

Ebony Nicole Robinson

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OBJECTIVE

My objective is to obtain a leadership position where I can use my skills and years of teaching experience to support the administration in fostering an engaging culture that supports student learning and achievement.

EDUCATION

March 2004	Columbus Technical College A.S., Early Childhood Education	Columbus, GA
May 2008	Columbus State University B.S., Early Childhood Education	Columbus, GA
December 2009	Columbus State University M. Ed. Early Childhood Education	Columbus, GA
July 2011	Columbus State University Gifted Endorsement K-5	Columbus, GA
May 2013	Columbus State University Ed.S Early Childhood Education	Columbus, GA
June 2016	CSU Ivey Center Cultural Approach Seminar	Columbus, GA
July 2016	Harvard School of Education – Project Zero Institute	Cambridge, MA
August 2016	Columbus State University Educational Leadership Add-on	Columbus, GA

TEACHING EXPERIENCE

North Columbus Elementary, Columbus, GA August 2008 – September 2017

TEACHER

- Taught in a brain-based learning environment
- Demonstrated the ability to plan and develop integrated lesson plans
- Effectively provide engaging and student-focused instruction
- Demonstrated the ability to plan and communicate effectively with grade-level peers
- Assumed and performed all responsibilities and duties associated with the job description
- Demonstrated the ability to establish and maintain positive relationships

- Mentor Teacher – CSU Student Teacher Pilot Program
- Implement Standards-Based Classroom
- Inclusion Co-Teaching Setting
- Documented student progress and implemented differentiated instructional activities
- Worked on School SIP Plan

Wynnton Arts Academy, Columbus, GA, September 2017 – May 2020

ACADEMIC COACH

- Assists teachers in designing and implementing lesson plans and assessments that reflect the use of Best Practices
- Assists teachers in developing classroom management strategies that foster a climate conducive to academic achievement for students in all subgroups
- Assists teachers in securing appropriate resources to implement the School Improvement Plan

- Assists teachers in using flexible grouping to address academic deficiencies appropriately and provide opportunities to accelerate academic performance
- Assists the school's leadership team in monitoring the implementation of actions and strategies included in the School Improvement Plan
- Demonstrates prompt and regular attendance
- Guides and assists grade levels in the development of teaching units and common assessments
- Keeps current on information related to School Improvement, which is published on the GaDOE website
- Leads the school in providing extended time on task for students who do not meet GPS
- Monitors the delivery of instruction to students in all subgroups within the school
- Provides assistance to teachers in analyzing test data and student work
- Provides model lessons for teachers in academic areas to identify effective instructional practices
- Works closely with the principal in planning, implementing, and assessing reform efforts at the school level
- Works with the school's leadership team to develop and implement a staff development plan that identifies professional development needs
- Follows all county, state, and federal policies and procedures
- Meets certification and accreditation standards
- Seeks to improve through professional development and evaluation activities
- Performs other duties assigned by the appropriate administrator

Dawson Elementary, Columbus, GA August 2020 – May 2021
 ELEMENTARY DEAN

- Acts as liaison with School Administration for the purpose of supporting individual student development goals.
- Administers programs and services for behaviorally or emotionally challenged students for the purpose of improved functioning and supporting a student's success in the classroom.
- Assigns Peer IEP Review Partners for the purpose of legal compliance.
- Assists in developing interventions, functional behavior assessments, and behavior plans for the purpose of providing a safe and effective educational environment for students with challenging behaviors.
- Assists in developing procedures and training materials for school staff involved with students with challenging behaviors for the purpose of enhancing programs for students and ensuring that program operations are in compliance with established guidelines.
- Assists school with analyzing behavior data and implementing appropriate positive behavior supports and interventions for the purpose of improved functioning and supporting a student's success in the classroom.
- Assists staff with information on evidence-based instruction, positive behavioral supports, and other effective classroom management techniques for the purpose of ensuring highly qualified staff are maintained.
- Assists the school administration, licensed and support staff with the effective implementation of federal, state, and local mandates, policies, procedures and philosophy for the purpose of legal compliance.
- Collaborates with faculty, administrators, and regional staff to implement school improvement initiatives for the purpose of supporting student success.
- Collaborates with school leaders, counselors, and teachers for the purpose of developing systemic strategies to identify and support students.
- Conducts workshops, training, in-service presentations, etc. in classroom management techniques and other topics for the purpose of developing skills and establishing effective relationships with behaviorally or emotionally challenged students.
- Coordinates the SST and RTI processes for the purpose of legal compliance.
- Communicates regularly with parents and students through tools such as ConnectEd,
- Creates a school calendar to track all special education meetings for the purpose of organization and legal compliance.
- Daily attendance and punctuality are required for the purpose of ensuring the goals of the work unit can be met.
- Develops, in collaboration, with faculty and staff, written documentation that includes clear definitions of all behavior for the purpose of improved functioning and supporting a student's success in the classroom.

- Ensures all administrative staff are aware of and use an array of predetermined appropriate responses to major behavior problems for the purpose of enhancing programs for students and ensuring that program operations are in compliance with established guidelines.
- Establishes, in collaboration with faculty and staff, a discipline process that is described in narrative format or depicted in graphic format for the purpose of supporting student success in the classroom.
- Establishes, in collaboration with faculty and staff, clear, written procedures that lay out the process for handling both major and minor discipline incidents to include crisis situations for the purpose of enhancing programs for students and ensuring that program operations are in compliance with established guidelines.
- Establishes, in collaboration with faculty and staff, and ensures staff are clear about which behaviors are staff managed and which are sent to the office for the purpose of supporting student development goals.
- Exhibits a strong commitment to improving academic and social achievement for students with disabilities and students who are gifted by assisting in data collection, development of comprehensive programs and services along the continuum for the purpose of increasing outcomes for students with disabilities.
- Identifies resources, models, and best practices for the purpose of improving student academics, discipline, and school climate.
- Informs the Principal and requests assistance, if needed, from the appropriate Program Manager for teacher and other personnel effectiveness and program development for the purpose of ensuring that standards are achieved, and performance is maximized.
- Maintains data and coordinates data team for the purpose of providing information and monitoring results.
- Maintains student class schedules for the purpose of ensuring promotion and graduation requirements are met.
- Monitors daily absences of Teachers of SWD to ensure implementation of IEP services, accommodations, BIP and data collection for the purpose of legal compliance.
- Monitors the progress of students toward promotion, grade recovery opportunities, and promotion/retention administration for the purpose of monitoring their progress toward graduation.
- Monitors to ensure exceptional students are receiving a free and appropriate education in the least restrictive environment for the purpose of legal compliance.
- Participates in a variety of meetings, workshops, and committees for the purpose of conveying and/or gathering information required to perform functions and remaining knowledgeable with program guidelines.
- Provides and submits reports from Infinite Campus student information system as scheduled and requested for the purpose of providing information and monitoring results.
- Provides on-going communication with district and cooperative personnel as well as with parents by responding with notification of receipt to emails, phone messages, and contacts within 24 hours of receipt and responding with answers, information or additional questions as quickly as possible for the purpose of providing feedback to students, parents, and administration.
- Serves as the primary school bullying contact for the purpose of initiating family support for students impacted by bullying and for students who are identified as the aggressor.

J. D. Davis Elementary, Columbus, GA August 2021 – Current Position
 ASSISTANT PRINCIPAL

- Administers programs and services for behaviorally or emotionally challenged students for the purpose of improved functioning and supporting a student's success in the classroom.
- Assists in developing interventions, functional behavior assessments, and behavior plans for the purpose of providing a safe and effective educational environment for students with challenging behaviors.
- Assists in developing procedures and training materials for school staff involved with students with challenging behaviors for the purpose of enhancing programs for students and ensuring that program operations are in compliance with established guidelines.
- Assists school with analyzing behavior data and implementing appropriate positive behavior supports and interventions for the purpose of improved functioning and supporting a student's success in the classroom.
- Assists staff with information on evidence-based instruction, positive behavioral supports, and other effective classroom management techniques for the purpose of ensuring highly qualified staff are maintained.
- Assists the school administration, licensed and support staff with the effective implementation of federal, state, and local mandates, policies, procedures and philosophy for the purpose of legal compliance.
- Collaborates with faculty, administrators, and regional staff to implement school improvement initiatives for the purpose of supporting student success.

- Collaborates with school leaders, counselors, and teachers for the purpose of developing systemic strategies to identify and support students.
- Coordinates the MTSS processes for the purpose of legal compliance.
- Communicates regularly with parents and students through tools such as ConnectEd,
- Develops, in collaboration with faculty and staff, written documentation that includes clear definitions of all behaviors for the purpose of improved functioning and supporting a student's success in the classroom.
- Ensures all administrative staff are aware of and use an array of predetermined appropriate responses to major behavior problems for the purpose of enhancing programs for students and ensuring that program operations are in compliance with established guidelines.
- Establishes, in collaboration with faculty and staff, a discipline process that is described in narrative format or depicted in graphic format for the purpose of supporting student success in the classroom.
- Establishes, in collaboration with faculty and staff, clear, written procedures that lay out the process for handling both major and minor discipline incidents, including crisis situations, for the purpose of enhancing programs for students and ensuring that program operations are in compliance with established guidelines.
- Establishes, in collaboration with faculty and staff, and ensures staff are clear about which behaviors are staff-managed and which are sent to the office for the purpose of supporting student development goals.
- Exhibits a strong commitment to improving academic and social achievement for students with disabilities and students who are gifted by assisting in data collection, development of comprehensive programs and services along the continuum for the purpose of increasing outcomes for students with disabilities.
- Identifies resources, models, and best practices for the purpose of improving student academics, discipline, and school climate.
- Informs the Principal and requests assistance, if needed, from the appropriate Program Manager for teacher and other personnel effectiveness and program development for the purpose of ensuring that standards are achieved, and performance is maximized.
- Maintains data and coordinates the data team for the purpose of providing information and monitoring results.
- Maintains student class schedules for the purpose of ensuring promotion and graduation requirements are met.
- Monitors the progress of students toward promotion, grade recovery opportunities, and promotion/retention administration for the purpose of monitoring their progress toward graduation.
- Monitors to ensure exceptional students are receiving a free and appropriate education in the least restrictive environment for the purpose of legal compliance.
- Participates in a variety of meetings, workshops, and committees for the purpose of conveying and/or gathering information required to perform functions and remaining knowledgeable with program guidelines.
- Provides and submits reports from the Infinite Campus student information system as scheduled and requested for the purpose of providing information and monitoring results.
- Provides ongoing communication with district and cooperative personnel as well as with parents by responding with notification of receipt to emails, phone messages, and contacts within 24 hours of receipt and responding with answers, information, or additional questions as quickly as possible for the purpose of providing feedback to students, parents, and administration.
- Schedules and monitors after-school tutoring and mentoring programs for the purpose of supporting student success.
- Serves as the primary school bullying contact for the purpose of initiating family support for students impacted by bullying and for students who are identified as the aggressor.

References

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