

When starting my journey at The Evergreen State College, I organized my class schedules in a manner to advance my inner dialogues I wanted to expand on. My first year, I began by getting the prerequisite coursework done by taking Calculus and Analytical Geometry 1-3. While taking the courses, I found an inner respect for the community that Evergreen was fostering and upholding. Throughout these classes, my peers and professors stemmed from a diverse range of backgrounds, ages, and perspectives, yet everyone was willing to assist and uplift one another in understanding class materials. As I built my foundational mathematics skills through, I also honed my collaboration and interpersonal skills that can be applied to teaching students from diverse backgrounds.

The difficulty and collaboration aspects presented to me in these prerequisite classes gave me a platform to catapult myself to continue the path to teaching. In year 2, I took Mathematical Systems: Geometry and Topology and Complex Analysis. With the help from the practice in Calculus, I was able to tackle the new coursework, practicing my communication skills, logical conclusions and critical thinking skills through complex analysis. No longer was math simply about knowing the right equation(s); rather, I had to understand the dialogue the questions were asking, create a logic gate platform, and find the answers with meticulous proofs and analysis. Not only did this force me to understand the underlying principles of the work, but it challenged me to improve how I verbalized my thought processes, which can be applied to real-life teaching. To converse with other humans, you have to first understand the given statements of both parties, what is trying to be achieved (the proposition), and then communicate thought statements to achieve your goal. The more clear you are about how you get from point A to point B, the closer you can get to clear communication with the people you interact with.

In the next year, I migrated from pure mathematics into Physical Systems and Applied Mathematics. The contrasting contextual problems of the differing subject areas made me have to juggle my current understanding of what mathematics was, as well understand a completely new subset of processes that have real life applications on day 1. These classes made me understand that no matter how much I think I understand, there is always more I can learn. That is a lesson I plan on remembering every day, that you can learn from everyone and everything as long as you maintain open-mindedness in professional and personal settings.

My coursework has improved my interpersonal, communication, and critical thinking skills, which I plan to apply to teaching. I understand that there are so many students who refuse to attempt to advance or learn math because most teachers refuse to meet them where they are at. Instead, they expect them to be on the same level of the class, when in reality, most students in the US are behind on coursework and, because of COVID-19 Zoom school or home life circumstances, students do not have the foundational tools themselves to meet expectations. The ability to understand and have an open mind to all students of all backgrounds allows me to support as many youths as possible. I believe that my educational background, as shown in the endorsement worksheet, proves that I am willing to do the work required to elevate myself as well as my students in the future.