

Dr. BethAnn Pratte

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PROFESSIONAL SUMMARY

High-performing, strategic-thinking professional with more than two decades of consistent success in leadership, teaching, mentoring/advising pre-service and in-service teachers, data analysis, curriculum design, and curriculum review and evaluation. Experience with diverse learners in the K-12 and higher education public/private sectors, establishing learning environments within a traditional classroom and through remote learning. Expertise and experience with early childhood education in evidence-based literacy instruction; neurocognitive interventions/prevention; developmentally appropriate pedagogy; and advising/mentoring college students. Motivated self-starter with experience in neurocognitive curriculum writing/design; effective instructional practices which promote critical thinking and decision-making; dyslexia intervention/prevention; educational legislation; and special education. Maintained high expectations while providing ongoing support and encouragement for others to achieve their goals. Adept at assessing needs, generating options, and implementing solutions while collaborating with stakeholders. Highly skilled at relationship building with individuals across all levels of organizations and teams. Exceptional writing, presenting, and interpersonal communication skills. Able to design and implement strategic plans and develop high-performing teams; with a focus on the neuroscience of instruction, differentiation of instruction for neurodiversity, the science of reading, curriculum design, professional development, and special education law. Consistently receive positive feedback from employers, cohorts, students, and clients.

EDUCATION

Degree and Certifications

- Doctorate in Educational Administration: Immaculata University
 - Superintendent License
- Master's Degree in Curriculum and Teaching: Penn State University
 - Supervisor of Curriculum and Instruction License
- Educational Leadership Certificate Program: Western Maryland College
 - Principal K-12 License
 - Administrative and Student Service License
- Bachelor's Degree in Elementary Education: Millersville University
 - Pennsylvania Instructional II Elementary Education K-8 Certificate
- Dyslexia Practitioner Certificate: Wilson Language, Fitchburg State, and AIMs Academy
- The 7 Habits of a Highly Effective People Certified Trainer

Post-Doctoral: Courses, Conferences, Studies, & Certificates

- Neurodevelopment of Words; Ocala, FL; Trinidad, WI
- Wilson Reading Systems Level II Completion: Conshohocken, PA
- Research to Practice Symposium(s) Haskins Lab: Mathematics and Literacy: Conshohocken, PA
- WrightsLaw Advocacy Training(s): Various locations
- Wilson Reading Systems Level I Completion Certificate: Conshohocken, PA
- AIMs Academy: Early Literacy Development Conference(s): Conshohocken, PA

- Motivation: The Art & Science of Inspiring Classroom Success: Gratz College
- Dealing with ADHD Type Behaviors in the Classroom: Gratz College
- Learning & the Brain Conference(s): Various locations
- International Mind, Brain, and Education Summit: Philadelphia, PA
- Mind, Brain & Education Institute Certificate: Harvard University: Cambridge, MA

EXPERIENCE

- **Neurodevelopment of Words; LLC**

Dyslexia Interventionist • 2022- Present

- **Anchor Educational Services**

Educational Service Provider • 2006 - 2023

Services included: consultations; curriculum writing; development of instructional materials; staff development; public speaking; advocacy for students with special needs; advisor for college students on course selection; review of records review/ data analysis with the interpretation of the educational assessments results with implications in the general educational setting; administration of educational testing related to early literacy skills, mathematics, and executive functions learning barriers; early childhood instruction; dyslexia/reading interventions; and provided instruction for individuals or small groups.

Successfully advocated for students with special needs. Collaborated with districts to provide administrators and teachers with resources. Worked with parents and the Office of Civil Rights, state departments of education/public instruction, and special education attorneys to provide effective interventions for students. Provided consultation for local, state, and federal legislators regarding special education law, effective teaching practices, and early childhood education. Advocated for parent groups related to violations of civil rights and state and federal statutes. Assisted community groups in investigating and exposing malpractice within county schools that impacts children's safety, academic performance, and parental confidence within the schools. All advocacy work for students with special needs was done pro-bono or through donations because most families cannot afford legal counsel or service providers to help guide them to determine what and how to help their child receive effective interventions.

Professional development was tailored to support educators in various roles; both formal and informal. For formal sessions, training and support were developed with principles of the science of learning, coupled with technology design engaging training experiences, materials, and tools using methods proven to create success for learners. The Neurocognitive Design and Delivery Framework was used to construct and deliver a high-quality learning experience with optimal learning outcomes. Formerly *Engaging Their Minds*

- **Campbell University: New Buies, NC**

Student-teacher Supervisor; Ed-TPA Supervisor • 2021

- **York Suburban School District York, PA**

Primary/Elementary Teacher; Leadership; Professional Development • 1998 - 2018

Two decades of classroom experience. Held all responsibilities as any classroom teacher in addition to many leadership positions, including:

Professional Development Trainer and Curriculum Writer: Designed, developed, delivered, and maintained key district-wide programs. Ensured fidelity of coordination and articulation of materials for consistency and quality control. Collaborated with all sites and stakeholders to assess program fidelity, function, and effectiveness, using elements of the ADDIE and SMAR models. Designed follow-up learning experiences and embedded key practices and growth mindset ideas into the daily routine. Utilized the continuous training model, reinforced key knowledge and skills, added additional content, provided clarification, identification of problems, and analysis of the root cause in order to address them in an effective and timely manner. Utilized various technology platforms including, but not limited to: SurveyMonkey, and Microsoft Software. Design and Delivered Topic Training at the District Level at the Direction of Leadership.

Coordinator of District Character Education Program: Led the team to create a spiral curriculum using concepts and skill sets from the Olweus Bullying program, Friends of Rachel, and the 7 Habits of Highly Productive Teens were merged to create a program to improve school climate by focusing on character education, bullying prevention, and the 7 Habits of Highly Effective Teens. Provided training to all teachers. Planned and delivered orientations for new teachers and yearly follow-up training for seasoned teachers. Provided support for teachers struggling to uphold the culture and the expectation of excellence. Observed and mentored assigned teachers regarding best practices in instruction. Promoted instructional practices that were modified and differentiated to meet the needs of the individual learner. Assisted in facilitating the integration and use of instructional technology, as appropriate.

Per Diem Principal and Administrator: Served as an elementary principal. Held all administrative responsibilities: including substitute teachers, student discipline, bus dismissal, and supporting all staff to keep the school seamlessly operating until the permanent individual returned.

Science Department Middle-Level Chair: Lead teachers in the implementation of curriculum and instructional practices that resulted in exceptional student achievement and teaching. Integrated mathematics and other content area standards. Responsible for targeted professional development. Assisted in the research and implementation of best practices in curriculum and instruction and worked collaboratively with the team. Created budgets and ordered supplies. Assisted in teacher training and met with teachers regularly.

Leadership Team: As a member of the district leadership team, numerous seasoned administrators invested time into my life and served as mentors. Their influence shaped my paradigm of effective, authentic, servant leadership. They entrusted me with important tasks, which provided me with countless unique experiences. The wisdom gained from more than two decades of diverse teaching experiences, coupled with many opportunities allowed me to acquire an eclectic skill set, which transfers to many career opportunities.

Responsibilities: Many of my responsibilities were long-term assignments such as leading committees of teachers in writing curriculum; planning events for parents and the community; conducting needs assessments for specific content areas, buildings, or the district; providing professional development, creating teacher and student schedules; budgeting and purchasing science supplies, writing grants, revising district forms and policies; planning student assemblies; and training bus drivers.

Committees: Community Collaborator Leadership Team Liaison; Student Board Faculty Representative; District All Hazard Committee Member/Emergency Management Team; Parent Educational Program Planner and Student Assembly Coordinator; Professional Development Committee; District Assessment Committee; District Assessment Training Team; and District Social Committee

- **York College of Pennsylvania**

Adjunct Professor: MED503 Curriculum Trends and Issues Course • 2008 - 2019

The Curriculum Trends and Issues course focused on the trends and scientific research within business and academia. The course content included: neurocognitive elements of curriculum design, the science of learning, the science of reading, evidence-based instruction for teaching reading, analysis of data from various assessments to determine potential deficits and needs, early childhood development, development of literacy and mathematics, special educational law, federal/state/local education legislation and policies, neurodiversity, and neurocognitive interventions. Provided teachers resources and information to give them the abilities and empower them to construct and provide learning opportunities, which optimize learning and fostered critical thinking and decision-making skills. Maintained high expectations, while providing support and encouragement so teachers could find their own style of teaching and use their creativity to implement their lessons. Provided instruction and guidance in the assessment of student needs, maintaining accurate and confidential records, generating options, and implementing solutions.

The course facilitated the implementation of the Neurocognitive Design and Delivery Framework into students' careers. Individualized projects allowed the graduate students to implement instructional strategies and interventions within their workplace. Various technologies were used to establish learning communities for continuous support, learning, and collaboration and to deliver content through multiple forms of representation. The content was tailored to individual circumstances and delivered in multiple formats: in-person, E-learning in either synchronous or asynchronous formats, and hybrid sessions. Learning communities were established which allowed for differentiation, micro-learning, and individualized support, and built a culture of collaboration. Each semester, the course format was reviewed based on the learners, and delivery of the training was adjusted as needed including, but not limited to Moodle; Blackboard; Angel; Google Platforms: Drive, Classroom, Sites, Documents, Presentation, and Hangout; FlipGrid; iMovie; Wix; and Microsoft products to design, house learning materials and resources, and create a dynamic learning experience. Each course participant completed assignments in their districts; therefore, there was a need to monitor and adjust technologies to be compatible with everyone. Tools, resources, and materials were available in various formats to assist neurodiverse learners and maintained compliance with the Americans with Disabilities Guidelines (ADA).

- **Penn State University York Campus**

Adjunct Professor and Course Designer • 2005 - 2015

Penn State York's graduate program was uniquely structured as each course encompassed two semesters. The first semester was a 3-credit course, which taught the knowledge and skills and the subsequent semester was a 1-credit Implementation course where graduate students implement the course content within their classrooms. The implementation aspect was designed to provide graduate students with support through professor mentorship, cohort collaboration, and support as the graduate students honed their craft. Throughout the semester, students learned how to effectively collect, organize, and interpret data from at least three different tools to measure their classroom students' responses. Graduate students were provided resources, strategies, and evidence-based research.

Additional responsibilities: Designed and developed multiple courses for the graduate school of education. Scope and sequence(s) and implementation plans were developed in alignment with organizational performance targets. The knowledge and skills required to reach the learning targets were scaffolded at the four levels of cognitive

growth, which allowed for the complexity of thought. New knowledge builds on prior knowledge. The knowledge and skills were explicitly taught and regularly assessed at each cognitive level to ensure performance targets were learned and mastered. Materials and instruction were rolled out in a succinct and engaging manner. Tools, resources, and materials were available in various formats to assist neurodiverse learners and maintained compliance with the Americans with Disabilities Guidelines (ADA).

- **Heritage Hills Kidz Camp**

Curriculum Director; Professional Development; Operational Board Member • 2010 - 2013

Designed and/or evaluated all curricula for grades K-5. Provided instruction as needed to model best practices and to decrease adult: camper ratios. Wrote and facilitated staff development, policies, and camps systems/procedures. Mediator for parent/staff conflicts and staff/staff conflicts. Served on the advisory board and operational board. Served as a consultant after 2013.

HONORS & AWARDS

- York Suburban School District: Pennsylvania Value Added Assessment System (PVAAS): Student Growth exceeded expected growth for the state. Scores attributed to the largest percentage of academic growth
- Exemplar Student Growth Acknowledgment for the Measures of Academic Progress Scores: Learners exceeded individual performance expectations and cohort's class growth each year
- First Capital Phi Delta Kappa Chapter: First Capital Phi Delta Kappa Chapter Award for Presidential Leadership
- The Pennsylvania School Board Association Excellence in Education Fair: Bullying Prevention Program
- The Pennsylvania School Board Association Excellence in Education Fair: Book Clubs: A Novel Approach to Teaching Reading
- Shippensburg University School Study Council Exemplar Program: York Suburban Middle School for bullying prevention and character education program
- Shippensburg University School Study Council Exemplar Program: The Friends of Rachel's Club
- York Suburban Middle School Top Performing School in the State of Pennsylvania: Team Leader

RESEARCH, PROJECT DEVELOPMENT & PUBLICATIONS

- Author: Dystinct Magazine article [September 2021]; A-Z Guide for Intentional Education and Parenting [IP]; The manuscript for Collins Keys: The M.A.G.I.C. of Success [NP]; and Teacher Perceptions of a Bullying Prevention Program [Published 2005]
- Architect of the Literacy Research Study: *The Effects of Closed-Captioning Television on Sixth Grade Students' Reading Comprehension and Fluency* [N.P.] Team member: Dr. Julie Wise
- Creator of the Neurocognitive Design and Delivery for Learning: Culminating project for Harvard's five month *Mind, Brain, Education Institute*. Framework built from a meta-analysis of scientific findings from the world's leading neuroscientists in varying cognate fields to education. Over the past decade, it was implemented at the local level, with unprecedented success. Framework is revised as needed to integrate relevant scientific findings. The detailed design increases the probability of all learners experiencing success and differentiates for neurodiversity. Simplifies the learning process to optimize understanding of even the most complex concepts.
- Committee Member for Doctoral Dissertations at Immaculata University

- Contributor: “*Reluctant Writers' May Have A Learning Disability Called Dysgraphia*” by Pauline Campos, Huffington Post
- Designer of the Error Analysis Model to Increase Diagnostic Thinking: Learning Through Mistakes based off of research study on Student Error Analysis and its Impact on Learning
- Department of Defense (DoD) Congressional Directed Medical Research Program approved panelist for the Consumer Reviewer Administrator for the CDMRP’s Neurotoxin Exposure Treatment Parkinson’s (NETP) and Autism Spectrum Disorder
- Featured teacher in Charlotte Danielson’s Framework of Teaching tutorial videos to share various activities that reflected the ‘Distinguished Domain’ as a tool to help teachers
- Wrightslaw Conference Host: A intense educational experience for educators, attorneys, parents, and advocates: York, PA
- Producer: “*Book Clubs: A Novel Approach to Reading*” - an instructional resource video for teachers and ForeChange Media Documentary: History and Projects of ForeChange

ORGANIZATIONS & AFFILIATIONS (Past and Present)

- Fellowship of Christian Athletes (Golf) National Board
- International Dyslexia Association International Mind, Brain, & Education Society (IMBES)
- Keystone State Reading Association
- Learning & the Brain Society
- Moore County Women’s Republican Club
- Phi Delta Kappa First Capital Region Executive Board: Served in varying capacities for over a decade: President, Vice President of Programs, Research, Foundations, & Scholarship Coordinator

SERVICE

- Adult Life Group Leader at LCBC Church
- AWANA’s Secretary/Treasurer
- Bowl for Kid’s Sake Team Leader: Big Brothers and Big Sisters
- Constitution Course Facilitator: Moore County
- Fellowship of Christian Athletes: York’s Heritage Golf Huddle Advisor
- Fellowship of Christian Athletes Golf: Pine Needles Golf Course, National Board Member & Volunteer
- Festival of Trees: Sandhills Children’s Center
- Guest Services Kid Ministry Captain at LCBC Church
- Kidz Camp Advisory Board Member and Operational Board Member
- Life Group Leader in Student Ministry at LCBC Church
- Moore County First School Choice EXPO Core Committee
- Student Advisor and Vice President for ForeChange