

Tamara Olsen

Objective

My objective is to support students with unique needs in finding success academically as well as social emotionally by providing a safe and positive learning environment where they feel welcomed and accepted on a daily basis.

Education

Bachelor of Science – Movement & Exercise Science *June 1988*
Masters of Education – Special Education *June 1991*

Certifications

- Single Subject, K-12 Physical Education *June 1989*
- Learning Handicap & Severely Handicap *June 1991*

Experience:

Olive Crest Academy NPS – *Teacher/Assistant Principal.* *February 2018 - Present*

- Assistant Principal of Educational Services for two years
 - Facilitated IEP meetings with various contracted school districts as the LEA
 - Supervised credentialed teachers and assistant teachers
 - Developed and implemented training and curriculum for all teachers
 - Part of the Collaborative Problem Solving training program for all staff
 - Site Coordinator and Examiner for ELPAC and CAASP statewide testing
- SPED Teacher in SDC classroom for two years
 - Created and delivered various lesson plans both in a virtual and in person setting per student's IEP
 - Implemented BIPs for all students

Speech & Language Development Center – *SPED Teacher* *August 2008 – August 2010*

- Provided students with autism spectrum disorder and behavioral challenges a safe and compassionate environment to continue accessing core curriculum
- Facilitated

Orange County Department of Education – *SPED Teacher* *February 1994 – May 1998*

- Taught as an alternative education teacher at a level 14 facility in a SDC model
- Ensured the physical safety of all students while delivering academic lesson plans with an emphasis on appropriate social skills

Garden Grove Unified School District – *SPED Teacher* *August 1993 – February 1994*

- Developed lesson plans that incorporated student accommodations/modifications
- Ensured elementary students were being supported appropriately per their IEP

Whittier High School District – *SPED Teacher* *August 1992 – July 1993*

- Facilitated school district's grant program that targeted bringing NPS students back to their district as the least restrictive environment
- Supported students in an SDC model, with the main goal to remain within the school district's campus as the least restrictive environment

Rossier NPS – *SPED Teacher* *August 1988-1992*

- Implemented behavior intervention plans for each individual student within the classroom

- Built strong rapport with students in the classroom to facilitate a positive learning environment on a daily basis while ensuring students access to academic content

Special Qualifications:

- CPS: Collaborative Problem Solving certified. An evidence based treatment model designed to help caregivers build relationships with the child to overcome challenging behavior by focusing on a collaborative model, that when utilized correctly, helps build their lagging skills.
- Pro-Act: Professional Assault Crisis Training.
- Trained in the Orton Gillingham approach. A multisensory approach to teaching reading, specifically geared towards students with varying degrees of dyslexia.