

Richmond County
School System



Malinda Boland Cobb

Dear Superintendent Search Committee:

I am writing this letter to express my interest in the Superintendent of Schools position for the Richmond County School System. Since 2001, I have been an employee and avid supporter of this school system and the community at large. I believe my experiences, training, and knowledge of the community make me a good fit for this system.

Enclosed, you will find my one page introduction and academic vita. I believe my experience as a teacher at Josey High School and Murphey Middle School, my principalship at both Goshen Elementary and the Academy of Richmond County, my past 10 years of serving on the Superintendent's cabinet, and most recently service as Interim Superintendent have given me the opportunity to develop a deep understanding of how our system works while also identifying areas of growth.

I am dedicated to this community and its citizens. It is with great honor that I submit my application for your review.

Best Regards,

Malinda B. Cobb, Ed.D.

Candidate for Superintendent

Richmond County School System
Superintendent Search: Introductory Bio
April 26, 2025

Candidate – Dr. Malinda Cobb

Dr. Malinda Boland Cobb is the Interim Superintendent for the Richmond County School System in Augusta, GA. She is responsible for the operations of all 48 schools and 6 programs serving 30,000 students and 3000 employees. A native of Saluda, SC, Dr. Cobb has 30 years of educational experience serving as a teacher, assistant principal, elementary and high school principal, Area Assistant Superintendent, and Associate Superintendent.

Dr. Cobb received her Doctorate from Georgia Southern University, Specialist from Augusta State University, Masters from Georgia State University, and Bachelors from Newberry College in Newberry, SC. She obtained National Board Teaching Certification and is a certified Reading Specialist. Dr. Cobb is a Canvas Certified Educator and a certified Teacher Clarity trainer. As a teacher, she was honored as the Georgetown High School and Georgetown County Sallie Mae Teacher of the Year, the Westlake High School Teacher of the Year, and the Josey High School and Richmond County Teacher of Year. As a principal, she was the first female principal named to the fourth oldest high school in the country in its 229-year history. Under her leadership, the school's graduation rate increased from 59.5% to 85.3%.

As Area Assistant Superintendent, Dr. Cobb directly supervised the operation of 23 schools and 23 principals. In this role, she created and implemented the first online, centralized application process for school choice and magnet programs and designed the School Choice Guide which received an Award of Merit for Distinguished Achievement from the National School Public Relations Association. Two schools in her cluster were named National Blue Ribbon Schools and three magnet schools were recognized as National Magnet Schools of Distinction. During this time, she developed project management, systemic problem solving, district level budgeting and human resource allocation skills. In May 2017, Dr. Cobb completed the Harvard Institute for Superintendents and Central Office Leaders program in Boston, MA.

In Dr. Cobb's role of Associate Superintendent, she supervised Teaching & Learning, Accountability, CTAE, Federal Programs, Information Technology, Professional Learning, and Teacher Development. She was a part of the Superintendent's Senior Cabinet. Dr. Cobb led the implementation of a system-wide 1:1 computer initiative to include the planning, eSPLOST funding, and purchasing plan; the system-wide adoption and implementation of a Learning Management System (Canvas); and an extensive staff, student, and parent training plan. Canvas now houses all of the district's curriculum and professional learning. In the spring of 2023, the school system's 1:1 initiative was recognized nationally by Verizon and Digital Promise® for its innovative approach to sustainability. Under her leadership, the school system adopted a phonics-based reading curriculum for kindergarten through third grade resulting in increased numbers of third grade students reading on grade level. She has been instrumental in creating and monitoring the five-year strategic plan and district improvement plan. In June of 2023, she completed the two-year Superintendent's Professional Development Program sponsored by the Georgia Department of Education and the Georgia School Superintendent's Association.

Dr. Cobb enjoys family time with her eighth-grade son and husband. She enjoys writing, gardening, camping, and visiting National Parks. She has proudly served as a board member for the United Way of the CSRA and American Heart Association.

Dr. Cobb's varied experiences and ability to align work to the district's strategic plan have proven successful. She believes in investing in others and creating systems of success. Her references say that her "visionary leadership and dedication have had a transformative effect on the Richmond County School System. Under her guidance, the district has experienced a wave of innovation and student-focused solutions. By emphasizing capacity building and empowering every member of the school community, Dr. Cobb has fostered an environment where creativity and forward-thinking flourish."

Malinda Boland Cobb

Education

Doctorate of Education – Educational Leadership; December 2012; GPA 4.0
Georgia Southern University, Statesboro, Georgia

Doctoral Studies – Educational Administration and Policy; 2006-2008; GPA 4.0
The University of Georgia, Athens, Georgia

Educational Specialist – Educational Leadership; August 2005; GPA 4.0
Augusta State University, Augusta, Georgia

Master of Education – Reading, Language and Literacy; December 2000; GPA 4.0
Georgia State University, Atlanta, Georgia

Bachelor of Arts – English; May 1995; GPA 3.7 (Minor: Education and Speech/Theatre)
Newberry College, Newberry, South Carolina

Certifications

Georgia PSC Certificate #146927: SRL-7 Leadership Tier II; SRT-7 English 6-12 and Reading P-12;
and SRS-7 Teacher Support Specialist Endorsement
National Board Certification: Adolescence & Young Adulthood/English Language Arts
Harvard University: Institute for Superintendents and District Leaders, Boston, MA
GA School Superintendents Association: Superintendents Professional Development Program (SPDP)
Corwin Certified Trainer: Teacher Clarity Playbook Certification, San Diego, CA
International Baccalaureate Certification: IB Diploma Programme Category 1 Administrator
College Board Certifications: Pacesetter English, Advanced Placement Language and Composition,
Advanced Placement Literature and Composition, and SpringBoard (Level III)

Experience

- 01/25-Present INTERIM SUPERINTENDENT OF SCHOOLS (4,433 employees and 28,293 students)
Richmond County School System, Augusta, Georgia
- Directly supervised Senior Team and Academic Services; indirectly supervised all operations
 - Prepared school system budget (\$360 million) for recommendation to the Board of Education
 - Successfully completed the 2025-2030 RCSS Strategic Plan for Board of Education approval
 - Secured a partnership with Augusta National and TGR Foundation to support STEAM education
 - Prioritized improvement in community communication opportunities (social media, news, radio)
 - Celebrated increases in all areas of the 2024 CCRPI including a record-high graduation rate
 - Designed four Problems of Practice for district leadership to study: Hiring Practices for Principals and Assistant Principals, New Leader Induction, Student Agency, and Metal Detectors
- 07/18-12/24 ASSOCIATE SUPERINTENDENT OF ACADEMIC SERVICES
Richmond County School System, Augusta, Georgia
- Directly supervised 8 schools and 8 principals; indirectly supervised all schools (30,000 students)
 - Supervised Teaching & Learning, Federal Programs, IT, CTAE, Professional Learning, Accountability, School Improvement, and Special Education Departments (250 employees)
 - Oversaw the use of a \$200 million dollar federal and state academic budget
 - Oversaw Cognia accreditation process with an IEQ score of 317 (+64pts above national average)
 - Implemented a phonics instruction program for K-3rd grade; increased third grade reading scores
 - Implemented a curriculum management plan, to include a textbook/resource adoption process
 - Served as a board member for United Way of CSRA and CSRA American Heart Association

- 07/15-06/18 ASSISTANT SUPERINTENDENT
Richmond County School System, Augusta, Georgia
- Directly supervised 23 schools and 23 principals (two received National Blue Ribbon distinction)
 - Indirectly supervised all teachers and students in Area Two (12,000 students)
 - Served as magnet and school choice coordinator for the district; centralized the application process
 - Supervised the opening of Reaching Potential through Manufacturing program
- 07/12-6/15 PRINCIPAL
Academy of Richmond County High School, Augusta, Georgia (1300 students)
- Served as the first female principal in the school's 229-year history
 - Increased graduation rate from 59.5% to 84.3%
 - Led school improvement efforts to remove state identified Focus School status
 - Served on the school's Hall of Fame Committee and started the school's museum
- 7/09-06/12 PRINCIPAL
Goshen Elementary School, Augusta, Georgia (450 students)
- Received Title I Distinguished School recognition
 - Implemented standards-based teaching practices and PBIS behavior intervention
 - Served as support for peer principals in the School Improvement Process and eBoard (Simbli)
- 10/06-05/09 ASSISTANT PRINCIPAL
North Harlem Elementary School, Harlem, Georgia (625 students)
- Led school and district RTI implementation initiatives
 - Served on CSRA RESA GAPSS Analysis Team for Norris Elementary School
 - Developed and taught *Reading in the Dark*, a course for RCSS 6-12 ELA teachers
- 8/05 – 10/06 ENGLISH LANGUAGE ARTS TEACHER—Grade 8
Murphey Middle School, Augusta, Georgia
- English Language Arts Department Chair
 - Attended all state redelivery trainings for the GPS and redelivered to Richmond County teachers
 - Redelivered the state Writing Assessment training for grades 5, 8, and 11 for RCSS trainers
 - Served on the state Georgia High School Writing Test committee to create future writing prompts
 - Served on the state item review committee for the Language Arts part of the GHSGT (state test)
 - Served on the state benchmarking committee for the Georgia High School Writing Test
- 8/01-05/05 ENGLISH TEACHER— Grades 9-12
T. W. Josey Comprehensive High School, Augusta, Georgia
- Co-taught a workshop for RCSS 6-8 ELA teachers regarding the Middle Grades Writing Assessment; Conducted same workshop for Langford Middle School
 - Co-Presented a session with a special education teacher, "Team Teaching a Writing Curriculum," at the Georgia Council of Teachers of English Conference (2005)
 - Taught British and American Literature at Project Change Evening School; taught Georgia High School Writing Test remediation course for summer school
- 8/97-5/01 ENGLISH & DRAMA TEACHER – Grades 9-12
Westlake Science and Math Magnet High School, Atlanta, Georgia
- Served as the Student Support Chairperson for two years
 - Taught a system-wide Secondary Reading Strategies professional development course
 - Taught a school-wide Socratic Seminar workshop
 - Presented a session at the Georgia Council of Teachers of English Conference (2000) and the Georgia Write Now Conference (2000) about reading in the content areas

8/96-6/97 READING, DRAMA, AND SPEECH TEACHER – Grades 9-12

Andrews High School, Andrews, South Carolina

- Taught developmental reading, drama, and speech
- Coached the drama and speech competition teams

8/95-5/96 ENGLISH & DRAMA TEACHER – Grades 9-12

Georgetown High School, Georgetown, South Carolina

- Taught 9th grade English, Drama I and II, and Speech

Skills Technologically proficient with Microsoft products and Canvas LMS; organization; project management; problem-solving; effective communication skills (written, oral, and social media)

Awards and Honors Verizon Innovative Schools Sustainability Plan National (System) Award 2023
Gold Board Member Recognition for American Heart Association 2019
Hurricane Evacuation Leadership Award 2017, 2018
Served on AdvancEd External Review Team in Norfolk, VA, 2017
Title I School of Distinction 2010
Nominated as a Disney Teacher of the Year 2006
Nominated to Who's Who Among America's High School Teachers 1999, 2003, 2004, 2005, 2006
Richmond County Teacher of the Year 2004-2005
Josey High School Teacher of the Year 2004-2005
Fulton County Teacher of the Year Finalist 1999-2000
Westlake High School Teacher of the Year 1999-2000
Georgetown County Sallie Mae Teacher of the Year 1995-1996

Professional Memberships Phi Delta Kappa
American Association of School Administrators: School Superintendents Association (AASA)
Georgia Association of Educational Leaders (GAEL)
Georgia School Superintendents Association (GSSA)
Georgia Association of Curriculum and Instructional Supervisors (GACIS)
Association for Supervision and Curriculum Development (ASCD)
Professional Association of Georgia Educators (PAGE)

Professional References DR. KENNETH BRADSHAW
Former Superintendent of Schools
Richmond County School System

DR. DEBBIE ALEXANDER
Executive Director
CSRA RESA

Most Recent Supervisor (2019-2024)

Former Colleague, Current Educational Partner

DR. LAMONICA HILLMAN
School Improvement Specialist
CSRA RESA

DR. JUDI WILSON
Dean College of Education and Human Development
Augusta University

Former Supervisor, Colleague,
Current Educational Partner

Higher Education Partner

Professional Development Highlights	<p>GSSA Planning, Funding, and Budgeting Institute, Perry, GA 2023</p> <p>GSSA Superintendents' Bootstrap Fall Conference, Athens, GA 2022, 2023</p> <p>GSSA Superintendents' Bootstrap Spring Conference, Savannah, GA 2023, 2025</p> <p>GACIS Fall Conference, Athens, GA 2018, 2019, 2020 (virtual), 2021, 2022, 2023</p> <p>GSSA Superintendents Professional Development Program, Macon, GA 2021-2023</p> <p>National Institute for Excellence in Teaching Conference, Indianapolis, IN 2023</p> <p>Teacher Clarity Playbook Conference and Certification, San Diego, CA 2023</p> <p>ASCD National Conference, Chicago, IL 2022</p> <p>Canvas Certified Educator, Virtual 36-Week Course, 2021; renewed 2024</p> <p>ArtsNOW Foundational Institute, Atlanta, GA 2018</p> <p>Harvard Institute for Superintendents and District Leaders, Boston, MA 2017</p> <p>ASCD Leadership Conference, National Harbor, MD 2016</p> <p>ASCD Teaching and Learning Conference, New Orleans, LA 2016</p> <p>GAEL Leadership Conference, Jekyll Island, GA 2015, 2024</p> <p>Visible Learning Conference, Atlanta, GA 2015</p> <p>AdvancEd Georgia Fall Conference, Atlanta, GA 2014</p> <p>National Dropout Prevention Conference, Atlanta, GA 2013</p> <p>Breakthrough Coach Training, Atlanta, GA 2013</p> <p>IB Programme Administrator Training/Certification, Atlanta, GA 2013</p> <p>Georgia Summer Leadership Academy, Macon, GA 2013</p> <p>National Youth At-Risk Conference, Savannah, GA 2013</p> <p>National Dropout Prevention Conference, Orlando, FL 2012</p> <p>Georgia Summer Leadership Academy, Calloway Gardens, GA 2012</p> <p>Bright from the Start Site Director Training, Dalton, GA 2008</p> <p>Developing High Performing Leaders (GLISI), Atlanta, GA 2008</p> <p>Lexile National Reading Conference, Atlanta, GA 2006</p> <p>Georgia Council of Teachers of English Conference, Callaway Gardens, 2006 and 2011</p> <p>Ruby Payne Framework for Understanding Poverty Training, Augusta, GA 2005</p> <p>College Board SpringBoard Training/Certification, Atlanta, GA 2005</p> <p>Georgia Council of Teachers of English Conference, Jekyll Island, GA 2005</p> <p>College Board SpringBoard Education Leaders' Symposium, Atlanta, GA 2005</p> <p>College Board AP Training for English Language and Composition, Atlanta, GA 2003</p> <p>National Council of Teachers of English Conference, Atlanta, GA 2002</p> <p>College Board AP Training/Certification for English Language and Composition, Atlanta, GA 2001</p> <p>College Board AP Training/Certification for English Literature and Composition, Atlanta, GA 2001</p> <p>Teacher Support Specialist Training/Certification, Atlanta, GA, 1999</p> <p>College Board Pacesetter English Training/Certification, Atlanta, GA 1998</p>
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Malinda Cobb

• Personal Information

You **may** contact my current employer.

I am available for employment after **7/1/2025**.

Current Base Salary **\$223,000**

Indicate how you prefer to be contacted confidentially: **Mobile Phone**

2. Address

3. Education History

Georgia Southern University

Attended from 2009 to 2012

Graduated: **Yes**

Course:

Degree: **Doctor of Education**

Major Area of Study or Concentration

Education Administration

Minor Area of Study or Concentration

none

Upload transcript

[GA Southern University_M_Cobb.pdf](#)

Date Degree Awarded/Expected or if currently or formerly enrolled provide last date applicable

2012-12-14

Augusta State University

Attended from 2004 to 2005

Graduated: **Yes**

Course:

Degree: **Specialist in Education**

Major Area of Study or Concentration

Educational Leadership -EDS

Minor Area of Study or Concentration

none

Upload transcript

[Augusta State_M_Cobb.pdf](#)

Date Degree Awarded/Expected or if currently or formerly enrolled provide last date applicable

2005-08-02

Georgia State University

Attended from 1999 to 2000

Graduated: **Yes**

Course:

Degree: **Master of Education**

Major Area of Study or Concentration

Reading, Language and Literacy Education

Minor Area of Study or Concentration

Reading Specialist

Upload transcript

[Georgia State Univ_M_Cobb.pdf](#)

Date Degree Awarded/Expected or if currently or formerly enrolled provide last date applicable

2000-12-22

Newberry College

Attended from 1991 to 1995

Graduated: **Yes**
Course:
Degree: **Bachelor of Arts**

Major Area of Study or Concentration **English**
Minor Area of Study or Concentration **Theatre and Education**
Upload transcript [Newberry College_M_Cobb.pdf](#)

4. **Employment History**

Richmond County School System

Interim Superintendent of Schools
From 1/1/2025 to 6/30/2025

Reason for leaving: I am currently serving as Interim Superintendent through June 30, 2025.

Supervisor Name:	Richmond County Board of Education, Shawnda Stovall (President)
Supervisor Phone:	
Supervisor Email:	
Annual Salary	223,000
Check here if we may contact this employer	Yes
Select one	Full-time position
Key Responsibilities	Working with the board of education governance team; overseeing continuous improvement in student achievement, recruiting & retaining high quality personnel, board governance and policy, strategic planning and district assessment, efficient/effective program management, and culture, climate, and stateholder engagement; directly supervising senior cabinet members and the daily operation of the school system.
Key Accomplishments	Recognized for 8 Math Leaders and 7 Literacy Leaders by GaDOE; we had a STAR student from every high school (first time in many years); Approved 2025-2030 Strategic Plan; prioritized two-way communication with the community.
Number of Persons Supervised	4000
Budget Allocated for which you are responsible	349,000,000

Richmond County School System

Associate Superintendent of Academic Services
From 7/1/2018 to Present

Reason for leaving: Presently employed covering these duties as well as the Interim Superintendent

Supervisor Name:	Dr. Kenneth Bradshaw
Supervisor Phone:	
Supervisor Email:	
Annual Salary	\$178, 104.88
Check here if we may contact this employer	Yes
Select one	Full-time position
Key Responsibilities	serving on the Superintendent's senior leadership team; supervising central office departments (Teaching & Learning, Professional Learning, Career Technical Agricultural Education, Federal Programs, Accountability, Information Technology, Special Education) and eight schools; indirect supervision for 30,000 students; planned and monitored both federal and general funds
Key Accomplishments	increase in 2024 CCRPI; above national average Cognia Accreditation score; 1:1 device rollout; Canvas LMS selection, training and implementation; implemented a curriculum management plan; revised, trained, and implemented a new grading policy; implemented a systematic phonics program that increased third grade reading scores; highest number of students passing AP exams; increased SAT over a system record; increased general fund balance
Number of Persons Supervised	300
Budget Allocated for which you are responsible	\$200 Million

Richmond County School System

Area Assistant Superintendent
From 7/1/2015 to 6/30/2018

Reason for leaving: Promoted to Associate Superintendent of Academic Services within the same system.

Supervisor Name: **Dr. Angela Pringle Hairston**
 Annual Salary **\$142,387**
 Check here if we may contact this employer **Yes**
 Select one **Full-time position**
supervised 23 schools and supported 23 principals (12,000 students); served as the magnet and school choice coordinator for the school system; served on the superintendent's senior leadership team; screened and hired leadership for the schools in Area 2; coordinated professional learning and trainings for teachers and leaders in Area 2; worked with parents and community members in Area 2.
 Key Responsibilities **centralized the magnet application process and designed the first online magnet application system; two schools received Blue Ribbon status; improved SAT scores and Advanced Placement access; created a centralized electronic magnet application process; managed cross-functional projects.**
 Key Accomplishments
 Number of Persons Supervised **30**
 Budget Allocated for which you are responsible **\$200,000.00**

Academy of Richmond County HS/Richmond County School System

High School Principal

From 7/1/2012 to 6/30/2015

Reason for leaving: Promoted to Assistant Superintendent within the same school system.

Supervisor Name: **Dr. LaMonica Hillman**
 Supervisor Phone:
 Supervisor Email:
 Annual Salary **\$98,551**
 Check here if we may contact this employer **Yes**
 Select one **Full-time position**
hired and supervised approximately 80 staff members; supervised the instructional program for 1300 high school students; led the school improvement efforts; supervised the International Baccalaureate program; worked with key stakeholders to improve communication and support for the school/
 Key Responsibilities **named the first female principal in the school's 229-year history; increased the graduation rate from 59.5% to 84.3%; served on the Hall of Fame Committee and started the school museum.**
 Key Accomplishments
 Number of Persons Supervised **80**
 Budget Allocated for which you are responsible **\$350,000.00**

Goshen Elementary School/Richmond County School System

Elementary Principal

From 7/1/2009 to 6/30/2012

Reason for leaving: Promoted to a high school principal position within the same school system

Supervisor Name: **Dr. Misourra Ashe**
 Annual Salary **\$73,133**
 Check here if we may contact this employer **Yes**
 Select one **Full-time position**
hired and supervised approximately 35 employees; supervised the instructional program for 450 students; led school improvement efforts; worked closely with the PTO and School Council.
 Key Responsibilities **Title I School of Distinction**
 Key Accomplishments
 Number of Persons Supervised **35**
 Budget Allocated for which you are responsible **\$30,000**

North Harlem Elementary/Columbia County School System

Elementary Assistant Principal

From 10/31/2006 to 6/30/2009

Reason for leaving: Promoted to a principal.

Supervisor Name: **Kirk Wright**

Supervisor Phone:
 Annual Salary \$75,000
 Check here if we may contact this employer Yes
 Select one Full-time position
 Key Responsibilities led RTI implementation; supervised site safety and special education; problem solved student behavior and discipline issues; completed teacher observations with feedback.
 Key Accomplishments opened the area's first Title I parent center; implemented the Response to Intervention program.
 Number of Persons Supervised 20
 Budget Allocated for which you are responsible \$23,000

TW Josey High School and Murphey Middle School/Richmond County School System
English Language Arts Teacher
 From 8/6/2001 to 10/30/2006

Reason for leaving: Promoted to Assistant Principal in a neighboring school system

Supervisor Name: Tonethia Beasley and Quinten Motley
 Annual Salary \$70,000
 Check here if we may contact this employer Yes
 Select one Full-time position
 Key Responsibilities taught 8th-12th grade ELA; mentored new teachers; served as a teacher leader for the department; served on the school leadership team; sponsored clubs (ex: academic decathlon); taught after school, Saturday school, summer school, and night school; served on school system's redelivery teams for standards based instruction.
 Key Accomplishments Richmond County School System Teacher of the Year; TW Josey Teacher of the Year; Nominated Disney Teacher of the Year. Earned National Board Certification.
 Number of Persons Supervised 0
 Budget Allocated for which you are responsible \$0

Westlake High School/Fulton County
English and Drama Teacher
 From 7/1/1997 to 6/30/2000

Reason for leaving: Relocated to Augusta, GA

Supervisor Name: Marc Jones
 Annual Salary \$56,000
 Check here if we may contact this employer Yes
 Select one Full-time position
 Key Responsibilities taught class ELA and drama classes; sponsored the drama club; directed the drama program and one-act competition
 Key Accomplishments Westlake High School Teacher of the Year and Fulton County High School Teacher of the Year Finalist; One-Act Play awards
 Number of Persons Supervised 0
 Budget Allocated for which you are responsible 0

Georgetown and Andrews High School/Georgetown County
English and Drama Teacher
 From 7/1/1995 to 6/30/1997

Reason for leaving: Relocated to Atlanta, GA

Supervisor Name: Renee King
 Annual Salary \$30,000
 Check here if we may contact this employer Yes
 Select one Full-time position
 Key Responsibilities taught ELA, Drama, Speech, and Remedial Reading; directed school plays and competition teams
 Key Accomplishments Georgetown County Sallie Mae Teacher of the Year
 Number of Persons Supervised 0

Budget Allocated for which you are responsible 0

5. **References**

Kenneth Bradshaw, He was my immediate supervisor.

Years Known 10

Organization **Former Superintendent of the Richmond County School System**

Current Position **Deputy Superintendent of Atlanta Public Schools**

Address

LaMonica Hillman, She is my former supervisor and colleague.

Reference Evaluation Form [View Evaluation Form](#)

Years Known 16

Organization **CSRA RESA**

Current Position **School Improvement Specialist**

Address

Debbie Alexander, Former supervisor and colleague; current educational partner

Reference Evaluation Form [View Evaluation Form](#)

Years Known 16

Organization **CSRA RESA**

Current Position **Executive Director of CSRA RESA**

Address

6. **Files**

[Reference Letter for Malinda Cobb from Dr. Hillman](#) - Reference Letter

[Reference Letter for Malinda Cobb from Ken Johnson](#) - Reference Letter

[Reference Letter for Malinda Cobb from Kenneth Bradshaw](#) - Reference Letter

[Reference Letter for Malinda Cobb from Debbie Alexander](#) - Reference Letter

7. **Certifications**

Other: 146927

Active Georgia SRL7 Certificate

Atlanta, GA

United States

8. **Additional Information**

Interests, Hobbies, Special Talents

I love being outdoors and exploring our National Parks. My family and I enjoy camping and traveling.

Community Outreach

I served as a board member of the CSRA American Heart Association from 2018-2024. I am currently a board member of the United Way of the CSRA (since 2022) and the Augusta Metro Chamber of Commerce.

9. **Other Training**

Institution, Program or Trainer/Consultant Providing Training

Corwin Training: Teacher Clarity Playbook Certification

Training Location

San Diego, CA

United States

Duration of Training

2 days

Date

Fri, 03/03/2023 - 12:00

Institution, Program or Trainer/Consultant Providing Training

Harvard Institute for Superintendents and District Leaders

Training Location

Boston, MA

United States

Duration of Training

4 days

Date

Wed, 05/17/2017 - 12:00

Upload certificate

[Harvard Certificate_M_Cobb.pdf](#)

Institution, Program or Trainer/Consultant Providing Training

Canvas Certified Educator

Training Location

Salt Lake City, UT

United States

Duration of Training

36 Weeks

Date

Tue, 09/07/2021 - 12:00

Upload certificate

[Malinda Cobb CCE.pdf](#)

Institution, Program or Trainer/Consultant Providing Training

GSSA Superintendent Professional Development Program

Training Location

Macon, GA

United States

Duration of Training

2 years

Date

Sat, 06/03/2023 - 12:00

Institution, Program or Trainer/Consultant Providing Training

GSSA Planning, Funding, and Budgeting Institute

Training Location

Perry, GA

United States

Duration of Training

3 months

Date

Wed, 11/15/2023 - 12:00

10. **Application Questions**

When are you available to start this position? 2025-07-01

Indicators

INDICATOR 1: EDUCATION,
TRAINING AND LICENSURE -
Share the superintendent
training programs that you
have completed and discuss the
value derived from these
professional development
experiences in preparing you
for the Richmond County
superintendent role.

Formally, I have completed three training programs to prepare for the role of Superintendent of Schools. The first program I completed was Harvard's Institute for Superintendents and District Leaders. This one-week program held on campus in Boston, MA, gave me the opportunity to study issues and case studies of important topics from the lens of a Superintendent. We learned strategies for studying complex topics and being a voice for educational policy. The second formal training program I completed was the two-year Georgia School Superintendent Association (GSSA) Superintendents Professional Development Program. This two-year program allowed me to work alongside sitting and aspiring superintendents in Georgia to study the various aspects of being a superintendent in Georgia. The value of this program was significant as I networked with others and studied the roles of the Governance team in depth. One activity we completed as a part of this program was the HAB Assessment that identifies your natural talents. Knowing your natural talents helps you know how you will operate in stressful situations because you will often fall back on these under stress. My natural talent was strategic thinking. That was eye-opening to me to learn this about myself. It helped me understand why this way of thinking comes easily for me and why it is not always as obvious to others. Knowing this about myself helped me shape the way I lead and communicate. I learned that it is almost impossible to overcommunicate the strategic thinking associated with our vision, mission, and strategic plan. To learn more about budgeting and finance, I completed GSSA's Budget, Planning, and Finance three-month course; as a result of this work the school system was able to maximize an additional \$8M dollars in our FY25 QBE earnings. Realizing the value of this course, I registered our Finance Director and Assistant Director for the course in the fall of 2024 and our Chief Financial Officer and Chief Human Resources Officer for the course in the spring of 2025. Together, we have used the information learned to prepare the FY26 budget for board approval. Informally, I have served on the Superintendent's Cabinet for the past 10 years: 4 years under Dr. Angela Pringle and 5.5 years under Dr. Kenneth Bradshaw. This on the job training has allowed me to experience many "behind the scenes" learning opportunities. As Associate Superintendent, I led major initiative implementations such as our 1:1 Device PowerUp and Canvas LMS rollout, two Cognia accreditation cycles, two strategic planning development, implementation and monitoring cycles, and worked closely with the board of education to revise instructional (I) and student (J) policies. In this role, I was able to attend the state superintendent meetings with Dr. Bradshaw to network and hear firsthand information from the Georgia Department of Education at sessions such as Bootstrap and GAEL. Most recently, I had the opportunity to serve as Interim Superintendent of Schools for Richmond County. This on the job training has allowed me to work more closely with the senior team members and the board of education to prepare our system budget, create a policy review calendar, and introduce our new RCSS Strategic Plan for 2025-2030. The value of the interim role is getting the chance to apply 30 years of knowledge and experience as the lead learner to help our school system continue to move forward and become one percent better tomorrow than today.

INDICATOR 2: EXPERIENCE -
What do you deem to be your major accomplishment(s) in each of the leadership roles you have held relevant to readiness for the Richmond position and describe your track record of success and professional expertise achieved in these leadership roles of increased responsibility over time.

As RCSS Teacher of the Year and department chair, my major accomplishment was representing teachers in Georgia to help create the Georgia High School Graduation Test writing prompts and rubrics as well as serving as the district trainer for redelivery of the Georgia Performance Standards. This marked the beginning of standards-based education in our state, and I am proud to have been a part of the state implementation team. As Assistant Principal, my major accomplishment was designing and implementing the Response to Intervention (RTI) processes and procedures for my county. Our school's model was used by other schools within the district and other school systems. This was the beginning of RTI, and I was proud to lead this work to help teachers use their data to design instruction. As principal of Goshen Elementary, my major accomplishment was earning the Title I Distinguished School status for our academic accomplishments. We were able to do so by remaining academically focused and implementing positive behavior supports in the classroom. As principal of the Academy of Richmond County, my major accomplishments were increasing the graduation rate from 59.5% to 84.3% and helping our school exit the state Focus School list. I believe our success came from working together to strategically focus support on our special education subgroup and our off-cohort students. As Assistant Superintendent, my major accomplishment was implementing a system-wide, electronic magnet application process. This demonstrates my ability to apply systems thinking strategies to implement system-wide change. Those same skills were used when I supervised the opening of Reaching Potential through Manufacturing program. As Associate Superintendent, my major accomplishment was the implementation of several major district initiatives such as our 1:1 device PowerUp initiative which included establishing a single sign on platform through LaunchPad, the selection and implementation of a learning management system through Canvas, a strong and secure infrastructure, and the selection, purchase, and maintenance of 1:1 computer devices for students and staff. I am especially proud of our team's implementation success considering we implemented this long-planned initiative in the midst of the pandemic, running a dual school system of 60% virtual students and 40% in-person instruction, and myself serving as the temporary Information Technology director for 6 months while we filled the vacancy. I believe our successful implementation is partially responsible for the eSPOST Phase VI referendum passing at its highest approval rate to date since the community knew this eSPOST would support our 1:1 device refresh plan. Our commitment led to five of Richmond County's middle schools being selected for the Verizon Innovative Learning Schools grant (no other system in Georgia received this many grants). All of this work is what contributed to our school system being recognized nationally by Digital Promise® for our Infrastructure Sustainability Plan. Additionally, I am proud of the seven years of work implementing the recommendations of a hefty Phi Delta Kappa curriculum audit to include establishing a textbook adoption process, creating and implementing a new grading policy, establishing a curriculum management plan, and making great strides in the areas of assessment alignment and professional learning. Another major accomplishment was a favorable Cognia accreditation review yielding a rating above the national average. Additionally, our team established a Return on Investment protocol to monitor the implementation and impact of various initiatives. Finally, our most recent CCRPI scores showed gains in every component including a record-high graduation rate. As Interim Superintendent, my major accomplishments include finalizing and preparing a five-year strategic plan, securing a major partnership with the Augusta National Golf Club and the Tiger Woods Foundation, updating our hiring process for principals and assistant principals, and preparing a responsible budget. Over time, my areas of supervision have increased with my level of responsibility.

INDICATOR 3: VISION, MISSION AND BELIEFS -- Describe a success story from your current or past leadership work that highlights the strategies you employed to align programs to a district's broader mission, vision and philosophy; and how will you go about effectively listening to and representing the interests and concerns of students, staff, parents and community members in strategic plan implementation?

Each year, I met with departments to review our strategic map and establish key performance indicators for staff aligned to our strategic goals. Working with each department leader, we customized department plans aligned to the district's three goals. We analyzed root causes, developed action steps and timelines for implementation. We then took that one step further and created 2-3 key performance indicators for each employee so that every central office employee knew their 2-3 measurable outcomes for success. To monitor progress, I held one-on-one sessions with leaders and they in turn met one-on-one with their direct reports every 2-4 weeks. These sessions gave us the opportunity to discuss obstacles and refine steps to ensure the work was aligned with the vision, mission, and strategic goals. To make sure we maintain alignment, we placed the vision, mission, and strategic plan at the beginning of every professional learning session and presentation and explicitly state how this work connects to the strategic map. One specific example of this work was the creation on Richmond Ready, our Canvas onboarding course for new employees. We strategically built the course to include an explanation of the strategy map, then embedded the ideals expressed in our vision, mission, and strategy map throughout the course. An example of that included the intentional inclusion of "brain breaks" throughout the course to support the "Wellness for All" objective in the strategic map. With our new strategic plan, one of the four main initiatives is communication and the importance of two-way communication. As superintendent I would host community meetings or listening sessions to hear from students, staff, parents, and community members. I also believe it is important to be visible and engaged with the community so that conversations can happen organically as well. When we are transparent in our decision making, we can begin to develop trust with our community. As Interim Superintendent, I felt it was important to be transparent about how decisions are made regarding inclement weather so we shared our thinking and remained open to feedback from teachers and parents regarding the number of PowerUp days in the academic calendar. Additionally, I prioritized the data from our Lets Talk platform and use the feedback to shore up support where needed. Working together as a community, we can better support our students' success.

INDICATOR 4: ETHICS AND PROFESSIONAL NORMS - 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 an educator, we are bound by a code of ethics. This code of ethics ensures that we remain in good standing with our community and serve as role models for our students. As a leader, the standard is even higher. I believe that educators should be held to a higher standard because their students look up to them and emulate them. However, I also believe that our educators have the right to make mistakes as private citizens. When those mistakes are truly private and do not impact the community, I believe it is important for us as leaders and employers to work with employees to learn from mistakes and grow. When those mistakes become public and impact the operation of the school day, I believe we also have the responsibility to address the employee in such a way that maintains their dignity but also protects the learning environment. In my time on senior team, we have had to address extreme behaviors that were felonies or, unfortunately, involved child molestation or abuse. In those cases, leaders also have to be willing to terminate and hold employees responsible. For me personally, I try to live my life genuinely striving to be the best I can be every day. I try to give myself grace on the days I make mistakes. I try to own my mistakes and take responsibility for situations when they don't go as well as they could have. I also intentionally surround myself with people who have positive energy. I assume good intentions when there is a misunderstanding. I avoid behaviors and places that could be considered controversial or potentially negative. I listen to both sides and try to find the best way forward. I believe in being honest with people because honesty is the basis for trust. I try to follow up with people to let them know the outcome. I am not transactional so I rarely find myself indebted to someone; instead, I try to do the right thing because it's the right thing and not because I owe someone a favor. In short, I ensure my actions meet high ethical standards by setting the bar for myself higher than the community expects. That way, on the days I fall short, I have deposited enough good will to carry me through my mistakes.

INDICATOR 5: EQUITY AND CULTURAL RESPONSIVENESS - Give an example of what you have done to hold yourself accountable for the alignment and coordination of student services for addressing student needs in a manner that ensures equity and cultural responsiveness.

As Associate Superintendent, one way I held myself accountable for aligning and coordinating services to meet the needs of students in an equitable and culturally responsive way, was making sure our work aligned to our systems vision, mission, and strategic plan. The system's vision and mission focused on providing an equitable education for the whole child through teaching, learning, collaboration, and innovation. This drove nearly every decision we made. For example, the instructional framework begins by focusing on the needs of the whole child; that means teachers first develop a learner profile while also making sure they meet the fundamental needs of all learners. The entire instructional framework is built around the belief that every learner has unique needs and contributions. Our textbook adoption rubric evaluates the quality of support for students' social emotional needs, student voice and agency, and culturally diverse photos, stories, and points of view. We designed a professional learning series for teachers to provide culturally responsible classroom instructional strategies. This PL series runs at capacity each year and teachers have shared how much they enjoyed the course. As Interim Superintendent, I operated in a similar way when making decisions about the budget. It would be easier to make all decisions equally, but we have taken the harder path of making those decisions equitably. For example, we could have used a standard formula for calculating the number of Assistant Principals needed at each school and allocated accordingly. In our case, we did this first and then considered the need of each school and adjusting allocations accordingly. In Richmond County, we have a ten state identified CSI schools. Those schools need support that will not look the same as some of our top-performing magnet schools. As a leader, I hold myself accountable for making sure we have properly allocated resources to both sides of the spectrum based on their needs and not a simple formula. As a white Interim Superintendent in a predominately black community, I am very aware of recognizing and honoring cultural differences. While I am very comfortable and have been a part of this community for over 20 years, I am also aware of how those who don't know me may perceive me, and I don't take the importance of building trust for granted. My self-awareness is a part of my own personal and professional journey and makes me who I am. This is reflected in my actions. For example: making sure marketing materials and videos for our system reflect the diversity of our students and staff population to create an inclusive environment that values all voices.

INDICATOR 6: CURRICULUM, INSTRUCTION AND ASSESSMENT - As instructional leader, what steps will you take to ensure the alignment of rigorous curricula, research-based best practices in instruction, and comprehensive diagnostic, formative and summative assessment approaches to close achievement gaps and provide timely and accurate feedback to students and parents and inform instructional practices?

As the instructional leader, it is important to understand the three required components of an effective instructional program: the written curriculum, the taught curriculum, and the tested curriculum. In my previous role as Associate Superintendent, I contracted with Larry Ainsworth to work with my curriculum coordinators to assure our curriculum units were aligned with the rigor of the standards. There should be clear guidance about what is taught and when. We make these pacing guides available within Canvas and on our webpage so parents, teachers, and leaders can easily access them. Once a solid written curriculum is in place, you must ensure teachers are using the written curriculum and implementing research-based instructional strategies. As superintendent of Richmond County, I will support the RCSS Instructional Framework. The Instructional Framework reflects research-based instructional practices and look-fors that should be found in any classroom kindergarten through twelfth grade. Professional learning and training through organizations like Corwin, help ensure teachers know the importance of using learning targets and success criteria. The success criteria are tied directly to assessments, which is the third leg of the triangle: the tested curriculum. It is important to ensure teachers are using quality assessments for both formative and summative purposes. In Richmond County, we provide common assessments as benchmarks and pre and post assessments for each unit. Additionally, teachers in tested subjects have access to quality mock Milestone assessments in the DRC Beacon platform. We provide our teachers with tools such as Canvas to administer the pre and post assessments. This way our students receive immediate feedback on quizzes. Parents are able to see students' scores in the Parent Portal in real time so they can monitor their child's progress. Our teachers are encouraged to use Class Dojo and Remind for direct two-way communication with parents. We also provide printed copies of assessment score reports such as the iReady diagnostic assessments, PSAT8, and Milestone assessments. Using their assessment data, teachers are able to plan specialized instruction to help students close achievement gaps. Using this focused approach, teachers can strategically plan instruction to help accelerate students to the next level.

INDICATOR 7: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS - As you have prepared for the superintendency or currently serve in the role, give snapshots of how you have built safe, caring environments across schools in the district that meet the social-emotional needs of each student and encourage them to be responsible and productive members of their community.

As Associate Superintendent, I worked with the assessment taskforce to create the Profile of a Graduate. This outlines the expectations we have of all students and clearly defines the characteristics we wish to see in our graduates and become productive members of their community. To provide feedback in these areas, teacher comments in Infinite Campus are aligned to the Profile of a Graduate. Middle school students begin taking responsibility for their own growth by completing the Profile of a Graduate self-assessment twice a semester; this self-assessment is sent home with each progress report so parents are aware. Another example of how we build safe, caring environments can be found in our instructional minutes and instructional resources. In elementary school, we dedicate the beginning of each day to Morning Meeting or Calendar Math time. This gives students the opportunity to come together as a class to share and connect with one another before jumping into the day. It teaches students how to interact appropriately with one another and establishes a sense of community. In our adopted ELA Teacher Editions, there are designated activities to promote social-emotional learning. Teachers can use these activities to integrate activities into the instructional lesson. Having a strong multi-tiered system of supports (MTSS) allows teams to come together and review students' progress to identify academic, behavioral, and social needs for students. We have worked diligently over the past few years to build a strong MTSS program for our students. Most recently, we worked with teachers and leaders to increase student agency by allowing students to have voice and choice in their learning. In our new strategic plan, we have created more opportunities for students to become student leaders to develop a sense of community within the school. This includes student advisory groups, student government organizations, peer-leadership opportunities, and career technology student organizations (CTSOs).

INDICATOR 8: PROFESSIONAL CAPACITY OF DISTRICT PERSONNEL - Discuss the role of activities such as coaching, creating supportive conditions, and fostering a professional learning community in developing highly effective teachers and leaders for the district.

As superintendent, it is important to set expectations for collaboration, risk-taking, and continuous growth. In Richmond County, we outlined these expectations in our Profile of a Leader. These traits became the foundation for our Aspiring Leaders program and influence our leader development trainings. For example, as Interim Superintendent, I created four problems of practice for our leaders to work on this semester. I established the outline for our problems of practices (POP) workshops and tasked our senior leaders with leading the groups. These PLCs met throughout the semester to work on their POP. Doing this not only helped us solve four problems, it gave all principals and district leaders the opportunity to have a voice in the solutions. At the school level, we provide rapid coaching cycles to support teachers. Content coaches from the district work alongside teachers to plan, teach, and assess lessons. We use Jim Knight's coaching cycle to help teachers improve their practice. We are intentional and purposeful about creating a risk-free environment where our coaches and teachers are able to operate in a non-evaluative way. This gives us the chance to develop relationships and trust. After the coaching cycle, we collect feedback from our teachers to measure our effectiveness. The feedback from our teachers has been overwhelmingly positive and we are seeing gains in our student achievement data. Keeping the needs of adult learners in mind is critical for creating highly effective teachers and leaders. They want to first understand the "why" and then immediately need to see how this information can be applied to their work. Adult learners rely on their experiences and it is important when planning to acknowledge their experiences and find ways to connect the learning to those experiences.

INDICATOR 9: PROFESSIONAL COMMUNITY FOR DISTRICT STAFF - Describe what is meant by supportive workplace conditions and be specific about the conditions for promoting professional learning, collaborative practice, and mutual accountability for advancing student learning.

When I think of a supportive workplace condition, I think of a place where collaboration is encouraged, innovation is valued, and failures are viewed as a part of the process of learning. Employees are not afraid to ask questions and they seek opportunities to grow. To promote collaborative learning practices while holding each other mutually accountable for student learning, leaders have to be clear in their expectations. Vague targets and unclear timelines lead to misunderstandings and misaligned work. This is why our administration has spent the past three years working on teacher and leader clarity. It can be extremely frustrating for students and employees to work on projects only to receive the rubric or expectations after the work is completed. Providing clarity at the beginning creates mutual accountability. When I know what is due and when it is due, I am able to hold myself accountable, my colleagues accountable, and my supervisor (or teacher) accountable. Once expectations are set, there has to be a system of monitoring and adjusting. Simply knowing the expectation is not enough. Identifying the problem or barrier and not taking corrective action is equally detrimental. Instead, conditions of on-going monitoring and support should be strategically put into place. As Associate Superintendent, I worked with district leaders to establish cross-functional monitoring teams. The district team consists of leaders from every department under the academic services umbrella. Each team member is assigned two schools. Our cross functional teams begin building relationships with school leadership during the school improvement planning process each summer. The same teams then support the first week of school and serve on district observation teams throughout the year. These observation teams provide feedback to teachers and leaders twice a month. The same team participates in the schools' 45-Day and 95-Day Reviews to celebrate success, adjust district office practices, and remove potential barriers. They are onsite for support and monitoring during state testing and celebrate with end of year support. Because these teams have established trust, they are able to work together to improve student learning.

INDICATOR 10: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY - Describe a time when you successfully implemented a district-wide initiative that fostered meaningful family and community engagement.

A time when I successfully implemented a district-wide initiative that fostered meaningful family and community engagement was the implementation of The Basics. Our Superintendent tasked Academic Services with implementing The Basics in Augusta. First, we had to learn more about the program. We researched the program and studied communities who had successfully implemented it. We quickly realized that this could not be a school-system led project; it had to belong to the community. Our CSRA RESA agreed to serve as the "backbone" agency. Using our Georgia Power Education Equity grant, we were able to partner with CSRA RESA to establish The Basics Richmond County. We partnered with our local non-profits to explain the program and begin to get their buy in. We created a task force to focus on the importance of literacy from birth to age five. Because of our collaborative work, the community was able to come together to focus on literacy. Parents received training and resources, and together we raised the awareness of parents using the five basic principles with their early learners. We have held numerous community and school events to help parents understand the importance of language in the early years. Now our churches have the materials and ministers are talking to their congregations about literacy. Materials can be found in doctors' offices, laundry mats, and barber shops. Our mayor and commissioners are able to explain the importance of literacy. I chose this example because I think it is an example of how the school system and the community can work together to make changes that will impact entire generations. When we talk about meaningful engagement, I also think about long lasting engagement events. One district-wide initiative I believe will have a long-lasting impact is our work with student-led conferences. Our students take great pride in preparing for their conferences. When the student sits with their parents and their teacher and is able to explain where they are in their progress, where they need to go next, and the steps they will take to get there, they will be more successful. We average around a 30% participation rate for parent conference windows. Using student led conferencing, the participation rate grew to 36% in one year. I believe that years from now, students who participated will look back on their experience fondly. That is meaningful engagement.

INDICATOR 11: OPERATIONS AND MANAGEMENT - Describe the relationship between the school board and the superintendent as it relates to school district operations and management and clearly define the role of the board and the role of the superintendent.

The relationship between the superintendent and the board as it relates to district operations and management is a partnership based on clear expectations and trust. The role of the board of education is to set policy and hire the superintendent. The Superintendent's role is to run the school system's daily operations and execute the board's vision, mission, and strategic plan. The Superintendent makes all personnel recommendations, prepares the budget for approval, and ensures efficient and effective operations. For example, the Superintendent proposes an organizational chart that is both affordable and effective. The personnel hired in those positions work for the Superintendent to help run the school system. When the board of education has clear policies and an actionable strategic plan, the administration is able to execute daily tasks in a transparent way. In Richmond County for example, our administration begins each presentation by reviewing the vision and mission and identifying the corresponding strategic initiative. The Superintendent and the board of education operate in a partnership to create the governance team. When the partnership operates smoothly, the Superintendent is the only one who goes between the board and administration. When the board members become involved in daily operations, the Superintendent has the responsibility of working with the board chair to address those actions and maintain the line of separation. This protects both the board and the employees. The board collectively serves as the Superintendent's supervisor. Therefore, it is important for the Superintendent to avoid giving personal favors or sharing information with individual board members. As Superintendent, it is important to share information with the entire board and only act when directed by the majority of the board in a transparent manner. If both parties are communicating on a regular basis and policies are clear, the two should be able to work together in a symbiotic relationship. In addition to running the daily operations of the school system, the Superintendent serves as a liaison to the community. The Superintendent and her staff should take intentional actions to connect with key community groups, communicate transparently in two-way dialog, and seek partnerships for community growth. The Superintendent should set clear expectations for staff regarding communicating with stakeholders. For example, there should be a clear process for addressing concerns so that parents and employees know who to call for help and trust that their concerns will be heard so they do not feel they have to call a board member to get help or the truth. In this way, the Superintendent protects the board members and helps garner trust for the school system itself instead of individuals.

INDICATOR 12: SCHOOL IMPROVEMENT - Give an example of a school improvement effort you have led and pinpoint the data-driven strategies you implemented to address areas of need and what measurable outcomes resulted from your efforts.

When I first became Associate Superintendent in 2018, our school system had just completed a comprehensive curriculum audit from Phi Delta Kappa. Their audit resulted in a seven-year plan to address gaps in our academic operations. This 300-page audit guided the decisions I made leading Academic Services over the past seven years, and I am proud to say we have addressed every recommendation. We still have areas where are improving but the strides forward have been significant. In this time, we have codified procedural manuals for each department, established a curriculum management plan, created and branded a common instructional framework, aligned curriculum resources and established an instructional resource adoption process, designed and refined assessment practices, redesigned professional learning to meet the needs of adult learners, and established program evaluation procedures to evaluate the quality of program implementation and return on investment. Without this foundation, our system was operating as a "system of schools" with each school doing its own thing rather than operating as a "school system" with systemic processes and procedures. Our work to improve district operations directly impacted our Cognia scores being above the national average and have created a cohesive work environment between our departments. Schools have repeatedly given us feedback that they can see the positive difference in the way our district office supports their work. One specific example of how the district office identified, supported, and measured support can be found in our work with the SAT. Previously, each school monitored and worked on the SAT at the school level. As Associate Superintendent, I hired one person at the district level to lead all advanced studies work to include the College Board AP and SAT work. Working with this person, we established stakeholder groups of district office and principals to identify the root causes of why our SAT scores were steadily decreasing each year. We then worked in teams to research the problem, identify successful strategies to make gains, and create actionable next steps. We spent time identifying what success would look like for our system. For example, we wanted to see more students taking advantage of the fee waivers, more students taking the test, and we wanted to see each high school celebrate a STAR student (something that had not happened in quite some time). The team was intentional in their actions to begin addressing vocabulary instruction starting in fourth grade, we added the PSAT8 to our assessment suite so our 8th graders could enter high school knowing what areas they needed to improve. We standardized SAT Prep classes for each high school, defined the characteristics of a success SAT teacher, and purchased high quality curriculum materials for the class. To close the gap with parents, we added information for parents on our website and hosted school-based and district sponsored SAT/ACT Parent Workshops. We partnered with virtual tutoring services like Varsity Tutors to provide 24/7 access to all students through their 1:1 devices so students could work on their SAT prep classes virtually at no cost. We also knew the district needed to do a better job setting clear expectations and monitoring our progress throughout the year. Therefore, we created individual Key Performance Indicators (KPIs) for each high school principal and added these targets to their LKES evaluation goals. Following the administration of each SAT, our accountability department updates each schools' SAT progress report and shares this with the principals, our academic departments, and principal supervisors. This has given us the ability to make mid-year adjustments and share successes along the way. I am very proud to say that this school year is the first time in over ten years that we have a STAR Student from every high school in our system. That is a testament to having clear goals, addressing root causes with research-based strategies, and monitoring expectations.

INDICATOR 13: LEADERSHIP
PERSONAL QUALITIES:

Communication - Briefly describe a time when you had to communicate a complex or sensitive issue to multiple stakeholders (e.g., school board, parents, staff) and how you ensured clarity and transparency in your message.

A time I had to communicate a complex or sensitive issue to multiple stakeholders was during the pandemic. As the instructional leader for our school system, I had to make numerous high-stakes decisions during a turbulent, high stress period. At that time, the concept of learn from home was unfamiliar for everyone and people were not sure what to do. Through a series of strategic meetings with my core leaders, I was able to develop a learning plan to best address the needs of our students and employees with limited resources and access. As the senior leader residing in our county, it became my responsibility to develop and communicate the plan to the public. I worked with our communications team to quickly record a series of videos from our various department leaders about topics I thought could become relevant before we went home that March. I ensured everyone had the basic technology they would need and created tutorials for using Skype and Teams. I quickly organized a press conference and invited all media outlets to share our process for learning at home. I kept the message as concise as possible while also defining new terms and conveying a sense of security that we had a plan. Once everyone was in place at home in March 2020, we quickly realized that social media was the fastest way to reach our parents and community. We were able to use those pre-recorded videos to release weekly tidbits for families. I worked with the Chamber of Commerce as a guest speaker on their virtual meetings to share ways businesses could support our work and ways for them to support our parents whose children were learning at home. I provided resources for our media outlets and conducted numerous on camera interviews to share information via television. Our board meetings were held virtually and our online viewership steadily increased with each meeting. I changed my board meeting presentation style to address parents and community needs. That summer, the decision was made to offer both online learning and in-person learning for the 2020-2021 school year. We conducted a survey and allowed every parent to select their preference. 60% selected virtual and 40% selected in-person. We were given an additional 30 days of pre-planning that year and started school after Labor Day. I used that time to work with my team to deliver the support needed to design and operate a dual system. The night we shared the details of our school reopening plan, we had over 30,000 viewers watching our live streamed board meeting. In fact, we had so many the system crashed and we had to upgrade our system, a process I oversaw since I was serving as the IT director at that time. Since then, I have met community members who have said that they will always remember by "voice" through the pandemic shut down. Others have shared how their school system watched our meetings and used our resources in their own work. I laugh and tell a true story that my hair turned white during that time and I call it my COVID hair, but I believe that we succeeded in an unbelievable feat to manage an extremely difficult task in a stressful environment. I think our success came from communicating transparently in multiple channels and communicating often. We didn't see the academic gains we hoped for during that time, but no one in the community could say they didn't know the plan or weren't informed. That's a success.

In my role as leader, there have been numerous times I have mediated conflicts between two or more parties within the school district. In each case, I follow a similar process. I first begin by listening to both parties separately. While listening, I use active listening skills of taking notes, asking questions, and restating what I believe I heard. I also work to understand the root cause of their concern. I have found there is typically an underlying cause driving the conflict. After multiple conversations, research, and mediation legwork, I help address the root cause of the conflict. When helpful, I bring the two parties together and we talk about both sides and outline steps for moving forward. I monitor the situation for a while and check on both parties. In most cases, one or both parties had misinformation or simply didn't have enough information that led to the conflict. When both parties genuinely want to clear up the misunderstanding, it can be achieved. Examples include a time when SRS thought we did not want to participate in the science fair because our students did not attend the ceremony. Our science coordinator shared that since the ceremony occurred on a Saturday in Aiken each year, our students didn't attend due to a lack of transportation. They were able to fund transportation and participation increased significantly. Another time was when two employees would not speak to one another because of something that happened at a school eight years prior. I was able to speak to both separately to find out one party didn't even remember the event. I brought them together and one apologized to the other and told her she had no idea the other person felt that way and genuinely didn't mean to hurt her feelings years ago. Another example occurred when a teacher sent a very inappropriate email to a parent using extreme profanity. The parent came to me and shared the email. I shared it with the teacher and the teacher started crying. She thought she was sending that email to her ex-husband during their divorce. She was so upset and embarrassed that she wouldn't return to work. I was able to share the truth with the parent, who reached out to the teacher and showed grace and understanding. The teacher apologized to the parent and returned to work. In another situation, I attempted to mediate a conflict between two employees but one party was unwilling to listen to the other and intentionally shared incorrect details of the mediation with colleagues. I counseled the employee about professional behavior at set an expectation for collaboration. The employee told me they had no intention of collaborating with other employee. In that case, I resolved the conflict by letting the employee go. I have learned that a person who is unwilling to compromise and is unwilling to grow can be toxic and ruin the entire department. I don't know that there is one formula to use when resolving conflict, but I have lived by the philosophy of assuming good intentions, being more curious than certain, and remembering that the truth is usually somewhere in the middle.

INDICATOR 13: LEADERSHIP
PERSONAL QUALITIES:

Conflict Management - Provide an example of a time when you successfully mediated a conflict between two or more parties within a school district.

INDICATOR 13: LEADERSHIP
PERSONAL QUALITIES:

Decision-Making - What factors do you consider when making a high-stakes decision and how do you ensure your decision is aligned with student success?

When making high-staked decisions, the first question I ask is "Is this good for students?" I weigh the cost of the decision in money, time, and effort against the yield. First, can we afford this financially? Second, do we have the time to invest in properly implementing the solution? When considering time, we also have to take into account other initiatives to determine whether the staff has the time to implement something new. In other words, how much effort will be required for this? Once I have determined the amount of effort needed, I define the yield: what will the students get out of this decision? Will this be something that fundamentally changes their learning, or is this something that will have a temporary effect? Then, I use the effort-yield matrix to make sure the effort is worth the yield. An example of a high effort, high yield decision was the Carl Vinson Institute CTAE study. We spent nearly one school year working with stakeholders to determine the best CTAE pathways for each high school, a decision that will fundamentally change their learning. In this case, I determine that the high effort was worth it. An example of a medium effort, high yield decision was the Brian Jordan Reading Challenge. Once we set the parameters and organized the event, the effort was medium yet impacted every first and second grader's literacy experience. I avoid decisions where the effort is high but the yield is low. Once I decide to move forward with the decision, I create success criteria with measurable outcomes. We answer this question: how will we know this was a successful decision? For example, we knew that a measurable outcome for the Brian Jordan Reading Challenge was improved diagnostic reading scores at the mid-year and end of the year diagnostic assessment. When we establish our success criteria together as a team, we all know whether the project is moving as planned or not. This allows us to collectively monitor the progress.

INDICATOR 14: "FIT" FOR
THE DISTRICT &
COMMUNITY - Describe the school communities in which you have worked in the past and briefly compare/contrast those communities with the Richmond community.

I have worked in Title I schools for the majority of my career. My first two years, I worked in Georgetown County in South Carolina. My next four years, I worked in south Fulton County at Westlake High School. I moved to Richmond County in 2001 and I have lived here since then. With the exception of my three years as an assistant principal at North Harlem Elementary School in Columbia County, all of my experience since 2001 has been with Richmond County. While employed, I worked at TW Josey High School, Murphey Middle School, Goshen Elementary, and Academy of Richmond County High School. I think all four of these school settings have given me the chance to experience the diversity our school system has to offer. I had the privilege of serving as the Teacher of the Year for the school system where I represented all teachers. I also had the honor of serving as the first female principal in the Academy of Richmond County's 229-year history. I am also a parent in the school system and I have chosen to live in Richmond County since 2001.

Provide any additional information that you believe will support your application for the superintendent's position for which you are applying.

Personal Affirmation

Have you ever been dismissed, suspended or terminated, resigned or given the opportunity to resign, withdrawn an employment offer, or not offered re-employment from any professional, educational or management employment position, OR while under investigation, left employment?

No

Please provide the date(s) address of the employer, fully stated reason(s), basis and circumstances for the adverse action(s).

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

Please explain.

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 (GSBA) 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

Please explain.

Have you ever had an adverse action (i.e. warning, reprimand, suspension, denial, voluntary surrender, disbarment, etc.) taken against a professional certificate, license or permit issued by any state agency?

No

Please explaining provide dates, agency and location

Are you currently the subject of OR have you ever been the subject of any investigation involving a violation of a profession's laws, rules, standards, Code of Ethics or Conduct by any state agency and/or involving a criminal act, sexual misconduct or physical harm to a child?

No

Please explain, provide dates, agency and location

Have you ever been convicted or pled to a lesser offense for any sexual offense or drug offense (felony or misdemeanor)?

No

Please explain and provide dates, location and other essential information.

Have you ever received a less than honorable discharge from any branch of the armed services of the United States?

No

Please explain

Please upload Form DD214

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

If you answered yes, please explain