

KATELYN A. HADDER

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EDUCATION

Lipscomb University

Doctor of Education; Learning Organizations and Strategic Change

May 2021

Honors: 4.0 GPA

Lipscomb University

Master of Education Degree in Special Education

May 2018

Additional Coursework: Foundations of ABA, Program Design and Implementation,

Behavior Change Procedures, Research in Behavior Analysis, and Behavior Field Supervision (1 and 2)

Honors: Fall 2016 – Summer 2017: 4.0 GPA, Fall 2017 – Spring 2018: 3.5 GPA

The University of Tennessee Knoxville

Bachelor of Science in Education; Special Education

May 2016

Honors: Cum Laude, 3.59 GPA

AWARDS AND RECOGNITION

MNPS Special Education Council Member

November 2019- May 2020

Limited Resource Teacher Training Fellow

July 2018

UT Knoxville Outstanding Service Award

May 2016

TEACHING EXPERIENCE

Croft Middle School, MNPS

Special Education Teacher

August 2017-Present

Hybrid (in-person and virtual) inclusive services provider and interventionist. Responsibilities include:

- Drafting and implementing instructionally appropriate IEPs
- Collaborating, co-planning, and co-teaching with general education teachers (math/ELA)
- Conducting Functional Behavior Assessments and drafting Behavior Intervention Plans
- Drafting and implementing safety plans
- Implementing evidence-based interventions to track and monitor IEP goal growth
- Providing teachers with necessary skills and supports to work with exceptional learners

Additional Roles/Responsibilities:

- STEAM Leadership Team (August 2018 – present)
- Croft Volleyball coach (August 2017 - present)
- Student Council advisor (August 2018 - present)
- Croft Leadership Team (August 2020 - present)
- Teacher Mentor (August 2019 - present)
- Teacher Mentorship Program advisor (August 2020 - present)
- Croft tutor (August 2018 - May 2019)

Trainings Provided to Staff:

- Conducting Appropriate Functional Behavior Assessments
- Productive Struggle in the Classroom
- Exceptional Education Strategies
- Progress Monitoring with FastBridge
- Problem Based Learning as an Instructional Framework
- Lesson Pacing and Structure (TEAM Rubric Indicator)

Purpose Preparatory Academy, MNPS**Special Education Teacher****July 2016 – May 2017**

Responsible for providing individual interventions, small group interventions, and co-teaching services. Additional duties included:

- Attending IEP meetings
- Collecting data for drafting present levels of performance
- Writing differentiated curriculum for students
- Creating personalized learning plans for struggling learners
- Organizing special education services schedule
- Aiding in operational tasks

PRAXIS CERTIFICATIONS:

- Special Education: Mild to Moderate Applications
- Principles of Learning and Teaching: K-6
- Teaching Reading: Elementary Education
- Middle School English Language Arts
- Special Education: Mild to Moderate Applications

EVIDENCE-BASED INTERVENTION CERTIFICATIONS

- WILSON READING
- SRA
- IREADY
- SPECTRUM MATH
- SPIRE READING
- EASYCBM
- FASTBRIDGE

RELATED EXPERIENCE**Homework Hotline****Tutor****January 2021- Present**

Homework Hotline is a free service for students who live in the state of Tennessee. The service provides free tutoring and homework help for students. Additional duties include facilitating tutoring sessions through the use of technological learning platforms (i.e. TalkTo Chat or Online Whiteboard).

Learning Lab**Tutor****April 2019-present**

Provide individualized tutoring services (in-person or virtual) for elementary and middle school students. Additional duties include facilitating professional development sessions for tutors on delivery and implementation of SPIRE Reading and Wilson Reading programs and proctoring ISSE test sessions for students.

Teach For America**Corps Member****June 2016- June 2018**

Additional corps member duties included attending summer institute prior to initial start date, going through "Justice Journeys" (an aspect of summer institute that focuses on equitable instruction, culturally responsive teaching, microaggressions, and systemic racism), obtaining a teaching certification or graduate degree through a partner institution, partaking in regular coaching and observation cycles with a mentor teacher, and attending required Saturday professional development conferences.

PUBLICATIONS

Hadder, K., Pack, A., & Williams, L. (2021). *Online learning in a time of crisis: a look at student and faculty perceptions of university responses to COVID-19 and how it has impacted student and faculty satisfaction.*

LANGUAGES

English – native language
American Sign Language