

# Georgia School Boards Association Online Application

Oatts, Terry - AppNo: 636

Date Submitted: 1/31/2018

## Personal Data

**Name:** Dr. Terry O Oatts  
 (Title) (First) (Middle Initial) (Last)

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

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

**Email Address:**

## Postal Address

### Permanent Address

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

### Present Address

Number & Street:  
 Apt. Number:  
 City:  
 State/Province:  
 Zip/Postal Code:  
 Country:  
 Phone Number:

## Employment Desired

### Closed Vacancy Desired:

JobID: 143      **Administration:** Superintendent of Rockdale County Schools at Rockdale County Schools

**Date Last Submitted**  
1/31/2018

**Experience in Similar Positions**  
years

## Experience

Please list

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

Current or Most Recent Position		Employer Contact Information		Supervisor/Reference Contact Information	
Fayette County Board of Education Assistant Superintendent of Student Achievement				Dr. Joseph Barrow	
<b>Date From - Date To:</b>	06/2014 - 05/2017 (Total Yrs: 3)	<b>Full/Part Time:</b>	Full Time	<b>Last Annual Salary:</b>	139,000.00
<b>Reason for Leaving:</b>	currently employed and under contract				
<b>May we contact this employer?</b>	Yes				
<b>Major responsibilities and accomplishments at this position include number of people supervised, budget for which you are</b>	Fayette County Schools' Office of Student Achievement supports and provides quality assurance for the effective delivery of an array of curricular, instructional and support services designed to facilitate and ensure optimal learning, achievement, and growth for the students of Fayette County. The specific departments include Curriculum and Instruction; Assessment Services; School Improvement & Professional Learning Support; Exceptional Children's Services; Instructional Technology Services; Federal Programs (Title I/II/III); FTE Data Collections; CTAE; Counseling & Career Development; EL Support Services; RTI-PBIS Support Services; and TKES-LKES Evaluation and Support Services. Accomplishments: Highest SAT/ACT scores in 5 years; Increased GA Milestones achievement; increased graduation rate; increased pathway completion rate; increased Advanced				

## Georgia School Boards Association Online Application

Oatts, Terry - AppNo: 636

Date Submitted: 1/31/2018

### Experience Continued

**Major responsibilities and accomplishments at this position include number of people supervised, budget for which you are responsible. continued...**  
 Placement (AP) course offerings and achievement; served as district's Internal Strategic Plan Facilitator in crafting our district's new 5-year strategic plan in partnership with GSBA and GLISI; crafted our district's Strategic Waiver; as a GaDOE Statewide Credentialed Trainer for TKES/LKES, I trained our district's administrative personnel on the state's new evaluation system; managed several textbook adoptions; etc.

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Henry County Schools Principal (Elementary, Middle, and High); Stockbridge ES; Woodland MS; Dutchtown HS		33 North Zack Hinton Parkway McDonough, GA 30253		Jack Parish/Ethan Hildreth/Rodney Bowler	
<b>Date From - Date To:</b>	01/2006 - 06/2014 (Total Yrs: 8.5)	<b>Full/Part Time:</b>	Full Time	<b>Last Annual Salary:</b>	116,000.00
<b>Reason for Leaving:</b>	promotion to Assistant Superintendent in Fayette County Schools				
<b>May we contact this employer?</b>	Yes				
<b>Major responsibilities and accomplishments at this position include number of people supervised, budget for which you are responsible.</b>	<p>Served as primary instructional leader as elementary, middle, and high school principal.</p> <p>Stockbridge Elementary School - Successfully led the school's curricular transition from QCC to GPS; Implemented the balanced literacy 4-block framework; Collaborated with Georgia State University's Literacy Collaborative Framework to provide my teachers and the district's literacy coaches running records training; Successfully implemented a pre-kindergarten Title I initiative that provided some of my struggling rising kindergarteners a multi-week summer remediation program; screened and recruited numerous high quality and diverse faculty. Supervised a faculty and staff of 50+ and a K-3 school budget.</p> <p>Woodland Middle School - Successfully opened and staffed a brand new middle school; initiated the district's first middle grades high school credit-bearing world language program (Spanish); initiated an 8th grade Latin program; inaugurated what I called S.W.A.T. (Successfully Working on Academic Transition), a more extensive rising sixth grade transition program whereby we created a mock academic schedule and hosted for a full day our rising sixth graders with our sixth grade teachers; implemented Life 101, a college and career readiness initiative designed to acclimate students to career awareness, orientation, and exploration; consistently raised achievement each of the 5 years I served as principal; and closed achievement gaps; always made Adequate Yearly Progress (AYP); proactively prioritized safety by encouraging staff to become AED/CPR trained and was subsequently formally commended by the Henry County Commission via a formal proclamation for my faculty, staff, and parents' lifesaving teamwork that resuscitated a lifeless basketball referee; successfully led our school's 2010-11 AdvancED Reaccreditation and was commended by the Lead Evaluator for my school's organization and structure per Dr. Hildreth's personal account to me; commissioned a custom-made Partner-in-Education sign; began the school's transition to the new evaluation and accountability system(s) (i.e. TKES/LKES and CCRPI)</p> <p>Dutchtown High School - Successfully led the school to significant school improvement gains including increasing the graduation rate by nearly ten (10) points in two years including having the single-year highest gain in graduation rate among all district's high schools from 2013 to 2014; increased Advanced Placement (AP) course offerings and achievement; decreased disciplinary incidence, hearings, and alternative school assignments; significant increase in CCRPI score from 2012 to 2013 particularly in the CCRPI areas of content mastery and progress; school received recognition as both a U.S. News &amp; World Report Best High School (Bronze) and the Washington Post's Most Challenging High School for the breadth and depth of our accomplishments during my tenure; boasted a Gates Millennium Scholar; etc</p>				

## Georgia School Boards Association Online Application

Oatts, Terry - AppNo: 636

Date Submitted: 1/31/2018

### Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Gwinnett County Public Schools High School Assistant Principal		Steve Reynolds Boulevard Norcross, GA 30044 NA		Dr. Angela Pringle	
<b>Date From - Date To:</b>	06/2004 - 01/2006 (Total Yrs: 1.5)	<b>Full/Part Time:</b>	Full Time	<b>Last Annual Salary:</b>	76,000.00
<b>Reason for Leaving:</b>	promotion to Elementary Principal in Henry County				
<b>May we contact this employer?</b>	Yes				
<b>Major responsibilities and accomplishments at this position include number of people supervised, budget for which you are responsible.</b>	As Assistant Principal at Meadowcreek High School, I served as Special Education Administrator for FTE & Compliance; Guidance & Counseling Administrator; and Fine Arts Administrator. Additionally, I served as Title VII/IX Coordinator and Sexual Harassment Prevention Coordinator. I also served as the Learning Focused Schools facilitator and freshmen and sophomore disciplinarian administrator. I received the SREB Instructional Leadership Award for my completion of participant and train-the-trainer professional learning in the High Schools that Work Leading Assessment & Instruction Module. As Special Education Administrator, I led my special education department's transition from traditional IEP processing to IEP Online and managed the special education FTE process. I secured a grant for a specialized text series, Pacemaker, for our special education students who were served in an interrelated/resource setting.				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Glynn County Schools High School Assistant Principal (Glynn Academy High School)		1001 Mansfield Street Brunswick, GA 31520		Dr. Joseph Barrow	
<b>Date From - Date To:</b>	06/1999 - 07/2004 (Total Yrs: 5)	<b>Full/Part Time:</b>	Full Time	<b>Last Annual Salary:</b>	69,000.00
<b>Reason for Leaving:</b>	relocation to metropolitan Atlanta				
<b>May we contact this employer?</b>	Yes				
<b>Major responsibilities and accomplishments at this position include number of people supervised, budget for which you are responsible.</b>	As Assistant Principal of Glynn Academy High School, I assisted the principal in all aspects of managing the comprehensive high school program including but not limited to administering discipline, evaluating teachers, assisting with the personnel function, managing substitute coverage (transitioned the faculty to SubFinder) and conferring with parents on matters of academics and discipline involving their children. I served as Special Education Administrator for Compliance & Evaluation; SST Administrative Coordinator; and Freshmen Academy Student Services Administrator. I also served as site-based administrator for the Postsecondary Readiness Enrichment Program (PREP) & After School Tutorial Program in conjunction with Coastal Georgia Community College.				

## Georgia School Boards Association Online Application

Oatts, Terry - AppNo: 636

Date Submitted: 1/31/2018

### Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Glynn County Schools (Burroughs-Molette Elementary School) Elementary School Counselor		1313 Egmont Street Brunswick, GA 31520		Tony Etheridge (ret.)	
<b>Date From - Date To:</b>	06/1998 - 06/1999 (Total Yrs: 1)	<b>Full/Part Time:</b>	Full Time	<b>Last Annual Salary:</b>	40,000.00
<b>Reason for Leaving:</b>	promotion to high school assistant principal				
<b>May we contact this employer?</b>	Yes				
<b>Major responsibilities and accomplishments at this position include number of people supervised, budget for which you are responsible.</b>	As School Counselor at Burroughs-Molette Elementary School, I implemented and taught a comprehensive, developmental guidance curriculum for our elementary students (K-5). I afforded students the full range of direct student counseling services and support including but not limited to weekly classroom guidance instruction; group guidance and counseling; and individual counseling. Stemming from my Ed.S. thesis research, I implemented a Parent Night, a program designed to foster positive parental involvement through educating parents on a variety of issues relating to their children's academic, behavioral, and social well-being. I also served as standardized test coordinator (ITBS; CogAT); administered a range of individual psychoeducational assessments to aid in evaluation and placement decisions by school psychologist (SIT-R; WIAT).				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Glynn County Schools Middle School Counselor		1313 Egmont Street Brunswick, GA 31520		Dawn Hudson (ret.)	
<b>Date From - Date To:</b>	06/1995 - 06/1998 (Total Yrs: 3)	<b>Full/Part Time:</b>	Full Time	<b>Last Annual Salary:</b>	36,000.00
<b>Reason for Leaving:</b>	voluntary transfer to elementary school				
<b>May we contact this employer?</b>	Yes				
<b>Major responsibilities and accomplishments at this position include number of people supervised, budget for which you are responsible.</b>	As School Counselor at Jane Macon Middle School, I implemented and taught a comprehensive, developmental guidance curriculum for our middle school students (6-8). I afforded students the full range of direct student counseling services and support including but not limited to weekly classroom guidance instruction; group guidance and counseling; and individual counseling. Additionally, I afforded students the full range of indirect student counseling services and support including but not limited to interagency consultation; parental consultation; and teacher consultation. I also served as a school-wide standardized testing coordinator (ITBS; OLSAT; NAEP), and I administered individual psychoeducational assessments to aid in evaluation and placement decisions by the school psychologist (SIT-R; WIAT).				

### Education

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

# Georgia School Boards Association Online Application

Oatts, Terry - AppNo: 636

Date Submitted: 1/31/2018

**Highest Degree Attained:** Ed.D

## Colleges, Universities and Technical Schools Attended:

Name and location	Dates Attended: From - To	Major area of study	Minor area of study	Degree	Date Conferred or Expected	Graduated
Georgia Southern University	03/1999 03/2003	Curriculum Studies	Emphasis Area: Educational Leadership	Doctorate	05/2003	Yes
Georgia Southern University	01/1996 12/1997	Counselor Education		Specialist	12/1997	Yes
Georgia Southern University	09/1994 12/1996	Counselor Education		Masters	12/1996	Yes
Georgia Southern University	09/1991 08/1994	Communication Arts		Bachelors	08/1994	Yes

## Certification

Do you hold or anticipate a Georgia certificate?

**Certificate is held**

Type	Certificate Number	Expiration Date	Status
<b>Leadership Field</b> (Level 7, Educational Leadership, Educational Leadership Building Level, Educational Leadership System-Level)	232897	06/30/2022	Current
<b>Service Fields</b> (Level Seven, School Counseling)	232897	06/30/2022	Current

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

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

State	Type	Certificate Number	Expiration Date	Current?

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

## Statement

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

Model Georgia Leadership Institute for School Improvement (GLISI) Strategic Plan School District- Fayette County Public Schools  
honor date Apr 2016 honor issuer Georgia Leadership Institute for School Improvement (GLISI)

2015 US News & World Report Best High Schools Award  
honor date Aug 2015

Henry County Board of Commissioner's Honorary Proclamation  
honor date Feb 2008 honor issuer Henry County Board of Commissioners

Blackboard Teaching Online Proficiency (TOP) Assessment  
honor date Jan 2008 honor issuer Troy University

Distinguished Title I School  
honor date Aug 2006 honor issuer Georgia Department of Education

# Georgia School Boards Association Online Application

Oatts, Terry - AppNo: 636

Date Submitted: 1/31/2018

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

Southern Regional Education Board (SREB) Instructional Leadership Award  
honor date Nov 2004 honor issuer SREB Leadership Initiative

Who's Who Among America's Teachers  
honor date Aug 1998 honor issuer Who's Who Among America's Teachers

HOPE Teachers' Scholarship Recipient  
honor date Jan 1995 honor issuer HOPE Scholarship

School Matters: An Insider's View of the Achievement Gap  
publication date Mar 26, 2006 publication description Exceptional Publications

W.E.B. Du Bois & Critical Race Theory: Toward A Du Boisian Philosophy of Education  
publication date Sep 11, 2006 publication description Exceptional Publications

Reflections on Multicultural Aspects of Mentoring  
publication date Mar 2000 publication description Chi Sigma Iota's Exemplar

Conduct Disorder vs. Attention-Deficit Hyperactivity Disorder: Diagnostic Implications for African-American Adolescent Males  
publication date Mar 1999 publication description Education/UT-Austin

2. OUTSIDE INTERESTS AND HOBBIES.

Reading biographies/watching biopics of prominent figures in U.S. History

Writing for Publication

Traveling with my family to theme parks and other recreational venues

Taking my kids to the movies

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

Georgia Association of Curriculum and Instructional Supervisors (GACIS) District 12 Director - I represent the District 12 school districts of Butts, Fayette, Griffin-Spalding, Henry, Lamar, Newton, Pike, and Thomaston-Upson and sit on the GACIS Board of Directors. GACIS is a sister organization to the Georgia Association of Educational Leaders (GAEL)

United Way of Greater Atlanta Advisory Board Member - I serve on the United Way of Greater Atlanta Advisory Board, and we have developed a sound strategic plan and child wellness index that tracks child wellness factors throughout metropolitan Atlanta

Kiwanis Club of Fayette Speaker - At the invitation of the Kiwanis Club of Fayette, I addressed their membership on our school improvement efforts in Fayette County

AVPRIDE 2017 Diamond in the Rough Service Award Recipient for my service in Fayette County working with AV Pride on its alcohol prevention awareness campaign linked to Fayette's Social Host Ordinance

Fayette Factor - Keynoted Fayette Factor's annual community service breakfast; Fayette Factor is a community-based, social service non-profit entity that addresses a range of community issues and challenges such as homelessness, deprivation, etc.

## Georgia School Boards Association Online Application

Oatts, Terry - AppNo: 636

Date Submitted: 1/31/2018

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

Shiloh Baptist Church Member in good standing

### Professional References

	Reference 1	Reference 2
<b>Name:</b>	Dr. Leon Spencer	Dan Colwell
<b>School/Org:</b>	Georgia Southern University, ret.	Fayette County Public Schools (retired BOE Member)
<b>Current Position:</b>	Associate Professor/Department of Leadership, Technology, and Human Development	Retired former Superintendent and Board Member
<b>What is the best phone number to contact this person?</b>		
<b>Please list the cell phone if different from above.</b>		
<b>Mailing Address:</b>		
<b>Email (required to most efficiently process your application)</b>		
<b>Relationship to Candidate:</b>	Former Graduate Advisor/Dissertation Committee/Mentor	Fayette County Board of Education
<b>Years Known:</b>	22	6
	Reference 3	Reference 4
<b>Name:</b>	Dr. Stephanie Gordy	Jay Wansley
<b>School/Org:</b>	Griffin RESA	Georgia AdvancED
<b>Current Position:</b>	Executive Director	Associate Director, Georgia AdvancED
<b>What is the best phone number to contact this person?</b>		
<b>Please list the cell phone if different from above.</b>		
<b>Mailing Address:</b>		
<b>Email (required to most efficiently process your application)</b>		
<b>Relationship to Candidate:</b>	Area RESA Affiliation	Associate Director, Georgia AdvancED
<b>Years Known:</b>	12	10

## Georgia School Boards Association Online Application

Oatts, Terry - AppNo: 636

Date Submitted: 1/31/2018

### Professional References cont.

Reference 5	
<b>Name:</b>	Dr. Pam Smith
<b>School/Org:</b>	Georgia Department of Education
<b>Current Position:</b>	Associate Superintendent for Curriculum and Instruction
<b>What is the best phone number to contact this person?</b>	
<b>Please list the cell phone if different from above.</b>	
<b>Mailing Address:</b>	Georgia Department of Education Suite 1754 Twin Towers East 205 Jesse Hill Jr. Drive Atlanta, Georgia 30334
<b>Email (required to most efficiently process your application)</b>	
<b>Relationship to Candidate:</b>	Serves on the GACIS Board of Directors
<b>Years Known:</b>	9

### Additional Information

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

I successfully completed the 2013-14 Georgia School Superintendents Association's (GSSA) District Office Professional Development Program. Additionally, I successfully completed the 2016-17 inaugural cohort of the American Association of School Administrator's (AASA's) National Aspiring Superintendents Academy in Alexandria, Virginia. AASA is the National Superintendents Association, and it is the nation's oldest organization for superintendent development. I also gained admission to and completed Harvard Graduate School of Education's prestigious National Institute for Urban School Leaders. The Institute convened in Cambridge, Massachusetts from June 11-16th, 2017. This institute brought together experts, practitioners, and scholars from across the country to discuss the unique challenges of urban school environments as well as districts with increasing demographic diversity and related challenges. I am completing my second 2-year term as the Georgia Association of Curriculum and Instructional Supervisor's (GACIS) District 12 Director having been reaffirmed as Director at the 2017 Summer GAEL Conference. As District 12 Director, I represent our 8 Griffin RESA school districts in GACIS as well as serve as a member of the GACIS Board of Directors. The member districts are Butts, Fayette, Griffin-Spalding, Henry, Lamar, Newton, Pike, and Thomaston-Upson. Recently, I served as the Associate Lead Evaluator for Gwinnett County Public Schools' 2017 AdvancED External Review visit. For the last year, I served on the National Advisory Board for ESSA. In the aforementioned role, I reviewed, revised, and wrote notice letters to ensure compliance with ESSA's new regulations. I have been commended by the Chair, Dr. David Holbrook, for my contributions to the National Advisory Board by participating on 8 content review teams and specifically authoring an additional notice letter in the area of Assessment Policy and Opt Out as it pertains to states that may not have statutory opt out requirements. I also assisted in crafting the DACA Guidance Letter. I am a member of the Center for Digital Education's Chief Academic Officer Working Group which is a partnership between the Center for Digital Education (CDE) and the International Society for Technology in Education (ISTE). The working group was developed to bring together district instructional leaders from across the country who are working to advance technology within their districts and improve education through its use. We met in New Orleans in October for our fall consortium. Our spring consortium will be in Chicago in April of 2018. I also serve as my Superintendent's designee for participating in our GSBA regional meetings when he is not available. Recently, I was approved to serve on the Georgia AdvancED Council for a three-year term which began on July 1, 2017. Also, I am a member of the Georgia School Superintendent Association's 13th Superintendent Professional Development Program (SPDP) Cohort. My involvement in numerous professional development opportunities and my leadership on several regional, state, and federal boards affirm my commitment to continuing to punctuate my readiness and skill sets as well as serve in key support roles that advance the cause of public education.



# Georgia School Boards Association Online Application

Oatts, Terry - AppNo: 636

Date Submitted: 1/31/2018

## Rockdale County Schools Specific

### Indicator 1: Education, Training and Licensure

Explain what you perceive to be the most valuable aspect(s) of your education and training in providing you the knowledge that you need for the superintendent's role.

Overall, I believe that the totality of my professional educational leadership experience is the most valuable aspect of my education and training in equipping me with the requisite skill sets for the superintendency in keeping with the old adage that experience is the best teacher. That said, I believe that my educational leadership preparation was very strong at Georgia Southern University. Also, my doctoral degree in Curriculum Studies with an emphasis in Educational Leadership at Georgia Southern University optimally equipped me with the philosophical and theoretical framework for my strong belief in instructional leadership being perhaps the most important role of a Superintendent. I'd also say that my participation in numerous high quality aspiring leaders programs was very impactful in my overall preparation and readiness for the superintendency. I speak at greater length about these aspiring leaders programs in the subsequent question.

Have you completed an aspiring leaders program such as GSSA Superintendents Professional Development Program (SPDP), AASA Aspiring Superintendents Program, The Broad Academy or other program? Yes or No. Whether or not you have had this experience, what do you consider to be the benefit derived from participation in such program(s)?

Yes, I have completed three distinct aspiring leaders programs during the last four years. First, I completed GSSA's District Office Professional Development Program during the 2013-14 school year. I also completed AASA's Aspiring Superintendents Program during the 2016-17 school year. Additionally, I completed Harvard University's National Institute for Urban School Leaders in the summer of 2017. Presently, I am completing the first year of GSSA's Superintendents Professional Development Program. Mr. Alvin Wilbanks, Superintendent and CEO of Gwinnett County Public Schools, graciously consented to serve as my SPDP Mentor. I must say I derived much benefit from participation in the aforementioned programs. Each program offered an optimal blend of theoretical and practical content designed to punctuate participants' readiness for the Superintendency. GSSA's programs, both DOPDP and SPDP, are as effective in their content and delivery as are the national preparatory programs I completed in Virginia (AASA) and Massachusetts (Harvard); however, the national preparatory programs obviously have a national perspective. Harvard's National Institute for Urban School Leaders was particularly impactful. It featured esteemed faculty, credentialed practitioners, and charismatic thought leaders who represented the full spectrum of diversity and who provided powerful insights and perspectives on the challenges, opportunities, and possibilities endemic to urban school contexts.

### Indicator 2: Experience

What do you consider to be your key accomplishment in each leadership role you have held?

Elementary School Principal - Major accomplishments during my tenure as elementary school principal were successfully proposing a summer academic intervention targeting rising struggling kindergarteners which I dubbed "Kindercademy"; establishing and modeling the effective implementation of balanced literacy; partnering with Georgia State University's Literacy Collaborative to provide comprehensive Running Records training for my faculty and the district's literacy coaches; departmentalizing third grade science and establishing a portable lab for students to receive a more substantive science curriculum; and successfully leading the school during the transition from QCC to GPS.

Middle School Principal - As a middle school principal, I successfully proposed the first credit-bearing middle grades world language program - Spanish - in Henry County history. It was also during my tenure as middle school principal that the Life 101 concept was conceived by my counseling department. Life 101 is now a fixture in Henry County Schools and some other districts.

High School Principal - During my tenure as high school principal, student achievement significantly increased as measured by the End-of-Course tests and writing assessment; Advanced Placement (AP) course offerings and student participation increased; disciplinary incidence and hearings significantly decreased; increased student achievement growth as measured by student growth percentiles; and increased graduation rate with the highest to date at nearly 80% for the 2013 graduating class and nearly 87% for the 2014 graduating class. Under my tenure, the graduation rate at DHS increased nearly 10% in two years with the 2014 graduation rate representing the highest rate increase among all high schools in Henry County. Also, for the first time in its history, DHS was named a U.S. News & World Report America's Best High School - Bronze Category, for the breadth of its achievements during my tenure.

Assistant Superintendent of Student Achievement - As District Internal Strategic Plan Facilitator, I served as the liaison between our

## Georgia School Boards Association Online Application

Oatts, Terry - AppNo: 636

Date Submitted: 1/31/2018

What do you consider to be your key accomplishment in each leadership role you have held?

strategic plan partner agencies - Georgia School Board Association (GSBA) and Georgia Leadership Institute for School Improvement (GLISI) - and our school district. Specifically, I recruited team members for the key strategic planning teams (e.g. community engagement forum; strategic planning team; and action team); facilitated strategic planning orientation sessions to familiarize stakeholders with the process; communicated with our strategic plan partners; and informed our board of education of status of strategic planning. Our work resulted in a new 5-Year Strategic Plan for Fayette County Schools. As a result of our district's efforts, GLISI recognized Fayette County Schools' as an exemplary Strategic Plan School District.

As Chief Academic Officer for my school district, I served as coordinating facilitator for our strategic waiver application/contract. I am proud of the protocols we established to ensure a collaborative and inclusive process that resulted in a set of flexibility waivers that will afford our district maximum latitude to act in the best interests of our district's more than 20,000 students. The State Board of Education approved our district's strategic waiver application/contract on December 10, 2015. Dr. Howard Hendley, GaDOE Policy Division Program Manager, commended Fayette County Schools for its strategic waiver process.

I provided comprehensive coordination of TKES/LKES training with our district's principals and assistant principals. I directly provided LKES PL training for my district's principals on unpacking LKES performance standards. I obtained training as a State Credentialed Trainer for TKES and LKES for purposes of providing optimal training for my district's leadership.

GA Milestones achievement and growth have increased significantly during my tenure; District CCRPI increased from the low eighties to nearly ninety during my tenure; Level IV Milestones achievement has significantly increased during my tenure; 5-year High SAT/ACT scores; District Graduation Rate increased from mid-eighties to early nineties during my tenure.

Share a key quality or experience that you will bring to the Rockdale County superintendent's role that makes you unique and special.

The breadth and depth of my extensive school-based leadership experience as a former principal at all three levels (i.e. elementary, middle, and high) are some unique experiences I would bring to the Superintendent's role in Rockdale County. Also, I would bring to Rockdale County fourteen years' experience of having served as either a site or district-based leader in three major metropolitan Atlanta school districts (i.e. Gwinnett, Henry, and Fayette).

### Indicator 3: Vision, Mission and Beliefs

Share any experience that you have in establishing a vision, mission and beliefs for a school or district. Provide the process that you used to drive this effort.

As a former K-12 building leader and in my current role, I am quite familiar with the school improvement planning and visioning process. In my current district, I served as our Internal Strategic Plan Facilitator in 2014 responsible for facilitating our new 5-Year Strategic Plan development which was later formally commended as a model process by GLISI. We partnered with the Georgia School Board Association (GSBA) and the Georgia Leadership Institute for School Improvement (GLISI) to engage in comprehensive strategic planning. We also took the occasion of a board retreat to engage in visioning as facilitated by a consultant. To help assure my success in being a leader with a vision for the entire school district, I would parlay all my experience with visioning to ensure a vision for the district that is embraced by all stakeholders. A vision must be informed, in part, by an understanding of the present challenges and structures within an organization. An effective leader has a fundamental philosophical grounding that gives way to a more strategic vision that considers present challenges, opportunities, and possibilities.

As a function of my personal attribute of a collaborative and consultative leadership style, I would collaboratively consult with key stakeholders in reviewing the current mission/vision/belief statements/strategic planning within the context of other pertinent data points to determine results thus far. I would also determine if there is currently a process in place that regularly communicates to our board and the public our degree of success in achieving our district's strategic planning goals and objectives. It is simply not enough to have a nominal strategic plan and a dashboard on the district webpage; rather, we must report out to our board and our public our success in achieving our strategic goals and objectives.

Rockdale County Schools' core mission is: Student Success—a boundless learning community where students aspire to their dreams and success is expected of all. Share what drives your belief system and how your vision supports the achievement of this mission.

I fully concur with Rockdale County Public Schools' core mission. Fundamentally, what drives my belief system is an unequivocal commitment to facilitating optimal student learning, achievement, and growth. My vision for RCPS would support the achievement of the district's mission by emphasizing the three key components of the mission that resonate with me which are 1) the notion of student

# Georgia School Boards Association Online Application

Oatts, Terry - AppNo: 636

Date Submitted: 1/31/2018

Rockdale County Schools' core mission is: Student Success-a boundless learning community where students aspire to their dreams and success is expected of all. Share what drives your belief system and how your vision supports the achievement of this mission.

success defined, in part, as a boundless learning community, 2) the notion of students' aspirations and dreams being central considerations in students' learning, and 3) the notion of uniform expectations of success for ALL students. Defining success as a boundless learning community invokes for me the removal of traditional constraints on students' learning by moving away from defining students' learning as time-bound matriculation to technology-enabled and personalized mastery matriculation where students pardon the phrase "move on when ready." Explicitly acknowledging that students' aspirations and dreams should inform their curricular pathways is refreshing as it accentuates the notion of establishing relevance for students in their learning. Lastly, the insistence that ALL students are expected to succeed affirms John Hattie's research which reveals that the belief by the teacher that students can be successful yields a higher student achievement effect size than even specific high impact instructional strategies is rather profound. It is clear that RCPS' strategic plan and strategic waiver initiatives are aligned to its mission. Some examples include but are not limited to the district's Learning Reimagined 1-to-1 initiative, increased virtual curricular opportunities, and increased pathway completion opportunities vis-a-vis the career academy and other service delivery model vehicles.

## Indicator 4: Leading Learning

Share what you consider to be the key aspects of the superintendent's role in leading learning in the district.

Robert Marzano's meta-analysis research makes clear that the two biggest drivers of student achievement are effective teachers and effective site and district-based leaders. In his book District Office Leadership that Works, Marzano identifies instructional leadership support as an important trait for district office leaders most prominently as demonstrated by the Superintendent. In my current role as Assistant Superintendent of Student Achievement, I functionally serve as my district's Chief Academic, School Improvement, and Accountability Officer. I support and supervise coordinators and directors who are charged with ensuring effective instructional support to schools. As Superintendent, I would define the key aspects of my role in leading learning as articulating a consistent message that prioritizes the following: a common understanding of the Georgia Standards of Excellence (GSE) and formative instructional practices; the delivery of effective standards-based Tier 1 instruction/instructional strategies; the maintenance of a balanced system of assessment; the integration of appropriate digital resources that extend and/or enhance students' learning experiences by achieving meaningful differentiation and personalization; and the implementation of a viable, multi-tiered student support system that is responsive to students' learning needs.

Rockdale County chose the Strategic Waiver Flexibility Model for delivering services to their students. Briefly describe your understanding of some of the initiatives, programs and projects the district is implementing to structure student learning using this model.

Having directed and led my current district's Strategic Waiver School System (SWSS) application process, I am very familiar with the SWSS Flexibility Model. Having reviewed Rockdale County Public Schools' SWSS Contract, I see that RCPS has effectively leveraged its flexibility in advancing key initiatives, programs, and projects most notably with respect to its expanded learning options, specialized programs of study (POS), and increased virtual learning opportunities. Specifically, RCPS has expanded its charter, magnet, and advanced programs of study, and it has increased its virtual learning opportunities by way of RVA. RCPS's Learning Reimagined 1-to-1 initiative has increased and punctuated digital engagement. As for specific SWSS waivers that are applicable to the aforementioned initiatives, two are particularly relevant. The Competencies and Core Curriculum, Online Learning (O.G.G.A. 20-2-141.1 and O.C.G.A. 20-2-142) and Organization of Schools; Middle School Programs; Schedule (O.C.G.A. 20-2-290).

The district has a comprehensive one-to-one technology initiative known as Learning Reimagined that is designed to change teaching and learning using technology. Share how your goals as a leader fit with ensuring that this initiative effectively produces the learning outcomes expected.

RCPS' 1-to-1 initiative, Learning Reimagined, was by all accounts a resounding success from a deployment implementation perspective. Having previously supported and supervised my current district's Digital Learning Services division during our implementation of Blackboard (Bb) as well as an array of digital instructional resources such as Safari Montage and Atomic Learning, I feel strongly that technology should be effectively leveraged to enhance students' learning experiences. One of the priorities I established for our digital integration efforts was to enlist a research-based implementation model known as the SAMR (Substitution, Augmentation, Modification, and Redefinition) rubric/model. The SAMR rubric identifies specific levels of digital integration for teachers and serves to inform instructional planning and instructional delivery for teachers and serves as a quality assurance mechanism for administrative personnel. My expectations are that devices are effectively and efficiently leveraged to enhance Tier 1 instructional delivery, research, and balanced assessment.

## Rockdale County Schools Specific continued

### Indicator 5: Operations and Management of Organizational Systems

Share the specific experience you have had in the key operational areas (human resources, facilities, transportation, technology, nutrition and budgeting) in any district in which you have served. Be specific in addressing each operational area and providing your role in leading and managing that function. Describe the operational function where you will have the greatest learning curve and share what you feel is needed to broaden your skill in that area.

**Human Resources** - As a former Principal at all three levels of K-12 education, I amassed extensive HR experience as I was responsible for recruiting, selecting, recommending, and retaining highly qualified and content proficient instructional, service, and administrative personnel. The principalship affords a prospective Superintendent the best prior experience in the HR arena. In my current role, I provide valuable consultative guidance and support to my district's HR Division due to my extensive site-based educational leadership HR experience as well as my certification as a State Credentialed TKES/LKES Trainer. In my current district, I serve as the TKES/LKES Adjudicator in the event that a certificated staff member wishes to appeal his or her evaluation. I also serve as the Superintendent's Designee on each Principal screening/interview/selection panel. I've written numerous interview protocols for my current HR Division as well as updated my departments' dated job descriptions. I am very well-versed in HR Policy.

**Facilities** - As a former Principal at all levels of K-12 education, I have the experience of having taken the reins of old facilities as well as having had the privilege of opening a new facility as Principal. My accumulative site-based and district-based educational leadership experience has acclimated me well to a wide range of facilities matters. In my current role, I have worked closely with my Operations counterpart in cases where we were redesigning and refurbishing our district's science labs and instructional space. Facilities has an extensive acronymous language all its own (RFP, RFQ, etc.). My involvement with our district's recent, successful ESPLOST campaign further acclimated me to key facilities issues. I served on the ESPLOST advisory committee that among other things prioritized facilities and other project lists.

**Transportation** - I keep going back to my experience as Principal as that is ground zero for a prospective Superintendent's experience with the key operational areas that are the subject here. I've had extensive experience in the operational area of Transportation which includes but is not limited to working closely with the district's Transportation department to ensure timely transport to and from school; coordination of special transportation services for eligible students; collaboration with the Transportation department on communicating policy-related routing adjustments; engaging in effective, crisis-management at the school level in dealing with two separate bus accidents (one at the middle and one at the high school levels); and serving on an Executive Cabinet team in my current district that was charged with brainstorming ways we could recruit, select, and retain effective drivers. We ultimately decided to air condition our buses which has dramatically enhanced our transportation recruitment efforts across the board. Also, as part of my district's Executive Cabinet, I am actively participating in operational discussions regarding the prospect of purchasing some activity buses (smaller, more compact generally more gas mileage friendly bus transit) that can be efficiently deployed for smaller transport needs.

**Technology** - As a Principal, I was the first high school principal in my prior district to implement BYOT. I emphasized meaningful technology integration within instructional planning and delivery. I presented at UGA's Inaugural Digital Learning Conference as well as at the Annual GAETC Conference a couple of years ago. In my current role, I have worked closely with our Digital Learning Services Division which I previously directly supported and supervised prior to our district's naming of a Chief Technology Officer to ensure that our district's teachers have a consistent digital integration framework to inform their instructional planning and delivery. That framework is the SAMR Rubric/Model (Substitution, Augmentation, Modification, and Redefinition). In my current role, I have overseen our district's implementation of Blackboard as our learning management system as well as our present implementation of Connected Classrooms.

**Nutrition** - As a former Principal at all three levels of K-12 education, I recruited, selected, and recommended the hiring of numerous nutrition personnel and became acclimated to virtually all aspects of site-based nutrition management. In my current role, I work closely with our Nutrition department in some key areas such as the nexus between Title I eligibility and FRL data. I've also followed relevant policy in the area of nutrition such as the Healthy Hunger-Free Kids Act of 2010 which was implemented in 2012 that had some laudable ideals but that posed some significant challenges to schools and districts in many respects.

**Budgeting** - As a building leader, I focused intently on maximizing my budget to ensure that our students were receiving the best education possible. I served on various budget committees as Principal during the recession to help make decisions on how we could ensure that necessary austerity was not unduly impacting the quality of delivery of effective instruction. As a Turnaround High School Principal, I had to address numerous fiscal anomalies and irregularities which I did so in an effective and efficient manner. In my

## Georgia School Boards Association Online Application

Oatts, Terry - AppNo: 636

Date Submitted: 1/31/2018

Share the specific experience you have had in the key operational areas (human resources, facilities, transportation, technology, nutrition and budgeting) in any district in which you have served. Be specific in addressing each operational area and providing your role in leading and managing that function. Describe the operational function where you will have the greatest learning curve and share what you feel is needed to broaden your skill in that area.

current role, I have the largest proportion of our budget, and I have proven to be an effective and responsible steward of taxpayer dollars within the office of Student Achievement in my current district. Our achievement and growth have continued to increase during my tenure as we have had to be fiscally conservative and judicious in some areas in light of some budgetary constraints. Both AASA's Aspiring Superintendents Academy and GSSA's Superintendents Professional Development Program focused extensively on operational and budgetary management.

I would want to continue to stay abreast changes within all operational areas. I am a voracious researcher, and I enjoy learning. I would of course rely heavily on my key personnel who lead and/or direct the aforementioned operational areas; however, I realize that ultimately the buck stops at the Superintendent's desk. I would say that facilities would be an area where I would continue to sharpen my saw. I have learned an immense amount about facilities over nearly twenty years as a site-based and district-based administrator; however, during the last four years I have learned the most due to numerous building projects, many ESPLOST-funded, and my close consultation with my Operations counterpart. SPD and close coordination with our GADOE's Facilities and Operations division would be effective resources for continuous learning and acclimation in the area of facilities and facilities planning (i.e. the 5-Year Facilities Plan). I am currently participating in my district's prioritization of capital projects related to our recently passed ESPLOST. I've come to appreciate the value of maximizing capital outlay reimbursements in scheduling capital projects.

Share the approach that you will advocate for improving and/or enhancing the overall efficiency of the operational functions of the district.

I espouse distributed leadership with a high degree of quality assurance for the specific individuals charged with leading a particular operational area (e.g. Transportation, HR, Facilities, etc.). I believe that effective communication is key to effective operations. That said, I believe regular communication between the Superintendent and operational leads is critical. I would ensure that I convene key cabinet meetings that consist of all operational heads for purposes of proactively addressing any operational issues or matters.

### Indicator 6: Collaborating and Communicating with Multiple Stakeholders

Explain your understanding of **approachability** as a key leadership quality. On a scale of 1-5 with 5 being the highest level of approachability, rate your "approachability factor". Defend your rating and share how you plan to ensure a high level of visibility and approachability by all district customers and stakeholders.

I see approachability as being on a leadership quality continuum along with visibility and accessibility. I've always prided myself for my visibility, accessibility, and approachability. I define approachability as exuding a posture that is welcoming and inviting to internal and external stakeholders such that they are comfortable engaging and interacting with the leader. I would self-rate as 4 or 5 for approachability. Ultimately, the stakeholders get to determine the degree of approachability they believe the Superintendent exudes. I defend my self-rating by extensive anecdotal and formal feedback I've received from a variety of stakeholders during my tenures as a principal and district office administrator over the last decade or more. I plan to effectively enlist advisory forums to consistently afford a diverse spectrum of stakeholders high visibility, access, and approachability. Additionally, I plan to have high visibility at a variety of school and community functions. Also, I have a concrete plan of action to ensure regular intergovernmental collaboration and consultation.

Share what experience you have had with building trusting and respectful relationships to ensure robust connections to the external community and all stakeholders to maximize student achievement. Share a specific strategy you will use to build and sustain coalitions across entities (political and governmental, business, higher education and other agencies and organizations) to broaden the educational experience and options for students and their families.

As a former building principal at all three levels to include having opened a new school at one level and having been assigned as a turnaround principal of a school at another level, I have extensive experience in building trusting and respectful relationships with external stakeholders. From establishing an initial vision, mission, and school improvement plan for a building; updating and/or revising an existing vision, mission, and SIP for a building; updating and/or revising a district strategic plan to establishing strong community partnerships with an array of community-based entities, I have amassed substantial experience in this regard. Specifically and strategically, I will employ the advisory structure to ensure that I obtain, maintain, and sustain constructive coalitions across a diverse spectrum of interests so as to inform my decision-making and to enlist constructive partnerships within the community to support our

## Georgia School Boards Association Online Application

Oatts, Terry - AppNo: 636

Date Submitted: 1/31/2018

Share what experience you have had with building trusting and respectful relationships to ensure robust connections to the external community and all stakeholders to maximize student achievement. Share a specific strategy you will use to build and sustain coalitions across entities (political and governmental, business, higher education and other agencies and organizations) to broaden the educational experience and options for students and their families.

district's school improvement and strategic planning efforts.

### Indicator 7: Ethical Principles and Professionalism

Provide examples of at least two behaviors that you have exhibited as evidence of "modeling" the expected behaviors for students and faculty. Explain the impact of your modeling.

Two behaviors I've consistently exhibited as evidentiary modeling value are 1) integrating appropriate technology into my formal presentations, and 2) integrating some key tier 1 instructional strategies into my formal presentations. The impact of the aforementioned modeling has been to effectively "practice what is preached" at the district level in terms of the meaningful and purposeful integration of appropriate technology into instruction or formal presentations and the meaningful and purposeful integration of appropriate tier 1 instructional strategies into instruction or formal presentations (e.g. if I am presenting to a group of teachers or leaders on our strategic waiver accountability goals, I may include an EQ for the presentation and/or I may include a work period agenda and some key vocabulary). The impact is that teachers and leaders internalize that the district is not applying one set of expectations or standards to those at the school level while not fulfilling those expectations or standards at the district level.

Share what safeguards you will ensure are in place to make certain that the values and beliefs of the Rockdale school district community are held high.

The principal safeguard should be the district's Strategic Plan which should include all the district's priorities to include its values and beliefs. Regular review and orientation to the strategic plan with key stakeholders, both internal and external, are essential to effectively safeguarding the district's values and beliefs. Additionally, affording both internal and external stakeholders advisory forums as a means of ensuring optimal access and visibility on my part. Such structured advisory forums would ensure that I hear directly from stakeholders as to their values and beliefs.

### Indicator 8: The Education System

It is essential that educational leaders keep abreast of current research and practices for promoting student growth and learning. Briefly describe a recent book or periodical you have read, or a seminar or conference you attended to broaden your knowledge base of current practice. Share the key take-away you received from your reading or experience.

I am a member in good standing of the Georgia Association of Curriculum and Instructional Supervisors (GACIS) and serve as the District 12 GACIS Director which includes the 8 Griffin RESA school districts (Butts, Fayette, Griffin-Spalding, Henry, Lamar, Newton, Pike, and Upson). As a District GACIS Director, I serve on the GACIS Board of Directors. Our two big conferences are our annual Fall and Winter GACIS Conferences. The fall conference is held in Athens at the Classic Center, and the winter conference is held at Lake Lanier. At the fall conference back in September, Dr. Nancy Frey headlined our conference and presented on visual literacy. Dr. Frey is one of the foremost teacher practitioner-researchers in the area of literacy, and she has teamed up with Dr. John Hattie on numerous occasions to codify effective literacy and other practices by way of effect size. The winter conference was headlined by Dr. Eric Sheninger of the International Center for Leadership in Education and a digital transformation expert. As a former high school principal, he effectively transformed his school through meaningful and purposeful digital transformation. His presentation focus was purposeful integration of technology to facilitate student learning, improve communications with stakeholders, enhance public relations, create a positive brand presence, transform learning spaces, and help educators grow professionally. His Pillars of Digital Leadership is a framework for all educators to initiate sustainable change to transform school cultures. I am currently reading a biography on Bobby Kennedy and separately a biography on Ulysses S. Grant. I've revisited Doris Kearns Goodwin's Team of Rivals book on Abraham Lincoln which despite its biographical focus on Lincoln is actually a powerful book on organizational management.

Explain your understanding of the team governance model as it relates to the board of education/superintendent relationship. Share what practice you believe the superintendent should engage to cultivate and ensure that this model is effectively sustained.

The team governance model holds that the Superintendent and the governance board (i.e. board of education) comprise one team that is charged with ensuring the effective and efficient governance and management of the school district. Importantly, each entity - the Superintendent and the board of education - is prescribed unique responsibilities. The board of education is principally charged with ensuring adherence to board policy which must be in consonance with relevant state and/or federal statutes, rules, or regulations. Of

# Georgia School Boards Association Online Application

Oatts, Terry - AppNo: 636

Date Submitted: 1/31/2018

Explain your understanding of the team governance model as it relates to the board of education/superintendent relationship. Share what practice you believe the superintendent should engage to cultivate and ensure that this model is effectively sustained.

course, determining the amount of school taxes to be levied on property within the school district, ensuring that an annual budget is completed and approved within the requisite parameters established by state law, and hiring a Superintendent as well as approving ancillary personnel recommendations from the Superintendent are some of the other critical functions of the board of education. The Superintendent is responsible for the daily executive management of the school district and its related operations. To the aforementioned end, the Superintendent should ensure that the board of education receives all appropriate GSBA and other training that includes acclimating and orienting new board members to the role of board members, reminding existing board members of their role, and engaging in cyclical policy review and revision as warranted. Such a cyclical review is commensurate with the annual legislative cycle involving our state's General Assembly. The most significant practice the Superintendent should engage to cultivate and ensure that the team governance model is sustained is proactive and consistent communication between the Superintendent and the board of education. I would favor a weekly board bulletin electronically disseminated to board members that keeps members apprised of the Superintendent's activities during the week as well as communicate any other pertinent information. I would acclimate myself to the board's current meeting schedule to include discussion of how board workshops have been utilized, if at all, historically to facilitate key training or presentations that may have been requested by the board. It would also be important for me as Superintendent to proactively discuss with the board preferred protocols for addressing a wide range of matters that may originate internally (within the school district from stakeholders) or externally (outside of the school district from stakeholders/constituents).

## Indicator 9: Personal Qualities

**Values** Share some examples of things in life that you value, both personally and professionally; explain the impact of your value system on your role as an educational leader.

Personally, I value my family, friends, and faith. Professionally, I value work ethic, professionalism, and productivity. Collectively, those elements that make up my personal and professional value system inform my overall value system which impacts my role as an educational leader in significant ways. By way of explanation, I would further expound by sharing that relationships are critically impactful as it pertains to my value system's influence on my role as an educational leader. Also, my core principles of fairness, equity, humility, and continuous improvement further impact my role as an educational leader in that I value professional growth and development and realize that while perfection is the elusive ideal, effectiveness and strong work ethic are the expectations.

**Judgment** - Share the strategies you employ when you have 1) an important decision to make that may not require an immediate response and 2) when you have to make a decision on the spur of the moment.

Strategically, for important decisions that may not be immediately actionable, I employ extensive consultation and collaboration with key individuals or stakeholders who have relevant expertise so as to inform my decision-making and subsequent actions. For those decisions that require immediacy or sense of urgency, I always solicit the best judgment of those who would be most impacted, and thus I generally opt for a decision that minimizes risk and maximizes reward.

**Technology Savy** - On a scale of 1-5 with 5 being the highest, rate your level of technology savviness and justify your rating. As a user and advocate for the use of technology to support teaching and learning, explain the area where you will have the greatest learning curve and share what you feel is needed to broaden your skill in that area.

I would self-rate at an aggregate 4 due to my past and present experiences with technology integration. In truth, the rating would tend to be commensurate with the specific nature of the technology task. In facilitating our district's creation, adoption, and implementation of our 5-Year Strategic Plan, I included a goal area of "Digital Literacy and Integration" that detailed our district's commitment to supporting digital transformation. Also, I've supported and supervised our district's adoption of Blackboard as our digital learning management system as well as our current district-wide implementation of Connected Classrooms, a digital makeover and transformation of our classroom learning space complete with a large flat panel, audio enhancement technology, teacher mobile device, and 1-to-Web or 1-to-1 student device capacity. As part of our digital transformation, we were proactive in adopting the SAMR Rubric for our technology integration model. All our district's leaders and teachers have received professional learning on the SAMR rubric which is integrated with instructional planning. My current district is largely a Google district, but we do enlist other applications and platforms that may be more conducive to specific learning tasks. I truly believe that the dynamic nature of technology requires that all educators, educational leaders, and policy makers embrace the notion of a perpetual learning curve. There are technologies that do not presently exist that will exist within the next few years that will likely fundamentally transform the way we are currently doing certain things within our profession.

## Rockdale County Schools Specific continued

**Emotional Intelligence/Self Awareness** - What skill or aspect of leadership do you feel like you need some development? what do you feel is needed to fill the gap?

The role of the Superintendent requires a breadth of knowledge due to the wide range of responsibilities and oversight the Superintendent retains. That said, no Superintendent possesses an optimal depth of knowledge of every aspect of their oversight responsibilities which is why a Superintendent must ensure a strong cabinet with members who possess a substantial depth of knowledge within their respective areas (e.g. finance, facilities, etc.). My greatest depth of knowledge is within the domains of curriculum and instruction, school improvement, professional learning, accountability, human resources, educational leadership, educational policy, counselor education, student services, teacher and leader evaluation, school/system accreditation, public relations, organizational management, and strategic planning. By comparison, areas for which I have strong conceptual and practical knowledge but would depend upon consultation with the relevant cabinet member formally assigned departmental management would be in the area of facilities. I know what questions to ask, and I excel at maintaining sound quality assurance structures within key operational areas. Additionally, I have built strong relationships with key stakeholders at the GADOE and other state organizations that support ongoing professional development and expertise in key areas. As an example, GSSA offers domain-specific, in depth training on key areas such as school facilities planning and operations, etc. In terms of what resources can be useful in strengthening specific skills, I believe my participation in GSSA's District Office Professional Development Program, AASA's Aspiring Superintendents Academy, Harvard University's National Institute for Urban School Leaders, and my current participation in GSSA's Superintendents Professional Development Program has and is affording me tremendous knowledge and skills acquisition in a wide range of areas to include facilities. Such areas have been addressed in depth within each of the aspiring leaders programs I've completed.

**FIT for the Position/Community** - Why have you applied to be superintendent for THIS district? What brought you here and why should YOU be selected?

I have applied for the Superintendent of Schools vacancy in Rockdale County for a variety of reasons. The tremendous support of the schools by the board of education, school communities, the business community, and other public and private sector entities are all motivations for my interest in this vacancy. Also, the opportunities for curricular and workforce development alignment in furtherance of strengthening and/or expanding CTAE pathways, and pathway completion to include advanced academic pathways, world languages pathways, fine arts pathways, and CTAE pathways are all additional motivations for my interest and application for this vacancy. I also believe that Rockdale County Schools is poised to emerge as a national model for what an increasingly diverse school district can and should be with regard to learning, achievement, and growth. While significant progress has been made in Rockdale County Schools over the last several years, I am confident that my experiences have optimally equipped me to collaboratively lead significant and accelerated reform within the district. With extensive practical and relevant professional experience to draw upon, I am confident in my ability to enlist the full breadth and depth of human, material, and fiscal resources to accelerate pathway completion, increase student learning, achievement, and growth, accelerate increases in the graduation rate, increase AP course offerings and AP Exam achievement, decrease disciplinary incidence, suspension rates, and alternative school placements, and substantially enhance interagency and intergovernmental collaboration. I should be selected because I possess a strong and to some extent unique experience and skill set that is conducive for continued and accelerated success in Rockdale County Schools.

**FIT for the Position/Community** - What do you find most appealing about the Rockdale community? Why would you want to live within the boundaries of the district?

What I find most appealing about the Rockdale community is its local industry, workforce development opportunities, strategic location, and the diversity of its school communities, and the larger community's support of the school district. While I live in a city/county (McDonough/Henry) conveniently proximate to Conyers/Rockdale, the appeal of living within the boundaries of Rockdale are as I communicated earlier. As was discussed earlier in response to the question on accessibility and approachability, I strongly believe that ultimately it is the Superintendent's accessibility and approachability not his or her address or zip code that will determine success. I am incredibly accessible and approachable as a leader.

**Conflict Management** - Give an example of time that you had to resolve a conflict between two employees under your supervision. Provide a few details about the issue(s) and share the strategies you used to resolve the problem.

A couple of years ago, I mediated some fairly substantial conflict that existed between two of my supervisees. Specifically, they were an instructional technology coordinator and a technology director. The conflict was essentially that there was ineffective communication



## Georgia School Boards Association Online Application

Oatts, Terry - AppNo: 636

Date Submitted: 1/31/2018

**Conflict Management** - Give an example of time that you had to resolve a conflict between two employees under your supervision. Provide a few details about the issue\(\s\) and share the strategies you used to resolve the problem.

between the two individuals. The sum result of the poor communication was ineffectiveness and inefficiency between two departments that definitely must work effectively together for the benefit of our faculty, staff, and students. I mediated a session with the two supervisees in which I established the rules of engagement that were designed to ensure that each supervisee was able to actively listen to the other and then articulate their impression of what the challenges are. A mutually agreed upon plan of action was that the supervisees would establish a schedule on which to meet regularly to discuss priority projects and share pertinent information.

**Awareness of Future-Ready Education Practices** - Share some best practice strategies with which you are familiar for incorporating the use of social media to share the good news about your school or district.

In my current district, we have fully embraced the deliberate and strategic enlistment of various social media on the part of each of our schools and our district for purposes of taking charge of telling our respective stories and reaching a more expansive audience. At our last summer administrative retreat, we had Joe Sanfelippo speak to us about maximizing social media for our schools' and district's benefit. His book, Hacking Leadership, contains, in part, numerous practical strategies for leveraging social media to communicate effectively to our customers. Last year, our board of education approved a position of Social Media Specialists to join our PR Specialist for the purpose of demonstrating our commitment to both effectively understanding and leveraging social media to share the good news about our schools and our district. I've strategically enlisted Twitter as a means of fostering a social media-mediated professional learning community within my school district that has enabled me to stay "connected" with our district's stakeholders.

**Customer Focus** - Who do you consider to be the "customers" of public education?

I believe there are multiple customer bases for public education. I would suggest that students, parents, teachers, administrators, and property taxpayers are all customers. I do believe that the determination of who is the primary customer depends upon the context. More succinctly, anyone who has a vested interest in student learning, achievement, and growth outcomes could be considered "customers."

**Organizational Ability** - Briefly share how you go about delegating responsibilities to others to ensure the efficient operations of the district.

I am a proponent of distributed leadership which maintains that the organizational leader should strategically and purposely distribute leadership responsibilities to key personnel within the organization whose skill sets are optimally aligned with the responsibility tasks in furtherance of organizational effectiveness and efficiency. A thorough review of the current organizational chart would be an early priority of mine for purposes of personal acclimation as well as analysis of operational efficiency.

**Time Management** - What are some systems or practices you engage to ensure that you address all the things needed to be done in the course of a typical work day?

I maintain an electronic and traditional calendar to maximize time management. Specifically, I enlist "To Do Lists" and Checklists to ensure my daily and weekly productivity. I personally utilize a Stephen Covey portfolio system to manage my daily schedule. I also fully maximize and leverage my administrative assistant to ensure my maximum daily organization and productivity.

# Georgia School Boards Association Online Application

Oatts, Terry - AppNo: 636

Date Submitted: 1/31/2018

## Personal Affirmation

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

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

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

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

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

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

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

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

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

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

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

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

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

# Georgia School Boards Association Online Application

Oatts, Terry - AppNo: 636

Date Submitted: 1/31/2018

## Personal Affirmation continued

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Upload additional supporting documents here.

# Georgia School Boards Association Online Application

Oatts, Terry - AppNo: 636

Date Submitted: 1/31/2018

## Personal Affirmation continued

### STATEMENT OF AFFIRMATION

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

<b>X</b>	<b>Signed: Terry O. Oatts</b> <small>Stamped: 5/16/2017 12:44:48 PM; 207.191.188.66; Applicant - #636 - Terry Oatts;</small>
----------	---

\* Date

05/25/2017 12:00 am

# Georgia School Boards Association Online Application

Oatts, Terry - AppNo: 636

Date Submitted: 1/31/2018

---

January 16, 2018

To: Georgia School Board Association

From: Terry O. Oatts, Ed.D.

RE: Cover Letter of Interest

I am writing to express my interest in the Rockdale County Schools Superintendent vacancy. I have spent the bulk of my adult life as a public educator across the state of Georgia. In my twenty-fourth year in education, I have amassed extensive P-12 and Higher Education experience with twenty years at the school level in instructional, service, and administrative capacities as well as being in my fourth year at the district office level as Assistant Superintendent of Student Achievement. Additionally and concurrently, I have for twenty years taught an array of graduate courses within colleges of education across the state of Georgia at public, private, traditional and proprietary higher educational institutions.

I desire to be Superintendent of Rockdale County Schools because of my vision, commitment, dedication, and tremendous work ethic and extensive experience as an educational leader. As Principal of Stockbridge Elementary School, I introduced a strong instructional leadership focus premised on a balanced literacy instructional framework that became the model for all elementary schools in our district at the time. I successfully submitted a Title I proposal for a targeted summer intervention for our most struggling rising kindergarteners who had limited or no access to private pre-kindergarten. The intervention, which I dubbed *Kindercademy*, garnered commendations from the state's Pre-K Coordinator at the time, but more importantly it gave several struggling rising kindergarteners the opportunity for success in kindergarten by focusing on readiness skills. I partnered with Georgia State University's Literacy Collaborative and obtained running records literacy training for all my teachers as well as Henry County's literacy coaches which enabled our teachers and literacy coaches to diagnostically identify emergent and formative literacy challenges of our students and proactively work to remediate them. I asked to keep an unused portable and transformed it into a science lab to supplement our third graders' science instructional experience in an effort to positively engage students' natural curiosity about phenomena. Twice, during my tenure at Stockbridge Elementary School, the school was designated a *Distinguished Title I School* and ranked within the top elementary schools in the district for our CRCT performance.

As the inaugural Principal of Woodland Middle School, I had the distinct privilege of opening the Woodland Cluster as middle school principal and in so doing successfully proposed and implemented the first high school credit bearing world language program (Spanish) in the middle schools in Henry County's history. The program continues to this day with a majority of the district's middle schools now offering high school credit bearing world language programs. We also implemented Life 101, a college, career, and life ready simulation, at Woodland Middle School as part of the Bridge Bill that sought to effectively afford middle school students seamless advisement to inform their successful transition to high school. This program has been emulated by other schools within and outside of the district since

that time. We also implemented S.W.A.T. (Students Working on Academic Transition), a comprehensive rising sixth grade orientation experience, that went beyond mere visitation by rising sixth graders to include hosting our rising sixth graders for a full day at Woodland Middle School complete with their own academic schedule with sixth grade teachers who oriented the students to the curricular and extracurricular aspects of the middle school program. Within the first year of our school's opening, my staff, school, and I were formally commended by the Henry County Commission for our proactive and collective safety efforts at securing AEDs and training for our faculty and staff which resulted in my staff and parent volunteers saving the life of a basketball referee who collapsed and was unresponsive during half-time of a girls' game. Most importantly, our achievement significantly increased each of the five years I served as Principal, and we significantly closed the achievement gap.

After five successful years as Principal of Woodland Middle School, I was assigned as Principal of Dutchtown High School effective May 30, 2012. Essentially, my task was turnaround in nature addressing both the cultural and academic achievement challenges confronting the high school. Having spent several years as a high school assistant principal in Glynn and Gwinnett counties, I was excited at the prospect of returning to high school. I was under no illusion about the breadth and depth of the challenging high school schedule with all the co-curricular and extracurricular athletic, fine arts, and academic competitive events as well as the complex master scheduling and budget accounting.

I boldly tackled the challenge immediately dealing with numerous operational challenges and soon curricular challenges. My goals were straightforward – to ensure that a viable school improvement plan was implemented to include the goal of increasing the graduation rate; increasing student achievement; increasing AP course offerings and AP achievement; decreasing disciplinary incidence, hearings, and alternative school placements; improving school climate; and implementing a clear, standards-based instructional focus that effectively leveraged technology.

We increased the graduation rate by nearly 10 points from 76.9 to 86.7 during my tenure as Principal of Dutchtown High School – the single highest increase of any high school between the 2013 and 2014 4-year graduation cohorts. We increased AP courses offerings and decreased disciplinary incidence and hearings as well as alternative school placements as confirmed by the data maintained by the Administrative Services Division. We were the initial BYOT (Bring Your Own Technology) High School. We were named both a U.S. News & World Report Best High School (Bronze) and a Washington Post America's Most Challenging High Schools for the work we accomplished during my tenure as Principal.

We demonstrated significant growth as measured by student growth percentiles in key EOC subject areas, and our CCRPI increased from the seventies to the eighties after my first year as Principal. Our student enrollment increased, in part, due to increased HB 251 enrollment requests. Upon my departure from Dutchtown High School and the district to serve as Assistant Superintendent of Student Achievement for Fayette County Public Schools, I was confident that at each level at each school I had the privilege to serve as Principal, I left the schools in a stronger position. In fact, the objective data affirm the aforementioned assertion.

In my fourth year as Assistant Superintendent of Student Achievement for Fayette County Public Schools, we have enjoyed several consecutive years of increased achievement, growth, graduation rate, and distinguished GA Milestones performance. During my tenure, we have seen 5-year high ACT and SAT achievement; graduation rate increases from the eighties to the nineties; increased pathway completion rates; significant increases in our AP course offerings and AP Exam Achievement particularly among our minority students; increased CCRPI from 80 to 89.8 from 2015 to 2017; the implementation of Connected Classrooms and Blackboard; the beginning of a successful 1-to-1 deployment initiative, and significantly improved instructional process management. Our 2017 GA Milestones achievement is the highest to date with significant increases in our Level III and IV performance.

Additionally, I was privileged to have served as my district's Internal Strategic Plan Facilitator for the development of our new 5-year Strategic Plan in partnership with GSBA and GLISI [for which we were formally acknowledged and lauded by GLISI] as well as having served as my district's Strategic Waiver School System Facilitator responsible for policy research and analysis. I was also charged with the familiarization, orientation, and training of my district's administrative personnel on the Teacher Leader Effectiveness Evaluation System (TKES/LKES), and I currently serve as our district's Designated Adjudicator of any TKES/LKES related appeals due to alleged procedural anomalies. Other accomplishments for which I am proud include but are not limited to developing a set of comprehensive rubrics to guide and inform decisions on promotion, placement, and retention for our K-8 student population; establishing a course request approval process to ensure optimal curricular, assessment, and instructional alignment; systematically updating our district's instructional policies to ensure compliance with relevant regulatory and statutory guidelines; coordinating and managing my district's school improvement efforts through annual data analysis presentations by schools using Victoria Bernhardt's Multiple Measures model; crafting a digital learning options procedural framework to be deployed as warranted due to forced school closure due to acts of God; managing the largest departmental budget in a fiscally equitable and responsible fashion; working with our PR division to craft formal communications on key information, and serving as my district's AdvancEd Accreditation Facilitator responsible for the coordination and planning of our AdvancED Engagement Review process.

My entire professional educational career has prepared me to serve as Superintendent of Schools for Rockdale County, and I respectfully solicit your consideration on the merits of the totality of my accomplishments and achievements as a site and district-based educational leader. The citizens of Rockdale County deserve a Superintendent with a tremendous work ethic who is committed to facilitating optimal student, learning, achievement, and growth for the students of Rockdale County. I am confident that I can be such a Superintendent if afforded this privileged opportunity.





- Serves as the primary instructional/learning leader for the entire school
- Successfully implemented the DLM (Distributed Leadership Model) at the administrative level to maximize instructional and learning supervision throughout the school
- Assuming full responsibility for leading an effective PLC at Dutchtown High School in Henry County
- Certificated and Classified Personnel Staffing
- Facilities Supervision
- Master Scheduling
- Fiscal & Facilities Management
- Program Development & Implementation
- Athletic Supervision and Management
- Data Analysis
- Public Relations
- Educational Partnership Development
- School Fundraising Coordination

**2007-2012      Woodland Middle School      Stockbridge, GA**  
**Principal**

- Serves as the primary instructional/learning leader for the entire school
- Successfully implemented the DLM (Distributed Leadership Model) at the administrative level to maximize instructional and learning supervision throughout the school
- Successfully advanced a proposal for a two-year Spanish sequence for select seventh graders to obtain Spanish I credit before transitioning to high school – a first for Henry County
- Successfully advanced a proposal for the first middle school Latin program in Henry County for select eighth grades for acceleration purposes
- Assuming full responsibility for opening a new middle school in Henry County
- Certificated and Classified Personnel Staffing
- Facilities Supervision
- Master Scheduling
- Fiscal Management – Start-Up Budgets & County Funds
- Program Development & Implementation
- Athletic Supervision and Management
- Data Analysis
- Public Relations
- Educational Partnership Development
- School Fundraising Coordination
- 

**01/06-06/07      Stockbridge Elementary School      Stockbridge, GA**  
**Principal**

- Serves as the primary instructional/learning leader for the entire school.

- Provides effective leadership in the areas of literacy, assessment, curriculum, instruction and program development
- Kindercademy (Received commendations from Georgia Pre-K Coordinator)
- Saturday Skill-Building Sessions
- Running Records Training & Implementation
- Floating Math Tutor Grant & Instructional Services
- Science Initiative
- Balanced Literacy Training & Implementation
- Exemplars Math Host Site
- MAP for Primary Grades Pilot Site
- STAR Math Initiative
- Partners-In-Education Recruitment
- Partners-In-Education Sign
- Gift Card Volunteer Program
- Personnel Management & Recruitment (Managed large turnover associated with transfer to new school(s) and attrition; Recruited highly qualified educators from across the country)
- Diversified faculty in the interests of student learning

**2004 – 2006 Meadowcreek High School**

**Norcross, GA**

***Assistant Principal***

- Provides administrative supervision within the following academic departments: Special Education, Fine Arts and Guidance
- **Special Education** – Works with the Department Chair to provide departmental leadership in the areas of evaluation and supervision, case management, school improvement initiatives, scheduling, IDEA Compliance and FTE. Serves as liaison between the Principal and the department.
- **Fine Arts** – Works with the Department Chair to provide departmental leadership. Duties include evaluation and supervision of teachers, scheduling, school improvement initiatives and program development.
- **Guidance Department** – Works with the Department chair to provide departmental leadership in the areas of evaluation and supervision, direct and indirect counseling services, maintaining a developmental guidance focus, guidance-based school improvement initiatives, scheduling, etc. Insures compliance with board policy regarding school counselor duties and responsibilities.
- 504 Coordinator
- Hospital Homebound Coordinator
- Student Recognition
- SREB – High Schools That Work
- Professional Learning Communities
- Learning Focused Schools – GCPS Trainer
- SREB Trainer – Instruction and Assessment Module
- ESOL Strategies

- Disciplinary Panels
- Professional Learning Development – Learning Focused Schools
- Special Education FTE – October, December and March Counts
- Case Management Supervision
- Social Worker Consultation
- Title VII/IX/Sexual Harassment Education/Prevention Coordinator

**1999-2004 Glynn Academy High School Brunswick, GA**

***Assistant Principal***

- Assisted the principal in all aspects of managing the comprehensive high school program including but not limited to administering discipline, evaluating teachers, assisting with the personnel function, and conferring with parents on matters of academics and discipline involving their children.
- Facilitated the training of students and faculty in preventive discipline (i.e. conflict management).
- Provided site-based supervision of the Postsecondary Readiness Enrichment Program Tutorial Program.
- Monitored and supervised the efficiency of SubFinder
- Supervised the Youth Motivator Program that targeted minority adolescent students at risk for failure.
- Freshmen Academy Administrator
- Student-Support Team Coordinator
- Special Education Administrator
- Extracurricular-Athletic Supervision
- Disciplinary Tribunal Process
- District Curriculum Committee
- Georgia Teacher Evaluation Program/Georgia Teacher Observation Instrument
- English Department Teacher Evaluations
- Fine Arts Department Administrator
- Foreign Language Department Teacher Evaluations
- Social Studies Department Teacher Evaluations
- Science Department Teacher Evaluations
- Health & Physical Education Department Teacher Evaluations

**1997-1998 SERTCC (Southeast Regional Troubled Children's Committee)**

***Family Counselor***

- Provided family-based counseling services to two a family where the primary client was an African-American adolescent male diagnosed as ADHD (Attention-Deficit Hyperactivity Disorder) and EBD (Emotional Behavior Disorder)

**1998-1999    Burroughs-Molette Elementary School    Brunswick, GA**

***School Counselor***

- Coordinated and supervised school wide standardized testing
- Administered individual psychoeducational tests to students for purposes of assessment and placement
- Provided individual and group counseling as well as classroom guidance as part of a comprehensive developmental guidance curriculum
- Provided conflict management/peer mediation training
- Provided consultation for teachers and parents
- Interagency Consultation
- Organized honor/recognition programs
- Coordinated transition activities (5<sup>th</sup> – 6<sup>th</sup> grade)
- Interpreted group and individually administered achievement tests.
- Implemented “Parent Night,” a program designed to foster positive parental involvement through educating parents on a variety of issues relating to their children’s academic, behavioral, and social well-being.

**1995-1998    Jane Macon Middle School    Brunswick, GA**

***School Counselor***

- Coordinated and supervised school wide standardized testing
- Administered individual psychoeducational tests to students for purposes of educational assessment and placement
- Provided individual and group counseling on a variety of issues as well as classroom guidance on issues such as conflict management, decision-making, study skills/time management, HOPE Scholarship awareness
- Co-Chaired the Schoolwide SST (Student Support Team) Committee
- Coordinated articulation activities for 5-6 and 8-9 grade transition
- Coordinated school wide peer conflict mediation program
- Implemented a bully-proof program for sixth graders
- Provided age appropriate classroom guidance lessons to middle school students on sexual harassment that included definition of sexual harassment forms of sexual harassment, role-play, and student affirmation forms where students acknowledged receipt of sexual harassment training. This proactive guidance lesson preceded the Supreme Court’s eventual ruling that schools could be held liable for their students’ sexual harassment if the schools could not prove that they had taken reasonable proactive measures to educate students on sexual harassment

**1994-1995    Metter Elementary School**

**Metter, GA**

### ***Special Education Teacher-Assistant***

- Provided instructional assistance to two special education teachers (SLD and EBD)
- Provided individualized reading instruction to struggling readers
- Prepared specialized lesson plans for implementation (e.g. black history related lessons)
- Assisted in classroom management
- Prepared thematic bulletin boards
- Provided clerical assistance to teachers

### ***Fifth Grade Language Arts Long-term Substitute Teacher***

- Provided language arts instruction to fifth graders
- Prepared QCC based lesson plans
- Managed classroom discipline
- Fulfilled teacher duties and responsibilities such as bus duty, lunch duty, and Open House participation
- Graded, recorded, and maintained students' assignments
- Made/Scheduled parental contact/conferences

### **1993-1994 WBH TV-48 (now defunct) Statesboro, GA**

#### ***News Reporter and Anchor***

- Served as top television news reporter
- Served as rotational anchor for evening newscast
- Covered the human interest beat
- Covered the political beat
- Interviewed Governor Zell Miller, Congressman Jack Kingston and a host of other state and local officials (e.g. County Commission; Board of Education)

## **PROFESSIONAL CREDENTIALS**

Licensed Professional Counselor, State of Georgia, 1999 (exp.)

National Certified Counselor, 1999 (exp.)

L-7 Certification in Educational Leadership, 2003

S-7 Certification in School Counseling, 2003

National Certified Southern Regional Education Board (SREB) Trainer in the Leading Assessment & Instruction Module, 2005

Learning Focused Schools Trainer (GCPS), 2005

### **SPECIALIZED TRAINING**

2017 Harvard Graduate School of Education's National Institute of Urban School Leaders, Cambridge, MA

2016 American Association of School Administrators (AASA) National Aspiring Superintendents Academy, Alexandria, Va.

2015 Statewide Credentialed Trainer, TKES/LKES, GaDOE, Atlanta, GA

2013-14 District Office Professional Development Program, Georgia School Superintendent Association, Athens, GA

2012 Teacher Keys Training, Henry County Schools – McDonough, GA

2012 Leader Keys Training (Revised), Henry County Schools – McDonough, GA

2011 CLASS Keys Training, Henry County Schools – McDonough, GA

2011 Leader Keys Training, Henry County Schools – McDonough, GA

2011 Common Core Georgia Performance Standards Administrative Training, Henry County Schools – McDonough, GA

2009 Leader Keys Field Study Participant, Georgia Department of Education

2009 GAPSS Analysis Team, Georgia Department of Education

2007 – MAP (Measures of Academic Progress) Training, NWEA, Henry County Schools – McDonough, GA

2006 GLISI (Georgia Leadership Institute for School Improvement) Participant Leader – Stone Mountain, Georgia

2006 GSCEI Training (Georgia School Counselor Evaluation Instrument), Henry County Public Schools

2005 Chair of Special Committee to Formulate the PSE 6642 – History of Education Syllabus/Curriculum, Troy University

2005 Annual College Board Forum, Manhattan, NY

2005 IDEA Reauthorization Training, Atlanta, GA

2005 Professional Learning Communities International Institute, Gwinnett County, GA

2005 Southern Region Education Board Module Trainer Apprenticeship in Leading Assessment & Instruction, Atlanta, GA

2004 Southern Region Educational Board Module Training in Leading Assessment & Instruction, Atlanta, GA

2004 Learning Focused Schools Train-the-Trainer Training, Gwinnett County Public Schools

2004 Glynn Integrated Technology Training, Georgia Professional Standards Commission Requirement, Glynn County Schools



2003 GTEP (Georgia Teacher Evaluation Program) GTOI (Georgia Teacher Observation Instrument) District Level Review/Revision, Glynn County Schools

2003 GLEI Training (Georgia Leadership Evaluation Instrument), Waycross, GA

2002 Student Support Team Training, Glynn County Schools

2002 Learning Focused Schools Training, Glynn County Schools

2000 Institute for New Leaders Participant-Graduate, Georgia Department of Education

1999 Georgia Teacher Evaluation Program/Georgia Teacher Observation Instrumentation Training, Waycross, GA

1998 Character Education Training with Internationally renowned expert, Dr. Thomas Lickona, Glynn County Schools

1997 Rubric Assessment Training, Glynn County Schools

1996 Gang Awareness Training, Glynn County Schools

## **SCHOLARLY ACTIVITIES**

### **PROFESSIONAL WORKSHOPS/SEMINARS PRESENTED**

#### ***2016 State/Regional***

*Ninth Annual Aspiring to the Principalship Seminar, Griffin RESA Panelist, January, 2016, Griffin, GA, Griffin RESA*

#### ***2015 State/Regional***

*Eight is Enough: Examining Critical Roles of Educational Leaders: Implications for Effective 21<sup>st</sup> Century Leadership; Georgia Educational Technology Conference, November, 2015, College Park, GA, GaETC*

**2014 State/Regional**

*Personalized Learning Leadership that Works; UGA Digital Learning Conference, February, 2014, Athens, GA*

**2014 State/Regional**

District Office Professional Development Program; Georgia School Superintendent Association, 2014-15, Athens, GA

**2012 State/Regional**

*Standards-based Classrooms; 2<sup>nd</sup> Annual Griffin RESA Leadership Conference Presenter, June, 2012, Griffin, GA*

**2005 State/Regional**

*Dismantling Achievement Disparity, Annual Summer Leadership Conference, June 1-3, 2005, Athens, GA, Gwinnett County Public Schools*

**2005 National**

*Leading Assessment and Instruction Module Training, Annual SREB Workshops, March, 2005, Atlanta, GA*

**2005 Regional**

*Constructing Effective Essential Questions, Meadowcreek High School, Fall Semester 2005, Norcross, GA*

**2004 National/International**

*Social change not social service: Advancing multiculturalism and equity through curriculum development, 15<sup>th</sup> Annual National Youth-At-Risk Conference, Savannah, GA, March 2004*

**2004 District/Regional**

*Handling Manifestation Determinations under IDEA, Glynn Academy H.S. Special Education Department, Brunswick, GA*

**2004 District/Regional**

*Conflict Mediation and Secondary Students, Glynn Academy H.S. Freshmen Academy, Brunswick, GA*

**2003 District/Regional**

*Student Support Team Implementation at the Secondary Level, Glynn Academy H.S. Faculty Meeting, Brunswick, GA*

**2002 District/Regional**

*Peer Mediation Training for Secondary Students, Glynn Academy H.S., Brunswick, GA*

**1998 State/Regional**

*Structure Experience as a Tool for Bridging Racial and Cultural Differences, Georgia School Counselors' Association Fall Conference; Conduct Disorder vs. Attention-Deficit Hyperactivity Disorder: Diagnostic Implications for African American Males*

**1997 State/Regional**

*Annual Region Job Corps Conference, Conflict Mediation Skills, Brunswick, GA*

**1997 District/Regional**

*Bully-Proofing Schools, Jane Macon Middle School Faculty Meeting, Brunswick, GA*

**PUBLICATIONS (\*Refereed)**

\*Spencer, L., & Oatts, T. *Reflections on multicultural aspects of mentoring*, Chi Sigma Iota Exemplar, spring 2000.

\*Spencer, L., & Oatts, T. *Conduct disorder vs. attention-deficit hyperactivity disorder: Diagnostic implications for African-American adolescent males*. Education, December 1998.

**BOOK(S)/\*DISSERTATION**

\*Oatts, Terry O'Neal, "W.E.B. Du Bois and Critical Race Theory: Toward a Du Boisian Philosophy of Education" (Georgia Southern University, 2003). Order No. DA3081513

Oatts, T. (2005). *School Matters: An Insider's View of the "Achievement Gap."* Atlanta: Exceptional Publications.

\*Just Released by Exceptional Publications as a Book

**CHAPTERS IN EDITED BOOKS**

Spencer, L.E., Hoover, M., & Oatts, T. (1999). Journey toward wholeness: Moving from racial and cultural diversity to anti-racist multiculturalism. In Rea, D. & Warkentin, R. (Eds.). *Empowering Youth-At-Risk with Skills for School Counseling and Life*, New York: McGraw Hill Companies Inc.

## **POETRY**

*Ode to Rosa*

## **GRANTS/FUNDING**

Program Development for the Special Education Department at Meadowcreek High School for the acquisition of the Pacemaker Instructional Textbook Series for our Resource Special Education Students: Funding Proposal accepted by the Special Education and Psychological Services Department, Gwinnett County Public Schools, 2004/05. (\$3,500.00).

## **CURRICULUM/ASSESSMENT/INSTRUCTIONAL LEADERSHIP**

Georgia Association of Curriculum and Instructional Supervisors (GACIS) Two-term District 12 Director (2014-present)

Georgia School Board Association/Georgia Leadership Institute for School Improvement (GSBA/GLISI) Internal Strategic Plan Facilitator, Fayette County Public Schools (2014-15)

Internal Strategic Waiver Facilitator/Writer, Fayette County Public Schools (2015)

Statewide Credentialed Trainer for Teacher and Leader Keys Effectiveness System (TKES/LKES), GADOE (2015)

Teacher Keys (TKES)/Leader Keys (LKES) Implementation Committee Member, Henry County Schools (2012)

Career Academy Steering Committee Member, Henry County Schools (2012)

SREB Module Trainer in the Leading Assessment and Instruction Module (2004)

Implementation of Standards Based Classrooms in conjunction with the School Keys in role as Principal of Woodland Middle School (2007)

In my tenure as Principal of Stockbridge Elementary School, Dr. Oatts led the school during the transition from QCC to GPS in ELA/Reading resulting in increased student achievement from 2005-06 to 2006-07

Stockbridge Elementary School named 2006 Distinguished Title I School during my tenure as Principal, Georgia Department of Education

Named 2007 alternate to the statewide reading task force by the Georgia Department of Education.

Successfully proposed and implemented a 2-year Spanish sequence to select 7<sup>th</sup> and 8<sup>th</sup> graders at Woodland Middle School for the opportunity to receive Spanish I credit in middle school (2007).

Successfully proposed and implemented an Advanced Latin program at Woodland Middle School for select 8<sup>th</sup> graders (2007).

Implemented a site-based hands-on science initiative at Stockbridge Elementary School in 2006 that established a departmentalized science instructional schedule to teach third graders the Science GPS in a lab-based context.

Implemented “Kindercademy” at Stockbridge Elementary School in the summer of 2006 that targeted incoming kindergarteners who demonstrated academic need on a kindergarten checklist and who had no prior pre-school experience. I personally received commendations on behalf of my school from the Georgia Pre-K Coordinator for our efforts.

Accelerated Stockbridge Elementary School’s focus on the balanced literacy framework (i.e. 4-Block) for literacy instruction in 2006 that has led to many model balanced literacy classrooms.

Facilitated Running Records (Literacy Collaborative – Georgia State University) Training for Stockbridge Elementary School teachers and all literacy coaches in Henry County in 2006.

Recommended the addition of a new middle school AKS that specifically addresses academic integrity with respect to issues of plagiarism. The Gwinnett Educational Management System (GEMS) Oversight Committee accepted my recommended new AKS and submitted it to Superintendent Wilbanks who then submitted the final version to the Gwinnett County Board of Education for approval (2004/05).

Chaired a committee to design a syllabus/curriculum for teaching PSE 6642 – History of Education for Troy University at Covington (2005).

Served on the District Curriculum Committee while a high school administrator in Brunswick, Georgia, Glynn County Schools (2003).

Fully implements Blackboard, an online course delivery system, in my capacity as an Adjunct Graduate Instructor for Troy University (2004-present).

Served on a special committee within the school and community counseling department in the College of Education at Georgia Southern University to design an Advocacy course for the Ed.S. Graduate program in Counselor Education (1998/99).

I served on the University Judicial Board under the chairmanship of Dean James Orr of Georgia Southern University. The University Judicial Board is a joint student/faculty board that adjudicates cases involving alleged violations of the Student Behavior Code (1992-1994).

## **POSTSECONDARY TEACHING ACTIVITY**

### **Courses Taught:**

#### ***Georgia Southern University (1998-2004)***

CED 863 Counseling Models

CED 894 Counseling Internship

COUN 7333 Models and Techniques of Counseling

COUN 7737 Practicum

COUN 7738 Internship I

COUN 7739 Internship II

COUN 8536 Advocacy and Systemic Change in a Diverse Society

COUN 7334 Group Dynamics (\*Substitute-taught for Dr. Mary Jackson)

COUN 7337 Cross-cultural Counseling (\*Guest Lectured on Cross-cultural counseling maxims for Dr. Leon Spencer)

#### ***Troy University- The Brunswick Center (Summer 2004)***

PSE 6612 The Community “Junior” College

PSE 6615 Social & Philosophical Foundations of Education

PSE 6660 Trends and Issues in Adult Education

PSE 6642 History of Education

#### ***Troy University- at Covington (2005-present)***

PSE 6653 Educational Evaluation

PSE 6615 Social & Philosophical Foundations of Education

PSE 6612 The Community “Junior” College

PSE 6642 History of Education

PSE 6660 Trends and Issues in Adult Education

***Georgia State University – (Fall Semester 2007)***

Educational Leadership Internship (L-5 Cohort)

***Argosy University of Atlanta – (2008-presently)***

E6137 – Educational Leadership in Theory & Practice

E7137 – Educational Leadership in Theory & Practice

E6501 – Current Trends in School Curriculum

E6705 – Human Resources Management & Development

E7233 – Organizational Communication Systems

E6620 – Advanced Supervision of Curriculum

E6018 – Introduction to Postsecondary & Higher Education

E7412 – Advanced Educational Psychology

***Mercer University – (2009 – 2010)***

***Tift College of Educational Leadership*** – I taught an array of educational leadership certification courses (L-5); I also taught an array of curriculum courses at the *M.Ed*; *Ed.S.* and *Ph.D.* levels.

**SERVICE TO COMMUNITY** \*Donations

Pro bono Public Speaking at Various Civic Functions

Pro bono counseling supervision

\*United Way

\*American Heart Association

\*Katrina Relief (i.e. sponsored a family)

Postsecondary Graduate Instruction

Pro bono individual administration of basic ability and/or achievement assessment

Pro bono academic tutoring

Perpetual Donations to School Fundraisers

## **HONORS**

Received commendations from GLISI for having a “Model” Strategic Planning Framework (2016)

Received commendations from Griffin RESA ESS for having a model TKES/LKES Accountability Framework (2016)

Received commendations from the visiting SACS-CASI committee and my Superintendent on my school's leadership toward our district receiving 5-Yr. district reaccreditation (2011)

Woodland Middle School posted the highest gains in my district on the 2011 Georgia Middle School Writing Assessment

Received commendations from the Henry County Commissioners for my proactive stance in facilitating AED training for my staff that paid off when a referee's life was saved with the use of our school's AED after the referee collapsed of a heart attack at half-time of a girls' basketball game (2008)

Received an award from a national AED advocacy group for my proactive stance for purchasing multiple AEDs for safety purposes for our school (2008)

Kindercademy Program received commendations from Georgia Pre-K Coordinator (2006)

Content Advisory Committee Member for the Georgia Assessment for the Certification of Educators (GACE) in the area of School Counseling (Georgia Professional Standards Commission & Educational Testing Service, 2006)

The March 2004 edition of The Journal of American History cited Dr. Oatts' dissertation study in its "Recent Scholarship Section."

Institute for New Leaders Participant, Georgia Department of Education (2000)

3-Time Recipient of Who's Who Among America's Teachers Honors (2000/2004/2005)

HOPE Teachers' Scholarship Recipient for Master of Education Degree in Counselor Education (1996)

Regent's Opportunity Scholarship Recipient for Master of Education Degree in Counselor Education (1996)

Multiple-time Recipient of Dean's List Honors (Undergraduate Studies, Georgia Southern University 1991-94)

Received letter of commendation for Writing Performance (3) on the Regent's Writing Exam (1992)



Senior Class President, Treutlen High School (1989-1990)