

Melissa Jessup

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EDUCATION

Ed.D., Special Education, Ball State University, Muncie, IN (2019)

- Mild Disabilities
- Reading (Cognate)
- Educational Leadership (Cognate)
- Dissertation: *For the Love of Reading: The Impact of Engagement Factors on Reading Proficiency*

Educational Administrator's License in Educational Administration from Ball State University, Muncie, IN (2004), (M.A. + 40 credits)

M.A., Special Education: Mild Disabilities, Ball State University, Muncie, IN (1998)

B.A., Elementary Education and Special Education, Idaho State University, Pocatello, ID (1984)

CERTIFICATION

Administrator's License, K-12, (2004)
General Elementary, 1-6, 7/8 Non-Dept.
Kindergarten Endorsement
Mild Disabilities
Seriously Emotionally Handicapped
Severe Disabilities
General Elementary, Professional (2002)

PROFESSIONAL EXPERIENCE

Taylor University, Upland, IN: *Department Chair*, Department of Education (August 2023+)

- Facilitated completion of the operating calendar activities, including equipping faculty to complete the activities accurately and on time.
- Facilitated the creation of department goals, setting clear priorities for the academic year.
- Assigned faculty according to their expertise and program needs.
- Conducted annual and eight-year reviews to ensure the achievement of the department's goals.
- Facilitated actions to proactively market Taylor and the department to prospective students and families.
- Built, maintained, and strengthened teams leading to consistently high performance.
- Effectively worked collaboratively with other leaders, peers, and staff.

- Proposed and managed the department budget.
- Evaluated faculty.

Taylor University, Upland, IN: *Director of Special Education*, Department of Education, (August 2019+)

- Directed undergraduate special education program
- Collaboratively developed undergraduate and post-baccalaureate intensive intervention licensure programs.
- Facilitated learning in all special education courses
 - Exceptional Children
 - Foundations of Special Education
 - Assessment of Exceptional Learners
 - Methods of Special Education
 - Behavior Management and Disorders
 - Critical Issues in Special Education
 - Low-Incidence Disabilities-Instruction and Learning
 - Low-Incidence Disabilities Independence and Self-Determination
 - Low-Incidence Disabilities-Collaboration and Individualized Programs
- Supervised practicum students and student teachers
- Developed community connections with various entities providing services to individuals with disabilities
- Mentored students
- Assisted in developing an intense intervention program

Taylor University, Upland, IN: Assistant Professor of Education, Department of Education, (2018-2019)

- Facilitated learning in early literacy, classroom management, and content area reading courses
 - Early Literacy and Assessment K-3
 - Reading in the Content Area for Secondary Education Teachers
 - Discipline and Classroom Management for Elementary Teachers
 - Foundations of Early Literacy
- Supervised practicum students and student teachers
- Mentored students

Indiana Wesleyan University, Marion, IN: *Adjunct Faculty, Special Education*, School of Teacher Education (August 2016)

- Facilitated learning in Teaching in the Inclusive Setting (EDS 215)
- Modeled inclusive teaching methods
- Provided guided practice
- Evaluated practicum experiences
- Built relationships with students

Marion Community Schools, Marion, IN: *RtI Interventionist/Instructional Coach, Allen Elementary* (August 2015-2018)

- Facilitate learning in reading remediation and high ability
- Schedule students for services with eighteen classroom teachers
- Collaborate with classroom teachers
- Collaborate with Academic Specialists
- Collaborate with special education teacher

- Facilitate monthly Rtl meetings with classroom teachers
- Analyze data
- Provide intervention resources for classroom teachers
- Provide resources for special education teacher
- Facilitate monthly Rtl meetings with district personnel
- Supervise three educational assistants
- Provide professional development on interventions

Marion Community Schools, Marion, IN: *TAP Master Teacher/Instructional Coach, Allen Elementary (August 2014-2015)*

- Collaborate weekly with classroom teachers as they create lesson plans
- Lead weekly professional development
- Model instructional strategies
- Co-teach with classroom teachers
- Conduct weekly walk-throughs in classrooms, providing immediate feedback to teachers.
- Conference individually with teachers and provide professional resources
- Provide encouragement and support to teachers
- Facilitate learning in reading remediation, high ability, and special education.
- Participate in the school leadership team
- Assist in leading the Rtl process
- Assist in facilitating grade-level data analysis and goal setting
- Assist in building a school community

Marion Community Schools, Marion, IN: *District Elementary Administrator, Allen Elementary (November 2013-2014)*

- Mentoring new district administrators
- Mentoring new elementary and special education teachers
- Directing professional development in weekly collaboration with grade-level teams
- Facilitating grade-level data analysis and goal setting
- Leading professional development in high-ability assessment
- Facilitating Response to Instruction (Rtl) process
- Directing professional development for Academic Specialists
- Guiding programming for instructional interventions, particularly early interventions
- Creating a consistent classroom walk-through process for increased accountability
- Providing daily support for all staff
- Serving as a resource for classroom and special education teachers
- Developing professional growth plans for teachers
- Serving on the school-wide Positive Behavior Intervention Support (PBIS) team
- Assisting in the implementation of Positive Behavior Intervention Support (PBIS)
- Supporting behavior management of students
- Inspiring teachers, staff, and students
- Assisting in building a school community

Marion Community Schools, Marion, IN: *Frances Slocum Elementary, Principal (2012-November, 2013)*

- Provided daily leadership and supervision for students and staff members in this Multi-cultural Pre-K-4th building (350 students; 50 staff), with 95% of the students on Free/Reduced Lunch
- Managed student outcomes through high expectations of all staff
- Supervised teacher outcomes by setting high, specific expectations

- Implemented a school-wide positive behavior plan resulting in a significant decrease in discipline reports
- Established guiding principles and monitored grade-level collaboration
- Guided school performance in our *Turnaround Challenge*
- Employed and monitored our school-wide improvement plan and team
- Met regularly and individually with teachers to review goals and classroom data
- Built relationships with parents, increasing family participation in PTO as well as all school-wide events
- Created and maintained a positive, encouraging school culture and climate
- Developed a preschool in response to a need for early intervention
- Created consistent opportunities for teachers to disaggregate data to assess students' strengths and weaknesses and determine areas needing improvement
- Guided teachers in developing intervention plans to help meet student needs
- Directed school-wide efforts in increasing student achievement, moving the school from an "F" to a "B" as determined by the Indiana Department of Education

Taylor University, Upland, IN: *Special Education Adjunct Professor*, Department of Education (2011-2012)

- Instructed students in Methods of Special Education (SED 355)
- Facilitated learning in Foundations of Special Education (SED 330)
- Modeled teaching methods
- Provided guided practice
- Evaluated practicum experiences
- Built relationships with students
- Demonstrated integration of faith with teaching

Marion Community Schools, Marion, IN: *Head Start Program Coordinator* (2011-2012)

- Provided daily leadership for students and staff
- Implemented school readiness goals and monitored student growth through quarterly assessments
- Ensured the maintenance of Head Start Performance Standards
- Managed Head Start budget
- Built relationships with families and community partners

Wabash City Schools, Wabash, IN: *O.J. Neighbours Elementary Principal* (2006-2011)

- Provided daily leadership and supervision for students and staff members in this K-3 building (500 students; 75 staff)
- Led school improvement team to become a school-wide Title I school (average 65 percent free and reduced)
- Managed student outcomes through high expectations of all staff
- Supervised teacher outcomes by setting high, specific expectations
- Implemented a school-wide positive behavior plan resulting in a significant decrease in discipline reports
- Established guiding principles and monitored grade-level collaboration
- Guided school performance from underachievement status to making annual yearly progress, achieving not only considerable growth but also receiving recognition from the state for substantial growth in math
- Employed and monitored our school-wide improvement plan
- Met regularly and individually with teachers to review goals and classroom data

- Established relationships with parents, increasing family participation in PTO as well as all school-wide events
- Actively participated in intervention teams (RtI)
- Created and maintained a positive, encouraging school culture and climate
- Developed a preschool in response to a need for early intervention
- Implemented team teaching for special education and classroom teachers
- Devised a school schedule that maximized instructional time in reading and math
- Created consistent opportunities for teachers to disaggregate data to assess students' strengths and weaknesses and determine areas needing improvement
- Founded a sensory room to meet the needs of students with special needs

Eastbrook Upland Elementary, Upland, IN: *Head Teacher*, Maximum Achievement Learning Lab (MALL), (1999 - 2006)

- Collaborated with special education teacher concerning programming
- Supervised seven educational assistants
- Scheduled students for services with twenty classroom teachers
- Communicated with parents
- Coordinated the MALL site experiences for visiting teachers and administrators
- Facilitated learning in reading and math remediation, gifted and talented, and special education
- Conducted assessments to identify students who may need services
- Created educational units and centers for gifted and talented students utilizing the theory of multiple intelligences
- Supervised Student Study Teams

Taylor University, Upland, IN: *Adjunct Professor*, Academic Enrichment Center, (2006)

- Instructed students in study skills and reading strategies
- Tutored individual students as needed per reading assessment
- Collaborated with department personnel concerning student needs

Eastbrook Junior High School, Marion, IN: *Acting Principal* (Maternity Leave 8/04-11/04)

Eastbrook Upland Elementary, Upland, IN: *Third Grade Teacher* (1998-1999)

Department of Special Education, Ball State University, Muncie, IN: *Graduate Assistant* (1996-1998)

Johnson County Group Home, Warrensburg, MO: *Programmer* (1991-1996)

Jessup Home, Warrensburg, MO: *Domestic Engineer* (1990-1996)

Pinckneyville High School, Pinckneyville, IL: *Resource Room Teacher* (1988-1990)

Tamaroa High School, Tamaroa, IL: *Resource Room/Title I Teacher* (1987-1988)

Ballard Community Schools, Huxley, IA: *Self-Contained with Integration Teacher* (1986-1987)

Ballard Community Schools, Huxley, IA: *Gifted and Talented Teacher* (1985-1986)

Pocatello Community Schools, Pocatello, ID: *Resource Room Teacher* (1984-1985)

PUBLICATIONS

- Submitted "Discussion of Text Revisited: Updated Support for an Established Practice," Jessup M. & Jones R. (2023) to *Urban Education*
- Submitted "Discussion of Text Revisited: Updated Support for an Established Practice," Jessup M. & Jones, R. (2022) to *Reading Horizons: A Journal of Literacy and Language Arts*

- Submitted “Discussion of Text Revisited: Updated Support for an Established Practice,” Jessup M. & Jones, R. (2021) to *European Journal of Psychology and Educational Research*
- Submitted “How Can We Help Josie Read? Can Discussion of Text Read Increase Reading Proficiency?” Jessup M. & Jones R. (2021) to *Reading Research Quarterly*

PRESENTATIONS

- Jessup, M. (2023, August). *Scripture engagement intentionally integrated into reflections, assignments, and discussions*. Colleagues College, Taylor University, Upland, IN.
- Jessup, M., Keeler, M., & Kirkpatrick, N. (2023, March). *Unified Robotics: A collaboration between disciplines & community partners to empower an inclusive STEM experience*. National Council for Exceptional Children Conference, Louisville, KY.
- Jessup M. K. & Jessup M. M. (2022, November). *Working on the privilege chain gang*. The Original Lilly Conference on College Teaching, Miami, OH.
- Jessup, M. Sisson, C. Moore, C. (2022, October). *Engaging students with movement*. BCTLE Student Engagement Faculty Development Session, Taylor University, Upland, IN.
- Jessup, M., Engle, S., Sisson, C. (2022, September). *Active learning strategies to engage college students*. BCTLE Faculty Development Session, Taylor University, Upland, IN.
- Jessup, M. (2022, August). *Universal design for Learning*. BCTLE New Faculty Orientation Session, Taylor University, Upland, IN.
- Jessup, M. (2022, April). *Discussion of text revisited: Updated support for an established practice*. Midwest Spring ATE Conference, Normal, IL.
- Jessup, M. (2022, February). *Shalom, individuals with disabilities, and special education*. BCTLE Faith Integration Workshop, Taylor University, Upland, IN.
- Jessup, M. (2021, August). *Universal design for Learning*. BCTLE New Faculty Orientation Session, Taylor University, Upland, IN.
- Jessup, M. (2021, August). *The power of vulnerability*. Colleagues College, Taylor University, Upland, IN.
- Jessup M. (2021, August). *Building resilience for students with disabilities*. Colleagues College, Taylor University, Upland, IN.
- Jessup M. (2021, March). *How do you challenge all students and scaffold instruction?* BCTLE Faculty Development Session, Taylor University, Upland, IN.

RESEARCH

- Jessup, M. (in process). *Unified robotics: A collaboration between disciplines & community partners to empower an inclusive STEM experience*. Taylor University, Upland, IN.
- Jessup M. (2019). Dissertation: *For the Love of Reading: The Impact of Engagement Factors on Reading Proficiency*. Ball State University, Muncie, IN.
- Jessup M. (2017). *Transition of young children from preschool to kindergarten: A pilot study*. Ball State University, Muncie, IN.

AWARDS AND GRANTS

- *Advancing the Science of Reading*. (December 2022). Lilly Endowment Foundation Planning Grant, \$75,00.
- *Mentoring in Myanmar: A Collaborative Project* (November 2021). The Women’s Giving Circle, \$5000

- Recognition: Leading Low Achieving School to High Student Achievement from an “F”-“B” letter grade. (2013)
- Recognition and Service Award for Gifted and Talented
- Certificate of Accomplishment: 2001 Create a Landmark Contest

PROFESSIONAL DEVELOPMENT

- Mini Course Design Institute, BCTLE, Taylor University (Summer 2023)
- National Convention, Council for Exceptional Children (Spring 2023)
- Chat GPT, BCTLE Workshop, Taylor University (Spring 2023)
- Female Faculty Spring Session, Taylor University (Spring 2023)
- *Building Communities of Partnership and Belonging*, BCTLE Workshop (Spring 2023)
- PATINS Tech Expo 2021
- Original Lilly Conference on College Teaching (Fall 2022)
- Faith Integration Workshop, BCTLE, Taylor University (Spring 2022)
- Female Faculty Book Club, Taylor University (2022-2023 Academic Year)
- National Convention, Council for Exceptional Children (Spring 2020)
- CAEP National Accreditation Conference (Fall 2019)
- Professional Development: School to Prison Pipeline (Fall 2017)
- Professional Development: Response to Instruction (Fall 2017)
- Professional Development: Reading Instruction/Interventions (Fall 2017)
- Instructional Coaching: Literacy (Weekly, Fall 2017)
- TAP Summer Institute (Indianapolis, Indiana 2012, 2013)
- TAP Administrators Workshops (Indianapolis, Indiana, 2012-2014)
- TAP National Conference (Washington D.C., 2013)
- Head Start state and regional conferences (Indianapolis, Indiana, Chicago, Illinois)
- Indiana Association of School Principal Conferences (Indianapolis, Indiana (2005-2011)
- IPLA (*Indiana Principal Leadership Academy*) conference with Robert Marzano (Indianapolis, Indiana, 2010)
- Superintendent Study Council Meetings (Huntington, Indiana, 2010-2011)
- Key Learning Institute: Studying the Theory of Multiple Intelligences (Indianapolis, Indiana, 2003)
- Conference on Enhancing Professional Practice: A Framework for Teaching (Michigan, 2001)
- State and National Conferences for Gifted and Talented (Indianapolis, Indiana; Louisville, Kentucky, 1998-2000)
- Title I Workshops (Indianapolis, Indiana, 1998-2004)
- State Conference on Learning Disabilities, 2001
- State Conference for Gifted and Talented, 1999
- Association of Teacher Education Conference, 1999

PROFESSIONAL MEMBERSHIPS

- Council for Exceptional Children
- Association for Supervision and Curriculum Development
- International Literacy Association

PROFESSIONAL AND COMMUNITY SERVICE

Taylor University

- Unified Robotics State Competition: Led a cross-disciplinary partnership between Taylor University and Special Olympics Indiana; included colleagues and students from engineering, kinesiology, and education (2020+)
- Competency-Based Education Discussion for Learning Platforms (2022)
- Grievance & Termination Task Force (2022+)
- Indiana Department of Education New Program Review Team (2022+)
- Indiana Campus Compact Campus Liaison (2022)
- University Assembly (2022)
- Co-Led & Led a Faculty Women's Session on *Women of Prayer* (2022)
- Participated in the International Student Thanksgiving Dinner (2022)
- Colleague's College Planning Committee (2018-2020)
- Co-Lead a session of the Senior Seminar: *What Does It Mean to Be Human?* (2020-2021)
- Indiana Campus Compact Campus Liaison (2021-2022)
- Led Faculty Devotion at Faculty Meeting (Fall 2021)
- Shared *What it Means to Be a Godly Woman* with a wing in Olson Hall (Fall 2021)
- Student Teacher All Day Seminar (Fall 2020)
- Community Connection with a Dorm Wing (2020-2021 Academic Year)
- Mentored Acts 6 Student (2020-2021 Academic Year)
- Orphans & Vulnerable Children Advisory Board (2019+)
- MLK Play, "Defamation:" Assisted with talkback and discussion for both performances.
- Martin Luther King Day Planning Committee (2018-2020)
- Served on TEPAC (2019+)
- Host Student Teachers in Home Monthly (Fall, 2019+)
- Met with the cast of "Falling" to discuss individuals with autism (2019)
- Hosted Students to share dissertation research at their request (2019)
- Hosted Bonfire for Freshmen Education Majors (2018)
- Summer Orientation (Summer 2019+)
- Welcome Weekend (2018+)
- Mentor Elementary Education/Special Education Concentration Students (2018+)
- 24@Taylor Dinners and Events (2018+)

Community

- Eastbrook Building Corporation
- Instructional Improvement Task Force, McCullough Jr. High, Marion Community Schools
- Early Childhood Coalition of Grant County
- Prevent Child Abuse, Grant County
- Rotary Club, Wabash, Indiana
- District Vertical Articulation Committee
- Social Studies Adoption Committee
- Teacher Evaluation Committee
- Upland Elementary Task Force/School Improvement Committee
- Marion Civic Theatre
- Urban Light Community Church: Greeter, Usher, Children's Church Teacher

PROFESSIONAL TRAINING

- TAP Evaluator (*The System of Teacher and Student Advancement, National Institute for Excellence in Teaching*)

- CLASS Evaluator (**C**lassroom **A**ssessment **S**coring **S**ystem for Preschool)
- School Safety Specialist Training & Certification
- eValuate assessment and analysis (*Catapult/Edison Learning*)
- STI assessment and analysis (*Education Data Management Solutions*)
- mCLASS Reading and Math assessment and analysis
- Acuity Reading and Math Assessment and Analysis
- 6+1 Traits Writing Training
- DIBELS Reading assessment, analysis, and prescriptive strategies
- Crisis Intervention Training