

Tamara D. Anderson

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SUMMARY

With a proven excellence in the development of strong rapport with students, colleagues and administrators, I have over 20 years of experience as a classroom teacher, adjunct, advocate, teaching artist, researcher, editor and curriculum/assessment developer. Wrote Education Policy and Community articles for Examiner and Chestnut Hill Local (2010-2016). The Leeway Foundation in 2011 funded my research with high school dropouts, adjudicated youth, and homeless teens. In 2018, I co-authored a 20-hour anti-racist training for educators, which explores systemic racism, bias and intersectionality in educational settings.

TEACHING EXPERIENCE

Aug 20 – present	West Chester University Adjunct Department of Educational Foundations & Policy Studies	West Chester, PA
Jan 19 – present	LaSalle University Adjunct and Supervisor of Student Teachers Department of Education	Philadelphia, PA
Mar 17 – present	Pearson and College Board Professional Rater (STARR and AP)	Iowa, IA
Oct 15 – present	Harcum College Adjunct English/Writing – Leadership	Philadelphia, PA
Apr 08 – Jun 18	University of Phoenix Adjunct Humanities – Communications – English - Group dynamics - Business/Technical writing	Philadelphia, PA

SECONDARY TEACHING EXPERIENCE

Jan 07-Nov 09	School District of Philadelphia 9 th and 11 th Grade English Teacher	Philadelphia, PA
Aug 04- Aug 05	Satellite III Middle School 7th Grade ELA Teacher	Brooklyn, NY
Aug 96 – Jun 04	Chicago Public Schools	Chicago, IL

Middle Years – ELA, Dance/Theatre

JOURNALISM EXPERIENCE

Dec 10 – Jul 16 **Examiner and AXS affiliate** Philadelphia, PA
Dec 12 – Jul 16 **Chestnut Hill Local** Philadelphia, PA

ADMINISTRATIVE EXPERIENCE

Jan 18 – present **American Association of
Physics Teachers
Diversity Consultant** College Park, MD
Our team will seek teacher applicants from a range of districts across the United States for an “AAPT/AIP Master Teacher Instructional Leader Fellowship: Underrepresented Teachers of Physics (UToP) Program.” The purpose of the fellowship will be to support the retention of high school physics teachers who identify as Black, African American, African, Black Latinx, and Black Caribbean, and those who identify within the African Diaspora.

Nov 09 – Nov 10 **Congreso de Latinos Unidos** Philadelphia, PA
**Chief Academic Officer:
GED to College**
Developed a project-based curriculum with assessments. Utilized data and inquiry driven research to support implementation. Developed original rubrics, teaching models, and strategies to increase competencies in literacy, writing, science, social studies, and math. Developed viable partnerships to increase external post secondary and certificate earning opportunities for students. Provided supervision for social workers and behavioral health specialist. In charge of a \$500,000 budget.

EDUCATION and CERTIFICATES

Oct 07 **Pennsylvania Professional Education Certificate**
English, Grades 7-12
Mar 04 **National – Louis University**
Chicago, IL
Master of Education, Curriculum and Instruction
Aug 96 **University of Illinois at Urbana-Champaign**
Champaign-Urbana, IL
Bachelor of Science, Secondary Education
Illinois Professional teaching Type 9 certificate

AWARDS AND PUBLICATIONS

Dec 2020 - Black Lives Matter at School: An Uprising for Educational Justice (Haymarket)
Fall 2020 Leeway Foundation Art and Change Grant

May 2017 – *How Black Lives Matter Came to Philadelphia Schools?* (Labor Notes)

May 2016 – *Workplace: A Journal for Academic Labor* (Foreword)

2011 Leeway Foundation Art and Change Grant

2010 Creative Voices and Hands Award

PRESENTATIONS

Hacer Escuela/Inventing School – Rethinking the Pedagogy of Critical Theory at West
Chester University (2019)

22nd Annual National Dropout Prevention Network Conference: **Project Based
Learning: Instructional Practices for Older Youth Pursuing the GED** (2010)

References Available Upon Request