

Years Known: 2 years

Relationship: Instructional Coach at Chavez Schools

2. Jonathan Gerst

Program Leader

240-888-9174

Close Up Foundation

1300 Braddock Place

Suite 400

Alexandria, VA 22314

Years Known: 3.5 years

Relationship: Supervisor at Close Up Foundation

3. Rachel Talbert

Vice President Programs and Curriculum

571-722-4182

Close Up Foundation

1300 Braddock Place

Suite 400

Alexandria, VA 22314

Years Known: 3.5 years

Relationship: Supervisor at Close Up Foundation