

Georgia School Boards Association Online Application

Robinson, Michael - AppNo: 848

Date Submitted: 2/25/2022

Personal Data

Name: Dr Michael H Robinson
(Title) (First) (Middle Initial) (Last)

Other name(s) under which transcripts, certificates, and former applications may be listed:

Other: (Title) (First) (Middle Initial) (Last)

Email Address:

Postal Address

Permanent Address

Number & Street:
Apt. Number:
City: Fayetteville
State/Province: GA
Zip/Postal Code:
Country: United States of America
Daytime Phone:
Home/Cell Phone:

Present Address (until 06-30-2022)

Number & Street:
Apt. Number:
City: Fayetteville
State/Province: GA
Zip/Postal Code:
Country: United States of America
Phone Number:

Employment Desired

Closed Vacancy Desired:	Date Last Submitted	Experience in Similar Positions
JobID: 174 Administration: Stewart County Schools Superintendent Vacancy at Stewart County Schools	1/23/2022	years

Experience

Please list ALL work experience, whether or not work was performed in a K-12 district or education setting. Include part-time as well as full-time work. Work experience should be provided in reverse chronological order beginning with the current experience. For each experience, the final section must be completed to include major responsibilities, accomplishments, number of persons supervised, and budget for which you are/were responsible.

Current or Most Recent Position		Employer Contact Information		Supervisor/Reference Contact Information	
Clayton County Public Schools-Martha Ellen Stilwell School of the Arts Magnet High School Principal		1058 Fifth Avenue Jonesboro, GA 30236		Dr. Keith Colbert	
Date From - Date To:	07/2014 - 02/2002 (Total Yrs: 8)	Full/Part Time:	Full Time	Last Annual Salary:	\$145,000
Reason for Leaving:	Currently employed				
May we contact this employer?	Yes				
Major responsibilities and accomplishments at this position include number of people supervised, budget for which you are/were responsible.	Appointed by superintendent to open newly constructed high school for the Arts-first of its kind in a school district of 52,000 students with nine general and two specialty high schools. Collaborate with stakeholders to establish a positive school culture and climate resulting in high State test scores and award winning national, regional, and state-wide student performances. Earned a Gold Award from the Governor's Office of Student Achievement for the Highest Performing category exhibiting high academic performance for the last three years. This ranked our school in the top 3% of schools in the State. Implement Explicit Instruction Model as an instructional framework for the school while providing staff training in order for all staff to be fluent in analyzing school data to develop an effective school improvement plan. This was accomplished by establishing a collaborative planning model for job embedded profession development, data utilization, best practices sharing and lesson planning. Supervise 53 certified staff and 15 classified staff. Manage and operate Student Allocation, Local School Funds, Magnet, and Title I budgets.				

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Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Mosaica Education Executive Director of School Turnarounds		3983 Whispering Meadows Road Randallstown, MD 21133		Stephen Gibson	
Date From - Date To:	01/2012 - 07/2014 (Total Yrs: 2.5)	Full/Part Time:	Full Time	Last Annual Salary:	\$120,000
Reason for Leaving:	Accepted Principal Position				
May we contact this employer?	Yes				
Major responsibilities and accomplishments at this position include number of people supervised, budget for which you are/were responsible.	Oversaw the implementation of School Improvement Grants for Mosaica Education Turnaround Schools in Prince George's County, District of Columbia and the Philadelphia School Systems. Supervised 10 charter school principals of Mosaica Schools located in the Mid-Atlantic Region with a diverse student population of 8,500 students that represented 27 countries. Worked collaboratively with central office personnel various divisions, i.e. Curriculum and Instruction, Human Resources, and Operations. Provided leadership development and ensured the implementation of the Mosaica model at the school level. Facilitated team meetings through action planning and goal setting to address deficits in school improvement plans. All Mosaica schools in the Mid-Atlantic Region earned double-digit gains in Reading and Math on their state assessments. Managed and operated a cost-centered budget of more than \$12M dollars				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Fulton County Schools-Creekside and Langston Hughes High Schools High School Principal		6201 Powers Ferry Road, NW Atlanta, GA 30339		Dr. Samuel Taylor	
Date From - Date To:	10/2002 - 01/2012 (Total Yrs: 19.5)	Full/Part Time:	Full Time	Last Annual Salary:	\$105,000
Reason for Leaving:	Accepted a promotion as an Executive Director of School Turnarounds Position				
May we contact this employer?	Yes				
Major responsibilities and accomplishments at this position include number of people supervised, budget for which you are/were responsible.	Appointed by superintendent to open a newly constructed high school; facilitated the naming committee to select the name for the new high school built to hold 2,800 students. Supervised 180 certified staff and 85 classified staff. Analyzed school data to develop and implement school improvement plans and established Professional Learning Communities (PLCs) for data utilization meetings. Creekside High School experienced three consecutive years of making Adequately Year Progress and a 16% increase on the graduation rate. Langston Hughes High School experienced significant gains on all sections of the Georgia High School Graduation Test and End of Course Test and met Adequate Yearly Progress. Managed and operated a cost-centered budget of more than \$19M dollars.				

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Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Fulton County Schools-Tri-Cities High School Curriculum Assistant		6201 Powers Ferry Road, NW Atlanta, GA 30339		Amelia Davis	
Date From - Date To:	08/1999 - 10/2002 (Total Yrs: 2)	Full/Part Time:	Full Time	Last Annual Salary:	\$87,000.00
Reason for Leaving:	Accepted a promotion as a High School Principal				
May we contact this employer?	Yes				
Major responsibilities and accomplishments at this position include number of people supervised, budget for which you are/were responsible.	<ul style="list-style-type: none"> â€¢ Administrator over the Visual and Performing Arts Magnet Program. â€¢ Collaborated with team leaders to develop various educational programs that enhanced student achievement. â€¢ Built the master schedule for the 4X4 block schedule while helping teachers adjust to the new scheduling process via professional development. â€¢ Coordinated local, state, and national testing programs. 				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Fulton County Schools-Tri-Cities High School Special Education Teacher and Head Boys Basketball Coach		6201 Powers Ferry Road, NW Atlanta, GA 30339		Amelia Davis	
Date From - Date To:	08/1993 - 08/1999 (Total Yrs: 6)	Full/Part Time:	Full Time	Last Annual Salary:	\$35,000.00
Reason for Leaving:	Promoted to a Curriculum Assistant Principal position				
May we contact this employer?	Yes				
Major responsibilities and accomplishments at this position include number of people supervised, budget for which you are/were responsible.	Developed and executed behavior modification plans for special needs students. Wrote and implemented individualized educational plans; assisted other teachers in writing and preparing daily lesson plans. Led Varsity Boys Basketball program to three regional championships				

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Education

Please list ALL education and professional training completed. List education in reverse chronological order beginning with most recent degree completed. Do not send transcripts directly to GSBA. Scan and upload transcripts following the prompt in the online application.

Highest Degree Attained: Ed.D

Colleges, Universities and Technical Schools Attended:

Name and location	Dates Attended: From - To	Major area of study	Minor area of study	Degree	Date Conferred or Expected	Graduated
Argosy University, Sarasota	05/2001 01/2008	Educational Leadership		Doctorate	01/2008	Yes
Jacksonville State University	03/1994 12/2007	Educational Administration		Specialist	12/2007	Yes
University of the District of Columbia	06/1990 07/1993	Administration and Supervision		Masters	07/1993	Yes
University of the District of Columbia	09/1987 04/1990	Special Education		Bachelors	05/1990	Yes

Certification

Do you hold or anticipate a Georgia certificate?

Certificate is held

Type	Certificate Number	Expiration Date	Status
Leadership Field (Level 7, Educational Leadership, Educational Leadership Building Level, Educational Leadership System-Level)	384725	06/30/23	Current
Teacher Certification (Level Seven, Special Education General Curriculum)	384725	06/30/23	Current
Teaching Endorsements (Coaching Endorsement)	384725	06/30/23	Current

Please list any other endorsements and/or verifications documented on your certificate(s):

Do you hold a current out-of-state certificate? No

State	Type	Certificate Number	Expiration Date	Current?
				No

List your out-of-state certified teaching/administration fields:

Statement

1. HONORS AND AWARDS List scholarships, articles authored, books authored, honorary degrees, citations, special recognitions, workshops conducted, major addresses, etc.

- . Completed GA Superintendent Professional Development Program (2021)
- . Terrel H. Bell Awardee for Outstanding School Leadership (2020)
- . Marquis Who's Who Award for Excellence in Leadership and Education (2020)
- . Served on the Board of Directors, Georgia Association of Secondary School Principals District P Representative (2008-2012)
- . Completed Harvard School of Education School Turnaround Institute (2012)
- . Citation for Distinguish Professional Service for Contributions to Secondary Education while serving on the National Committee on Student Contest and Activities (2012)
- . Received resolution by Georgia State House of Representative for Excellence in Leadership and Education (2011)

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1. HONORS AND AWARDS List scholarships, articles authored, books authored, honorary degrees, citations, special recognitions, workshops conducted, major addresses, etc.

- . Honorary Life Membership Award from the Tri-M Music Honor Society for inspiring young musicians to achieve and serving music education (2011)
- . Inducted into the Kappa Delta Pi International Honor Society (1990)
- . Dean's List at University of the District of Columbia (1990)

2. OUTSIDE INTERESTS AND HOBBIES.

- â€¢ Spending time with my family
- â€¢ Participating in Church activities
- â€¢ Attending school related events to see my students perform
- â€¢ Reading books
- â€¢ Listening to live music

3. COMMUNITY ACTIVITIES. List the community organizations with which you are affiliated and are regularly engaged in activities. List the specific role (s), i.e. office held, volunteer, etc. you have played in each organization.

- â€¢ Parent, Teacher, Student, Association at Stilwell School of the Arts
- â€¢ National Association of Secondary School Principals
- â€¢ Georgia Association of Secondary School Principals
- â€¢ Georgia Association of Educators
- . Magnet Schools of America
- â€¢ Free and Accepted Masons
- â€¢ Ancient Egyptian Arabic Order Nobles of the Mystic Shrine

Professional References

	Reference 1	Reference 2
Name:	Keith Porter	Samuel Taylor
School/Org:	Georgia School Superintendent Association	Georgia Department of Education
Current Position:	Director of Professional Director	Area Program Manager
What is the best phone number to contact this person?		
Please list the cell phone if different from above.		
Mailing Address:		t
Email (required to most efficiently process your application)		
Relationship to Candidate:	Colleague	Former Supervisor
Years Known:	2	20

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Professional References cont.

	Reference 3	Reference 4
Name:	Keith Colbert	Mr. Melvin J Brown
School/Org:	Clayton County Public Schools	Reynoldsburg City Schools
Current Position:	Assistant Superintendent	Superintendent of Schools
What is the best phone number to contact this person?		
Please list the cell phone if different from above.		
Mailing Address:		
Email (required to most efficiently process your application)		
Relationship to Candidate:	Current Supervisor	Former Colleague
Years Known:	8	5
	Reference 5	Reference 6
Name:	Stephen Gibson	Kwame Carr
School/Org:	Mosaica Education	Douglas County School System
Current Position:	Retired	Assistant Superintendent of Operations
What is the best phone number to contact this person?		
Please list the cell phone if different from above.		Same
Mailing Address:		
Email (required to most efficiently process your application)		
Relationship to Candidate:	Former Supervisor	Former Co-Worker
Years Known:	9	15
	Reference 7	Reference 8
Name:	Zheadric Babra	Barbara Pulliam
School/Org:	Liberty County Public Schools	Former Superintendent Clayton County Public Schools
Current Position:	Deputy Superintendent	Retired
What is the best phone number to contact this person?		
Please list the cell phone if different from above.	Same	N/A
Mailing Address:		
Email (required to most efficiently process your application)		
Relationship to Candidate:	Colleague	Mentor
Years Known:	5	5

Additional Information

Provide any additional information that will help determine professional qualifications for the superintendent's role.

In June of 2021, I successfully completed the Superintendent Professional Development Program (SPDP) facilitated by the Georgia School Superintendent Association. This program is a highly interactive Aspiring Superintendent Academy that provides a real-world experience for developing skills the next generation of superintendents will need to thrive. This program covered topics essential for me in developing a deep understanding of successful central office personnel's leadership role by working collaboratively with the School Board to create a vision of excellence for all students. Moreover, the SPDP has prepared me to explore the elements of a standards-based reform framework: clear expectations for students; rigorous curricula aligned to standards; professional development that improves instructional quality; and assessment as a tool for feedback and accountability.

In June of 2013, I had the opportunity to advance my knowledge base at Harvard School of Education. The Harvard School Turnaround Institute provided me with expertise in enhancing teacher quality by promoting students' and adults' social-emotional growth and development while improving my professional growth and developmental skills. By utilizing these skills and practical methodologies, I have successfully led my staff in implementing various reform initiatives in our school. In addition, this training has allowed me to work with our leadership team to enhance teacher quality and develop educational programs to improve student achievement.

To this end, as Executive Director of the School Turnaround Division with Mosaica Education Incorporated, I supervised six Turnaround Principals in the Mid-Atlantic Region by providing ongoing support in action planning, goal setting, and school operations. As a result, these six schools earned double-digit gains on their state assessments in Reading and Math during my tenure as their regional leader.

Stewart Co. Specific

Indicator 1: Education, Training and Licensure

From your formal education and training, what do you understand to be the roles and responsibilities of a superintendent?

Based on my educational experience and training, I view the Superintendent's role as paramount to a school district's success. The Superintendent is the Chief Executive Officer and the head instructional leader of a school district. While the Board of Education appoints the Superintendent, this person is responsible for keeping the Board informed of the day-to-day operations. Therefore, the Superintendent must be an effective communicator and make informed decisions on what is best for the children and staff they serve while professionally representing all stakeholders, internally and externally, in a respectable manner. Additionally, the Superintendent must know how to manage the budget so that students are the benefactors of resources that will help them reach their full potential.

Finally, successful school districts have a situation where the Board of Education and the Superintendent work well together to carry out the school district's mission and vision. Presume I have the honor of serving as Superintendent for the Stewart County School District. In that case, that will be my primary goal to work collaboratively with the Board of Education and other stakeholders "to provide a quality education to all students."

Discuss how you have immersed yourself in professional development designed to prepare you for the superintendent's role.

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In June of 2013, I had the opportunity to advance my knowledge base at Harvard School of Education. The Harvard School Turnaround Institute provided me with expertise in enhancing teacher quality by promoting students' and adults' social-emotional growth and development while improving my professional growth and developmental skills. By utilizing these skills and practical methodologies, I have successfully led my staff in implementing various reform initiatives in our school. In addition, this training has allowed me to work with our leadership team to enhance teacher quality and develop educational programs to improve student achievement.

Indicator 2: Experience

Do you believe that experience as a classroom teacher and/or principal are critical steps in the career path to the superintendent's role? Why? Why not?

I believe that experience as a classroom teacher and Principal is a pathway to the superintendent position. The core of a school system's mission is at the disposal of classroom teachers. A superintendent who has served as a teacher understands the importance of having appropriate support and adequate resources to effectively execute the curriculum to maximize student achievement. In addition, teachers have the imperative responsibility of imparting knowledge and encouraging learning. Serving as a special education teacher has provided me with a keen sense of the importance of effectively analyzing data. By preparing individualized student learning plans, I analyzed data to find the root causes of why problems existed and determine the most effective strategies to implement for improvement. In addition, this experience has helped me understand the significance of budgeting and spending.

The Principal's role is to understand the day-to-day operations of a school. A principal who has served as a teacher will be proactive in meeting the school community's needs. A school's success hinges upon the Principal's ability to create a shared vision with the school community and implement effective organizational structures that engage staff in shared decision-making.

A school system's success is measured by the effectiveness of teachers' instructional delivery and students' comprehension of the knowledge imparted; therefore, principals must monitor instruction and help teachers improve their pedagogy while maintaining a safe and orderly environment. Therefore, a superintendent must possess a master principal and teacher expertise to effectively govern an entire school system.

Stewart Co. Specific continued

Indicator 3: Vision, Mission and Beliefs

Share your experience with articulating, communicating and leading the collaborative implementation and ongoing revision of the school district's mission and vision.

The school district's mission, vision, and philosophy serve as the heartbeat of its success. According to effective school research, a shared mission and vision allow the school community to have a clear direction for continuous improvement. As the inaugural Principal of two new high schools, I had the opportunity to lead the communities in establishing our mission, vision, and philosophy by creating a sense of direction throughout this process. In addition, I collaborated with the stakeholders by involving all school community members in the process.

Furthermore, our stakeholders were allowed to provide input and feedback to get their perspective of what they want to see our school become a high-performing school. Once our committee affirmed the mission and vision, we articulated it to our various communities, with everyone saying the same message. This same message strategy created a culture where stakeholders aligned their efforts behind the mission and vision and by process of self-reference. Hence, we successfully reached our goals and saw continuous improvements as a united community from year to year. As the Stewart County School District Superintendent, I will use this collaborative approach to align our mission, vision, and philosophy to our district's programs.

What strategies have you employed to align programs to the broader mission, vision and philosophy of the school district?

A transformation leader such as a Superintendent is responsible for creating and cascading the vision for continuous improvement for a school district. Creating an alignment between curriculum, instructional practices, and assessments will produce a communicated vision. As the Executive Director of school Turnarounds, I lead my area of schools to establish a goal alignment structure that begins with a long-range planning process for school improvement. We include the school advisory board for each school to serve as representatives to participate on the long-range planning team. Team members collaborated to establish five essential elements: beliefs, mission, objectives, parameters, and strategies. Hence, we created a strategic plan that outlined specific goals and strategies for improving student achievement for our area of schools. Staying aligned with our area goals, each Principal used the same collaborative process with their school-based community to establish goals for their school while staying aligned with our area strategic plan.

Indicator 4: Leading Learning

Share what you consider to be a healthy school environment in which student learning (both academic and social) is the central focus.

A healthy school environment in which student learning is the central focus should be built on personalized instruction for each learner. Academic and social support should be designed toward student success. Student support strategies should address the needs of all students, including identifying students by subgroups and learning deficits. Additionally, School Counselors should closely monitor students' academic eligibility in grades to ensure that they meet the criteria to be college and career ready after graduating from high school. There should be a standard review grade at each grading period to identify at-risk learners. This data will help design and implement learning supports to help these students get back on track. By analyzing each at-risk student's academic performance, we are likely to determine their strengths and weaknesses and subsequently construct a generalized plan to improve the most challenging areas. Rendering strategies that support the whole child will create a continuous improvement cycle that will cultivate a conducive social and emotional climate throughout our schools.

Describe some key strategies you support to improve and maximize academic achievement.

The Superintendent is responsible for creating and cascading the vision for improving student achievement for a school district. Creating an alignment between curriculum, instructional practices, and assessments will produce a clearly communicated vision. The Georgia Standards of Excellence are closely aligned with the Common Core Standards, which are very rigorous. As your Superintendent, I will ensure that each of our learners is exposed to the intent of these standards via data-informed, grade-level appropriate instructional practices and that they are given creative, diverse methods of demonstrating their understanding of the standards. For this execution level to occur in every classroom, we will need principals to focus most of their time on coaching and supporting teachers and being active participants in improving instructional practices. Furthermore, I will work with the district office staff to build and expand the principals' role as instructional leaders in our schools. This is critical and will ensure that we will not see rudimentary instructional practices, minimal growth levels, and inequitable outcomes in our schools.

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Describe some key strategies you support to improve and maximize academic achievement.

Additionally, I will provide training for school leaders on how to monitor the teaching and learning process effectively, not to watch how well a teacher teaches. Instead, they go in to see how well the students are learning.

Classroom visits must become a daily habit that structure those visited and for how long. Therefore, the feedback loop provided by the school leaders is essential for the teacher to respond to the suggestions and make an immediate change within the same period or day. Consequently, a differentiated professional development plan will be developed for teachers based on their unique needs to assist them with getting better. In addition, conversations are held with the teachers to find out their thoughts on areas they need to improve.

Indicator 5: Operations and Management of Organizational Systems

Share how your experiences with managing the operational aspects of transportation, facilities, strategic planning, nutrition, budgeting, technology, and human resources have given you the key knowledge and skills needed for oversight of these functions at the superintendent's level.

My experience managing and collaborating with a school district's operation divisions was my charge to open a brand new high school from the ground up. I was appointed by the Superintendent of Schools to be the Principal of Langston Hughes High School one year before its opening while the building was in progress. While this school was being built, I had the monumental task of collaborating with the district's operations divisions and community groups to ensure that Langston Hughes High School would be ready to open on schedule and be fully operational.

I had weekly project meetings with the construction company, project manager, and architect to discuss the construction progress on an ongoing basis. These meetings allowed for successful collaboration with all parties to ensure that everyone was updated on the project's aspects. Because there was a vital communication line between all parties, we could work through unexpected circumstances and solve potential problems professionally and amicably. In addition, I created and maintained a website posting the school's development during this time to keep the public abreast of our progress.

Additionally, I had monthly meetings with the various departments within the Board of Education to discuss personnel needs and timelines for ordering materials and supplies for the new school. The collaboration between the different departments was crucial for ensuring that the new school was fully resourced, staffed, and operational to receive students on day one. This collaborative format between the various departments centered on relationship building and effective communication.

As your Superintendent, I will facilitate ongoing weekly meetings with the school district operation department heads to ensure that I am abreast of all aspects of the district's operations. Hence, these meetings will help gain insight and feedback on supporting the principals' and teachers' efforts to improve student achievement across the school district.

Describe the operational area(s) where you will have the greatest learning curve. What will you do to ensure you have the knowledge needed to ensure the smooth operation of these areas?

School Nutrition is the one operational area with my most significant learning curve. Hence, I will spend most of my time learning and growing in this area during the first 90 days on the Superintendent's job. In addition, I will spend quality time collaborating with the Head of the School Nutrition Department to gain insight into their role from a day-to-day perspective.

I am fortunate to have an experienced superintendent who will serve as my mentor and coach. This person will be available if I run into a barrier, coaching me through any challenges to my acquire. To add, I will take advantage of the Georgia Department of Education's professional development opportunities related to these two areas. I am a lifelong learner, and I am confident that my learning curve will not be extended to become effective with my School Nutrition knowledge base.

Indicator 6: Collaborating and Communicating with Multiple Stakeholders

What practices have you engaged to gain support from external stakeholders for initiatives designed to benefit students? Describe how you will go about assessing, analyzing and anticipating emerging trends and implementing change-savvy techniques with staff and the district community.

In my current position as a high school principal, I instituted an open collaboration process that fostered a professional culture and a

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What practices have you engaged to gain support from external stakeholders for initiatives designed to benefit students? Describe how you will go about assessing, analyzing and anticipating emerging trends and implementing change-savvy techniques with staff and the district community.

high level of reciprocal communication and approachability to gain support from our internal and external stakeholders. While many leaders talk about having an open-door policy, I ensured it was implemented. My students, parents, staff, and community members know they do not necessarily need an appointment to see when my door is open. If my door is open, I will make myself available for these stakeholders to share ideas, accolades, and concerns of any type. I practice a down-to-earth approach through my compassionate interactions with students, families, staff, and community while emulating consistent messages about the school district's mission and vision. Hence, I believe that family-school-community partnerships are a shared responsibility and reciprocal process whereby school districts and other community agencies and organizations engage families in meaningful and culturally appropriate ways.

Effective and sustained communication will be the gateway to building productive relationships with students, staff, parents, and extended community members. As your Superintendent, I will make special efforts to include the most underutilized communication tool to listen to. I will create a blog and other communication vehicles to encourage stakeholders' feedback by inviting questions and comments and publishing their responses to the inquiries. Administering surveys to gather stakeholders' thoughts and opinions to collect their ideas for improving our school district will also be used.

Finally, I will present a "State of the Schools" report at annual gatherings of parents and community leaders. The event will foster positive news media coverage and is also used as a fundraiser opportunity. I will prepare videos and printed reports to highlight our school district's positive areas and feature this information on the district's website during this event.

Indicator 7: Ethical Principles and Professionalism

Educators frequently come under close scrutiny for actions they take either as private citizens or in their professional roles. Share your views on this issue and how you ensure that your actions meet high ethical standards.

As educators, we are held to a higher standard in the eyes of the public for what we do or say as private citizens or our professional roles. Hence, a Code of Ethics for Educators was created to assist us with appropriate modeling behavior at all times. As your Superintendent of Schools, I understand that I am also a public servant for the Stewart County Community. Hence, my professional behavior at work and private must conform to an ethical code. Therefore, I wholeheartedly accept the responsibility for providing professional leadership in the school system and community. Consequently, I will maintain standards of exemplary professional conduct at all times.

Indicator 8: The Education System

If you have a different opinion or view on a matter than the majority of your board members, how will you work with them to resolve the differences and make decisions that serve the best interests of students?

As an educator, I have had many different opinions or viewpoints between my superiors and me. As it was told to me by my mentor, this comes with the territory. I have learned that it is okay to agree to disagree with someone. Suppose a Board member has a different opinion on a decision that must be made. In that case, I will provide more insight into the matter at hand, including understanding it from different perspectives. If the issue does not require an immediate response, I will obtain stakeholders' input. These stakeholder groups will always include Board members, the Superintendent's Advisory Board, and the executive leadership team. More importantly, I will always use data as the primary source of information to make an informed decision. Based on my decision circumstances, school-based personnel, community members, and/or students may be involved in the decision-making process. For those matters that require a spur-of-the-moment decision, I will obtain as much information as possible on the issue at hand and discuss it with Board members to understand their perspectives.

To that end, our student's and staff's safety and the school district's integrity will always be at the forefront of all my decision making. In addition, I will own my decisions by taking full responsibility for any opposition because of them.

Indicator 9: Personal Qualities

FIT for the Position/Community - Describe the school communities in which you have worked in the past. Compare and contrast those communities with our school community.

I have worked in two large urban public school districts in the Metropolitan Atlanta area for over twenty years as a Special Education Teacher, Head Boys Basketball Coach, Assistant Principal, and Principal. These school districts allowed me to support students from

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FIT for the Position/Community - Describe the school communities in which you have worked in the past. Compare and contrast those communities with our school community.

many walks of life of diverse students and communities. In addition, a varied representation of ethnicities, creeds, and races in these school districts provided me with the opportunity to successfully build positive relationships with multiethnic, philosophical, and interracial dialog.

Additionally, I worked for three years in the charter school sector as the Executive Director of School Turnarounds with Mosaica Education. This experience is very similar to a small school district and operates more like a community versus a large corporation. Like Stewart County School District, this experience had a greater sense of unity built around a particular belief system (religious, educational, cultural, philosophical, etc.) shared by the parents and faculty alike. It was a close-knit feel that offered more opportunities for students to participate in extra-curricular and co-curricular activities.

At the end of the day, it all comes down to effective school leadership. As a proven educational leader, I have successfully led my staff in implementing various reform initiatives in my schools. Moreover, my experiences have allowed me to work in conjunction with leadership teams to enhance teacher quality and develop programs to improve student achievement.

I have been fortunate to have various experiences, and I am proud to say that during every chapter of my career, I left every organization in a better place than before I arrived. My instructional leadership proficiency has improved student achievement, enhanced teacher quality, and built leadership capacity. Hence, I am confident that I possess the skill set necessary to fulfill the duties and responsibilities as Superintendent of the Stewart County School District.

Values - Share some examples of things in life that you value most and determine how you live your life-both personally and professionally.

My core value is no secret to anyone who knows me. I am a God-fearing man who emphasizes my Lord and Savior, Jesus Christ, and my family first. Thus far, I have had a blessed and wonderful life, and I have no regrets about life decisions. I love volunteering at my church, taking family trips, and playing golf when time permits during my spare time.

Professionally, I am 100% committed to doing my passion, helping students reach their full potential. The greatest lesson that I learned from over 25 years of education experience is never to give up on students. Persistency is essential for me when attempting to complete this challenging task. I believe that students should always have opportunities to be successful. Hence, being a person who consistently demonstrates resilience will be my first defense line for improving student achievement. Wholeheartedly, this is a theory I believe in and will always practice!

Global/Future Perspective - What knowledge and skills do you believe students need to be successful in the competitive world in which they will live and work?

To allow our students in the Stewart School District to be competitive in our ever-changing society, they must acquire critical 21st-century skills: creativity, critical thinking, collaboration, and communication. For our students to have relevant 21st-century skills, teachers must know and adapt their content teaching to ensure that it is student-centered. Hence, it will provide the classroom environment with access to technology and practical use for learning. Ultimately, a highly effective classroom should create new and exciting instructional strategies that keep students motivated and engaged in the learning process and allow for an opportunity to deepen their understanding of concepts and connect their learning to the world around them.

Another significant part of preparing students for the 21st century and beyond involves ensuring students are ready for a challenging and uncertain economy. Students should be equipped with the skills and knowledge necessary to succeed in a career, particularly in the industries in our immediate community. Hence, we must do our part to prepare our students for college and career readiness. Emphasis should be placed on Career and Technical Education for those students who use the career pathway as a post-secondary option and work-based learning students, including students enrolled in an internship experience.

Judgment - When you have an important decision to make, share how you go about analyzing and interpreting information and reaching logical conclusions.

The sign of a transformational leader is often associated with their decision-making abilities. Depending on the situation, deciding may require more insight into the matter at hand, including understanding it from different perspectives. When making an important

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Judgment - When you have an important decision to make, share how you go about analyzing and interpreting information and reaching logical conclusions.

decision that does not require an immediate response, I will obtain stakeholders' input. These stakeholder groups will always include board members, the Superintendent's Advisory Board, and the executive leadership team. More importantly, I will always use data as the primary source of information to make an informed decision. Based on my decision circumstances, school-based personnel, community members, and students may be involved in the decision-making process. For those decisions that I will have to make at the spur of the moment, I will obtain as much information as possible on the matter at hand and discuss it with my executive leadership team.

To this end, our student's and staff's safety and the school district's integrity will always be at the forefront of all my decision-making. More importantly, I will own my decisions by taking full responsibility for any opposition because of them.

Organizational Ability - In what ways do you go about delegating work tasks or responsibilities to others to ensure the efficient operation of the organization?

Managing and organizing my time will be an essential part of my success as your Superintendent. To ensure the efficient operation of the organization, I will maintain a daily reflection log whereby I plan for a successful next day at the end of each day. Before going to sleep, I will make sure that I start the next day with a purpose by writing reflections in my journal and Identifying my action items for the next day. After identifying my action items for the next day, I will analyze the less critical tasks and delegate them to someone else to avoid burnout. Hence, I will allocate more time for the other tasks to ensure the efficiency of the day-to-day operation.

Emotional intelligence/Self Awareness - What are some of the ways in which you monitor your own awareness of self so as to build and manage strong and trusting relationships throughout your professional community?

Self-reflecting at the end of each workday helps me build and manage my self-awareness. Being reflective gives me the ability to control my emotions and reactions. After taking an in-depth look at the accomplishments I have made throughout my professional career, self-reflecting also allows me to know my strengths, weaknesses, triggers, motivators, and other characteristics. Hence, I have built many trusting relationships, been an effective leader, and realized that I don't need to be "No. 1" in everything.

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Personal Affirmation

* 1. Have you ever been dismissed, suspended or terminated from any professional, educational or management employment position? No

1a. If you answered yes to Question 1, please provide the date and name and address of the employer, and stated reason for the adverse action here.

* 2. Have you ever resigned or been given an opportunity to resign, withdraw an employment application, or not offered reemployment as a result of charges, or a disagreement or misunderstanding with an employer? No

2a. If you answered yes to Question 2, state the date(s), name and address of the employer(s) and a reasonably full statement of the basis and circumstances here:

* 3. Do you understand that because of the nature of the position for which you are applying, that the school district-employer may require a background check, including a search of fingerprint, criminal records and credit history? Yes

* 4. Do you agree and consent for such background search and investigation to be conducted, and agree to hold the school district and Georgia School Boards Association and all officials, representatives and employees of the foregoing harmless from all claims for libel, slander, invasion of privacy, intentional infliction of emotional distress and similar claims? Yes

4a. If you answered no to Question 4, please explain.

* 5. Have you ever had an adverse action (i.e. warning, reprimand, suspension, revocation, denial, voluntary surrender, disbarment) taken against a professional certificate, license or permit issued by any state agency? No

5a. If you answered yes to Question 5, please explain.

* 6. Are you currently the subject of any investigation involving a violation of a profession's laws, rules, standards or Code of Ethics by any state agency? No

6a. If you answered yes to Question 6, please explain.

* 8. Have you ever received a less than honorable discharge from any branch of the armed services? No

8a. If you answered yes to Question 8, explain here. Then, upload Form DD214 at item 8b.

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Personal Affirmation continued

8b. If you answered yes to Question 8, upload Form DD214 here. File size maximum is 2 MB.

* 9. Have you ever left an employment position (been asked to resign or retire, been dismissed, terminated, suspended, non-renewed or otherwise) while under investigation OR under circumstances that were not solely voluntary? No

9a. If you answered yes to Question 9, please explain.

* 10. Are you currently the subject of an investigation involving sexual misconduct or physical harm to a child? No

10a. If you answered yes to Question 10, please explain.

* 11. Are you the subject of a pending investigation involving a criminal act? No

11a. If you answered yes to Question 11, please explain.

* 12. For any felony or any crime involving moral turpitude, have you ever: Pled guilty; Entered a plea of nolo contendere; Been found guilty; Pled guilty to a lesser offense; Been granted first offender treatment without adjudication of guilt; Participated in a pre-trial diversion program; Been found not guilty by reason of insanity; or, Been placed under a court order whereby an adjudication or sentence was withheld? No

12a. If you answered yes to Question 12, please explain.

13. Have you ever been convicted, or pled to a lesser offense for any sexual offense? No

13a. If you answered yes to Question 13, please explain.

14. Have you been convicted of a drug offense (felony or misdemeanor) while holding any professional certificate, license, or permit? No

14a. If you answered yes to Question 14, explain.

* 15. Do you have a relative(s) on the Board of Education or relative(s) employed after July 1, 2009 as a school district administrator in the district for which you are making application? No

15a. If you answered yes to Question 15, explain.

Upload additional supporting documents here.

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Personal Affirmation continued

STATEMENT OF AFFIRMATION

I affirm that all information is true and correct. I understand that the information contained in this application will be used to assess my qualifications for the position of Superintendent and hereby give my permission that any or all of the attached materials may be shared with individuals authorized to evaluate my credentials. Type your full name in the box below and click the button to digitally sign.

X

Signed: Michael H Robinson

Stamped: 6/5/2018 8:44:06 PM; 73.106.218.236; Applicant - #848 - Michael Robinson;

* Date

02/25/2022 12:00 am

Georgia School Boards Association Online Application

Robinson, Michael - AppNo: 848

Date Submitted: 2/25/2022

Michael H. Robinson, Ed.D

SUMMARY OF QUALIFICATIONS

Over 25 years of educational experience as a proven leader with continuous improvement and school turnaround initiatives in the public and charter school sectors. Experienced in; curriculum and instruction, operations, magnet programs, fine arts, fiscal management, human resources, strategic planning, policy development, project management, results-based facilitation, professional development, and special education compliance.

EDUCATION

Argosy University (Sarasota) - Florida

- Degree: Doctor of Education; Educational Leadership JAN 2008

Jacksonville State University - Alabama

- Degree: Education Specialist; Educational Administration DEC 1997

University of the District of Columbia – Washington, DC

- Degree: Master of Arts; Administration and Supervision JULY 1993
- Degree: Bachelor of Science; Special Education MAY 1990

PROFESSIONAL EXPERIENCE

Clayton County Public Schools

July 2014 to Present

Principal (Stilwell School of the Arts)

Appointed by the superintendent to open a newly constructed high school for the arts, first of its kind in a school district of 52,000 students with nine general and two specialized high schools. Work closely with stakeholders to establish a positive school culture and climate resulting in high State test scores and award-winning national, regional, and state-wide student performances.

- Develop a collaborative planning model for job-embedded professional development, data utilization, best practices sharing, and lesson planning.
 - Create a “High Performance” culture that prepares students to be college and/or career ready for the post-secondary option of choice.
 - Supervise and evaluate 53 certified staff and 15 classified staff. Manage and operate student allocation, local school funds, magnet, and Title I budgets.
 - Serve as a mentor and provide ongoing advisement and support for beginning principals and assistant principals.
-

**Mosaica Education, Inc. (Accel Schools)
Executive Director-School Turnarounds**

JAN 2012-July 2014

Oversaw the implementation of school improvement grants for Mosaica Education Turnaround Schools in Prince George's County, District of Columbia, and the Philadelphia School Systems. Worked closely with Superintendents, Board Members, and Principals to develop and implement district and school improvement plans. Assisted principals with responsibly managing and operating a cost-centered budget of more than 12M dollars within local, state, and federal guidelines.

- Supervised six school turnaround principals of Mosaica Schools located in the Mid-Atlantic Region with a diverse student population of 8,500 students representing 27 countries.
- Worked collaboratively with central office personnel in various divisions (i.e., Curriculum and Instruction, Human Resources, and Operations).
- Provided leadership development and ensured the implementation of the Mosaica model at the school level.
- Facilitated team meetings through action planning and goal setting to address deficits in school improvement plans. All Mosaica schools in the Mid-Atlantic Region earned double-digit gains in Reading and Math on their state assessments.
- Conducted site visits to observe, document performance, and provide written feedback to principals.

Fulton County Schools

OCT 2003-JAN 2012

Principal of two high schools: (Creekside and Langston Hughes High Schools)

Appointed by the superintendent to design and open a newly constructed high school (Langston Hughes), facilitated the naming committee to select the name for the new high school built to hold 2,800 students. Planned, organized, directed, and evaluated all school operations following local, state, and federal guidelines.

- Hired, supervised, and evaluated 180+ certified staff and 85 classified staff at Langston Hughes High School. Creekside High School's demographics were similar.
 - Analyzed school data to develop and implement school improvement plans and established Professional Learning Communities (PLCs) for data utilization meetings. Creekside High School experienced three consecutive years of making Adequately Year Progress and a 16% increase in the graduation rate. Langston Hughes High School experienced significant gains on all sections of the Georgia High School Graduation Test and End of Course Test and met Adequate Yearly Progress. Managed and operated a cost-centered budget of more than 19M dollars.
 - Improved SAT scores
 - Increased Advanced Placement course offerings
 - Served as a mentor and provide ongoing advisement and support for beginning principals and assistant principals.
 - Sought and secured business partnerships for schools with community organizations, businesses, and universities (e.g., Hartsfield Atlanta Airport, Atlanta Area Technical College, Delta Airlines, etc.).
-

Fulton County Schools

AUG 1999-OCT 2003

Curriculum Assistant Principal (Tri-Cities Arts Magnet High School)

- Administrator over the Visual and Performing Arts Magnet Program.
- Collaborated with team leaders to develop various educational programs that enhanced student achievement.
- Built the master schedule for the 4X4 block schedule while helping teachers adjust to the new scheduling process via professional development.
- Coordinated local, state, and national testing programs.

Fulton County Schools

AUG 1993-AUG 1999

Special Education Teacher/Basketball Coach (Tri-Cities Arts Magnet High School)

- Developed and executed behavior modification plans for all students.
- Wrote and implemented individualized educational plans.
- Led Varsity Boys Basketball program to three regional championships.

District of Columbia Public Schools

AUG 1990-AUG 1993

Special Education Teacher/Basketball Coach (Evans Jr. High School)

- Developed and executed behavior modification plans for all students.
- Wrote and implemented individualized educational plans for students
- Assistant Head Basketball Coach.

ACCOMPLISHMENTS/RECOGNITIONS/AFFILIATIONS

- Student/School Accomplishments
 - 2020 & 2022 GHSA A-AA State Champions-Competition Dance
 - 2016-2021 Ranked Best High School by US News and Magazine
 - 2017-2021 Named an AP Honor School by Georgia DOE
 - 2020 National Blue Ribbon School-Exemplary High Performance
 - 2018-2020 Consistently improved SAT/ACT composite scores
 - 2015-2020 Near perfect 100% Graduation Rate
 - 2017, 2019, & 2020 Georgia Distinguish Title I School
 - 2018-2021 College Success School-GOLD by GreatSchools.org
 - 2015-2019 Five Star Climate Rating for five consecutive years
 - 2015-2019 Beat the Odds School for three consecutive years
 - 2017 National Certification by the Magnet Schools of America
 - 2017 Gold award for High Performance on State Assessments
 - 2014 Doubled-digit gains in Reading and Math on State Assessments
 - 2011 Met Adequate Yearly Progress
 - 2004-2008 Increased graduation rate by 16%
 - 2003 Georgia School of Excellence
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▪ **Personal Recognitions/Awards**

- Completed GSSA Superintendent Professional Development Program (2021)
- Recipient of the Terrel H. Bell Award for Outstanding School Leadership (2020)
- Served on the Board of Directors, Georgia Association of Secondary School Principals District P Representative (2008-2012)
- Completed Harvard School of Education School Turnaround Institute (2012)
- Received a Citation for Distinguish Professional Service for Contributions to Secondary Education while serving on the National Committee on Student Contest and Activities (2012)
- Received a Resolution by Georgia State House of Representative for Excellence in Leadership and Education (2011)
- Honorary Life Membership Award from the Tri-M Music Honor Society for inspiring young musicians to achieve and serving music education (2011)
- Inducted into the Kappa Delta Pi International Honor Society (1990)
- Dean's List at University of the District of Columbia (1990)

▪ **Professional Affiliations**

- Georgia Association of Educators
- Georgia Association of Secondary School Principals
- Magnet Schools of America
- National Association of Secondary School Principals
- National Alliance of Black School Educators
- Kappa Delta Pi International Education Honor Society