



## MELISSA SCHROPP, M.A., PMP

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### Summary of Professional Experience

Melissa is a research scientist at Activate. She has broad experience in education including large scale management of statewide initiatives, district-level leadership and classroom instruction. Prior to joining Activate, Melissa served as senior project manager at the Maryland State Department of Education providing programmatic oversight and financial management of the state's Race to the Top grant. Additionally, she advocated for and designed Maryland's first statewide formative assessment program focusing on engaging students in the assessment process. Melissa worked with the Partnership for Assessment of Readiness for College and Careers (PARCC) as a member of the Educator Leader Cadre providing critical feedback during the development of the assessment. As a member of both the Council of Chief State School Officers (CCSSO) Formative Assessment Collaborative and Education Information Management Advisory Consortium (EIMAC), she worked with states across the nation advocating for policy changes that support teachers and students. Prior to her work at the state level, Melissa was a district level math facilitator thanks to her strong background in mathematics instruction. Melissa began her career in education as a teacher in Baltimore City. She has a master's degree in education leadership from Notre Dame of Maryland University.

### Work History

Activate Research, Inc., <i>Research Scientist</i>	2016 – present
Maryland State Department of Education, <i>Program Manager</i>	2011 – 2015
Harford County Public Schools, <i>Math Instructional Consultant Central Office</i>	2010 – 2011
Harford County Public Schools, <i>Math Instructional Facilitator</i>	2005 – 2007
Baltimore City Public Schools, <i>Teacher</i>	1999 – 2004

### Education

PMP, Project Management Professional, Project Management Institute (PMI), Washington, D.C., 2018  
M.A., Education Administration and Leadership, Notre Dame of Maryland University, 2004  
B.A., Elementary Education, Notre Dame of Maryland University, 1999

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