

JESSIE THACKER-KING, ED.D.

Tallahassee, FL | 863-660-1326

kinglj@hotmail.com | [LinkedIn](#)

Curriculum Vitae

EDUCATIONAL INSTRUCTION AND LEADERSHIP

An accomplished educator who is passionate about elevating educational equity and accessibility for a broad spectrum of student populations. Extensive expertise in instructional leadership, curriculum development, and mentorship to drive the design of beneficial academic programs and learning platforms to ensure the success of at-risk, special needs, diverse, and second-language learners. Adept in translating complex regulations, pedagogical theory, and practical applications into traditional and online teaching strategies. Specific expertise within special education, transition services, and teacher development.

EDUCATION AND CREDENTIALS

Doctor of Education in Educational Leadership with a focus on Special Education

Arkansas State University, Jonesboro, AR 2015

Dissertation: *Characteristics of Parent or Caregiver Perceptions of Children with Autism's Educational Placement*

Master of Science in Education, Educational Theory, and Practice

Arkansas State University, Jonesboro, AR, 2016

Master of Education in Curriculum and Instruction

William Woods University, Fulton, MO 2010

Bachelor of Science in Education and Special Education

The University of South Florida, Tampa, FL 1992

Associate in Arts in Art Education

Polk Community College, Winter Haven, FL 1991

PROFESSIONAL EXPERIENCE

Flagler College, Tallahassee, FL

Assistant Professor-Special Education (2022-present)

Instructed undergraduate-level classes in education and special education topics, developed a curriculum based on my research and practical experience, supervised practicum and intern students, and advised students. I also worked on mentoring IRB master-level students and served on the recertification committee.

Courses Taught:

- EDU 309 AT Intro Techniques in Exceptionality
- EDU 309 NT Intro Techniques in Exceptionality
- EDU 010 AT Field Experience I

- EDU 022 AT Practicum III
- ESE 425 Instructional Practices for Secondary Students with Mild/Moderate Disabilities
- EDU 357 NT Classroom Management
- ESE 330 AT Assessment Techniques
- ESE 420 NT Instructional Practices Elementary Mild/Moderate Disabilities

Arkansas State University, Jonesboro, AR

ADJUNCT INSTRUCTOR (2016 to Present)

Convey instruction, academic advising, and internship mentoring within an online platform to graduates and undergraduates within the Department of Special Education, and Educational Leadership . Promote teacher candidate success within the course and their own classroom through the practical application of online techniques and need analysis to address strengths and challenges. Administratively manage rigorous course content by creating a class syllabus, assignments, and supplemental materials, and posting/grading student work. I also worked as a Dissertation Committee member.

- Courses Taught:
- Admin Super Special Education (ELAD 6033)
- Supervision and Evaluation of Teaching- (ELCI 7083);
- Ethical Leadership (ELAD 6203);
- The Exceptional Student in the Regular Classroom (ELSE 3643),
- Laboratory Experiences (ELSE 6853), and Laboratory Experiences II (ELSE 6863).
- Built viable curricula and high-quality course content through cross-functional collaboration with faculty and staff.
- Supported diverse student populations in their educational journey towards teacher certification and effective school leadership.

Morningside College, Morningside, IA

ADJUNCT INSTRUCTOR (2016 to Present)

Deliver online instruction to graduate and undergraduate students within the Department of Teacher Education. Ensure a high-quality implementation of course content to aid students in mastering information by maintaining a class syllabus, assignment log, and supplemental materials. Foster student engagement in rigorous coursework via collaborative projects with peers, parents, and community stakeholders.

- Online Courses: K-8 Mild/Moderate Methods & Practicum (SPED 531 095), 5-12 Mild/Moderate Methods and Practicum (SPED 532 096), K-12 Mild/Moderate Characteristics and Methods (SPED 640 095), and Collaborative Partnerships, and Transition (SPED 676 D95).
- Supported cross-functional collaboration with faculty and staff regarding curriculum development, including providing instructional leadership for graduate course content and integrating data gathering to establish viable outcomes.
- Bolstered instructional skills of pre-service teachers as a mentor through the internship section of graduate courses.

- Guided student growth through the utilization of data analysis of class progression and content assessment.

Lee County School District, Fort Myers, FL
**EXCEPTIONAL STUDENT EDUCATION (ESE) STAFFING SPECIALIST &
DEPARTMENT HEAD (2018 to Present)**

Steer the strategic direction of ESE initiatives and lead Local Education Agency (LEA) conferences to improve school district alignment for the educational success of at risk and special needs students. As Department head, I facilitated communications and understanding of protocols by faculty, parents, and collaborative groups through the effective interpretation and mediation of industry best practice standards and district/state/federal guidelines. Adhere to federal regulatory requirements regarding legal records management.

- Directed an extensive network of faculty, staff, administrators, and parents/guardians to devise and deploy beneficial classroom instructional strategies, critical interventions, placement, and essential transitional planning to steer successful student outcomes.
- Stimulated consistency as Department head in best practices within educational methodology via guidance and technical assistance to ESE and general education teachers, coaching in school law, and faculty/staff in-service training regarding special education (curriculum implementation, programming, placement, and regulations).

Marion County School District, Ocala, FL
ESE STAFFING SPECIALIST (2017 to 2018)

As the LEA and liaison, I worked closely with the ESE Director to build and coordinate the education curricula for students with disabilities, including partnering with district personnel, educators, professionals, and agency representatives to implement educational and transitional plans and updates. Encouraged ongoing advancement via regular research and exploration regarding best practices, new industry developments, and current interpretations of methodology. Safeguarded information management protocols with current and detailed legal records used in federally regulated compliance audits.

- Maximized student success by hosting events and meetings with school administrators, faculty, and parents/guardians to establish strategies supporting classroom activities, student interventions, placement, and transition roadmaps.
- Bridged the connection between families and school personnel regarding the interpretation and implementation of the district, state, and federal rules of IDEA and accessibility guidelines. Reinforced resource networks by collaborating with faculty and local/state agencies to meet parent/student needs.
- Cultivated ongoing growth by mentoring and coaching ESE and general education teachers regarding information and technology. Augmented faculty/staff development with in-service opportunities on relevant topics such as Individual Education Plans, IDEA regulations, as well as programming/placement for students with disabilities.

Lawrence County School District, Walnut Ridge, AR
HIGH SCHOOL RESOURCE TEACHER (2011 to 2017)

Shaped the core curriculum and instructional lesson plans to meet the specific learning and accessibility requirements for at-risk and special needs students, including those on the autism spectrum via comprehensive training and practical experience. Strengthened the level of transition planning and application for students with disabilities. Led the implementation of all critical classroom operations, including leadership direction, planning, staffing, and evaluations of faculty and students. Directly supervised two classified employees and monitored annual budgets and spending.

- Conveyed leadership by concurrently balancing the role of Department Head for Exceptional Student Education Department and Lead Teacher with Resource Teacher duties.
- Structured support and accessibility of resources benefitting local students with disabilities through mentorship and faculty/community partnerships to aid students in meeting or exceeding IEP goals.
- Related data analysis of student growth and accessibility to content.
- Generated a measurable increase in the successful transition of at-risk students to post-secondary education or the workforce.
- Enriched faculty/staff professional development by providing in-service learning opportunities in the writing/implementation of individual education plans, programming options, and IDEA classroom regulations. Further strengthened the capability of classroom assistants as a mentor offering strategies to effectively and positively communicate with and meet the specific educational needs of students with disabilities.

Highland High School, Hardy, AR

HIGH SCHOOL INCLUSION/RESOURCE TEACHER (2010 to 2011)

Enhanced progression by creating and teaching English/Inclusion, Science, History, and transition class curricula and instructional material in adherence with educational and accessibility standards for those with disabilities. Optimized student development by designing instructional methods/activities and collaborating with stakeholders to align with needs, challenges, strengths, and appropriate educational placement. Integrated state- and district-wide assessments to validate placements. Oversaw annual operating budget allocations.

- Designed the school's first transition assessment and training plans to aid student advancement.
- Improved support for English as a Second Language learners by training general educators in the use of innovative technologies such as Google Translate.
- Fortified financial resources by creating regulatory standard-compliant federal special education student record management protocols and securing continued funding for the school.
- Ensured accessibility to instruction/services by supervising a classified staff member who worked individually with students who were deaf or Hard of Hearing.
- Promoted student engagement in extracurricular activities by leading junior and senior students in the journalism and yearbook class in pursuing ad sales photography, editing, and assembly.

Williford/Twin Rivers School District, Williford, AR
K-12 LEAD RESOURCE TEACHER (2003 to 2010)

Guided instructional direction as the Department Head for the Exceptional Student Education Department. Designed curriculum, customized and differentiated instructional plans for all levels of K-12 students, aligning curricula with state education standards, accessibility, and needs. Specifically taught K-12 students with varying exceptionalities, administering core curricula in Math, English, History, Reading, Science, and transitional planning.

- Impacted student advancement by creating a transition guide for students with disabilities affording training opportunities to learn needed job skills within the school district.
- Strengthened skill set of multiple groups (special education teachers, district-wide staff, paraprofessionals, and substitutes) by integrating appropriate training and continuing education opportunities for instruction, classroom practices, and standards.
- Administratively lead operations through budget management, state/district-wide assessments, and supervision of two classified employees.
- Boosted school and community involvement by hosting several “meet the class” opportunities in which the students interacted with school board members and local community members.
- Leveraged extensive background and experience with special needs education to aid and advise the textbook committee in decision making and purchase planning.
- Facilitated educational progression with minimal disruption to academics by liaising with parents and students to determine appropriate placement and transitional roadmaps.
- Sustained district funding and support via regular updates to federal special education student programs and records,
- Developed student growth data analysis and planning through collaborative alliances with faculty and staff.

Reedy Creek Elementary School, Kissimmee, FL
LEAD RESOURCE TEACHER, 3RD-5TH GRADE (1993 to 2003)

Advanced the development of students with varying exceptionalities by partnering with faculty to develop a 3rd-5th Grade core academic curriculum. Encouraging student growth by offering classroom instruction to address individualized needs. Fostered cross-functional collaboration as a member of the RTI Committee and Behavior Management Team. Served as a demonstration teacher for Florida’s Project Child program.

- Spearheaded demonstrations for the Project Child of the Exceptional Student Education Department as a lead Instructor for the school. Boosted school visibility by providing information and education to visiting faculty as a demonstration site for the program.
- Elevated professional development of teachers/assistants by orchestrating training on key topics, including designing and delivering materials to better equip personnel to interact skillfully and productively with middle school students with disabilities.
- Adhered to local and federal regulatory mandates by identifying students for placement or transition through regularly scheduled assessments.

COMMUNITY ENGAGEMENT

- **Peer Reviewer**, Midsouth Educational Research Association Conference, 2020

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- **Peer Reviewer**, Editorial Board of Special Education Research, Policy, and Practice (2014 to Present)
- **Peer Reviewer**, Journal of the American Academy of Special Education Professionals (2014 to Present)
- **GLOCER Conference reviewer**, Conference mediator, 2017
- **Developer and Community Leader**, Autism Workshops and Support Groups (2016 to 2017)
- **Board Member**, Center for Exceptional Families (2016 to 2017)

PUBLICATIONS

1. **THACKER-KING, JESSIE S.** “Global Educational Ramifications of Covid-19 on Minorities and Students Living in Poverty or Extreme Poverty , A Literature Review” Presentation and publication, MSERA Conference, Published in Proceedings, Oct 2020. Published in JGER 2022 (<https://digitalcommons.usf.edu/jger/vol17/iss3/3/>)
2. **Thacker-King, Jessie S.**, “Effects of Poverty in the Classroom,” *National Association of Special Education Teachers (NASSET)*, Winter Edition, Dec 2019.
3. **Thacker-King, Jessie S.**, “Poverty and Educational Effects in the Classroom,” *Presentation MSERA Conference; Published in Proceedings*, Nov 2018.
4. **Thacker-King, Jessie S.**, “Ebbing the Flow,” *Journal for Global Conference on Education and Research*, Proceedings of the Global Conference on Education & Research Volume 1, ISSN: 2572-6374 May 2017.
5. **Thacker-King, Jessie S.**, “Characteristics of Parents/Caregiver Perceptions of Children with Autism’s Educational Placement,” *Mid-South Educational Research Association Conference (MSERA)*; Researcher 45th Annual Meeting 2015.
6. **Thacker-King, Jessie S.**, “Making the Grade,” *National Association of Special Education Teachers (NASSET)*, Special Educators e-Journal, Nov 2014.

PRESENTATIONS

1. THACKER-KING, JESSIE S. GLOBAL EDUCATIONAL RAMIFICATIONS OF COVID-19 ON MINORITIES AND STUDENTS LIVING IN POVERTY OR EXTREME POVERTY, A LITERATURE REVIEW. MSERA 2020.
2. Thacker-King, Jessie S., “Poverty and Educational Effects in the Classroom,” *MSERA*, 2018.
3. Thacker-King, Jessie S., “The Effects of Poverty in the Classroom,” *Council for Exceptional Children, Division on Autism and Developmental Disabilities*, 2018.
4. Thacker-King, Jessie S. & Dr. Steve Bounds, “Ebbing the Flow,” *GLOCER, Global Education and Research Conference*, USF, 2017.
5. Thacker-King, Jessie S., Proposal: “Why Teachers Leave,” *Wisconsin Transition Conference*, 2017.

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6. Thacker-King, Jessie S., "Characteristics of Parent or Caregiver Perceptions of Children with Autism's

Educational Placement," *Mid-South Educational Research Conference*, 2015.

COURSES TAUGHT

FLAGLER COLLEGE

- EDU 309 AT INTRO TECHNIQUES IN EXCEPTIONAL STUDENT EDUCATION
- EDU 010 FIELD EXPERIENCE I
- EDU 309 NT INTRO TECHNIQUES IN EXCEPTIONAL STUDENT EDUCATION
- EDU 022 AT PRACTICUM III
- EDU 425 INSTRUCTIONAL PRACTICES FOR SECONDARY STUDENTS WITH MILD/MODERATE DISABILITIES
- EDU330 AT ASSESSMENT TECHNIQUES
- EDU 357 NT CLASSROOM MANAGEMENT
- ESE 420 NT INSTRUCTIONAL PRAC ELEMENTARY MILD/MODERATE

ARKANSAS STATE UNIVERSITY

- ELAD 6033 Admin Super Special Education
- ELCI 7083 Supervision and Evaluation of Teaching
- ELAD 6203 Ethical Leadership
- ELSE 3643 THE EXCEPTIONAL STUDENT IN THE REGULAR CLASSROOM-ASU
- ELSE 6853- LABORATORY EXPERIENCES I 4-12
- ELSE 6863-LABORATORY EXPERIENCES II

MORNINGSIDE COLLEGE

- SPED 531 095- K-8 MILD/MODERATE METHODS & PRACTICUM-
- SPED 532 096 5-12 MILD/MODERATE METHODS & PRACTICUM
- SPED 676 D95 COLLABORATIVE PARTNERSHIPS, AND TRANSITION

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PROFESSIONAL AFFILIATIONS/AWARDS

Dr. Eugene W. Smith Research Fellowship, Arkansas State University (2015)
Golden Key Honor Society, Arkansas State University (2011)
Phi Kappa Phi, Arkansas State University (2013)
Midsouth Educational Research Association (2016-current)