**FORM 8**

*Georgia Southern University*

**COLLEGE OF EDUCATION**

**Department of Leadership, Technology, and Human Development**

**SUPERVISED FIELD EXPERIENCE REFLECTION**

**EDLD 7737/7738 FALL \_X\_\_\_ SPRING \_\_\_\_ YEAR \_\_\_2023\_\_\_**

Candidate: Dinah Myrick

Campus Mentor: Mr. Levar Garner

University Supervisor: Dr. Suzanne Miller

School: Center Elementary

**PART I: DESCRIPTION OF THE FIELD EXPERIENCE**

* Date of Activity: 10/31
* Hours Completed: 1.5
* Georgia Leadership Standards Met: 1,3,4,7,8
* Description of the Field Experience Activity and Your Role (100 to 250 words)
	+ HMH’s System 44 and Read 180 Reading and Language Interventions have been two programs that Ware County has been using for nearly a decade. However, this is the first year that I have had the opportunity to utilize it with my population of students in the ESOL program. Since this is the main intervention purchased by the county for the EL’s, the data is being monitored very closely at the district level. However, understanding all the components and how to customize reports is still a learning process for me in my role, as well as the new assistant principal at my school. On October 31st, we worked together, with the help of our HMH Coach, to help pull System 44 and Read 180 progress monitoring reports to be able to provide an update statement for the District QIC (Quarterly Impact Check) Report. In this activity, the assistant principal, the instructional coach, and I all worked together to navigate the platform and pull the necessary reports to be able to determine the effectiveness of the program.

**PART II: REFLECTION\***

Please reflect on the Field Experience by answering the following questions in at least one paragraph each.

1. Based on your study of leadership, how was this experience aligned with the knowledge base and skills of school leaders and how did this help you to learn information that you will be able to use in your career as a leader?
* This activity aligned with the LAPS Professional Standards of Instructional Leadership, Planning and Assessment, Organizational Management, Professionalism, and Communications and Community Relations. Assessing these reports and analyzing the data helps drive instructional decisions and planning. The benchmarks embedded in the program provide assessment data that can be very useful in instructional planning. Working together with my colleagues, as we all embarked a new learning curve required a professional disposition that also extended to our coach whom we needed guidance from as well. After completing this task, I learned how to access and disaggregate this data, which will be useful to me as an aspiring instructional leader.
1. What did you learn about your own leadership ability or your leadership potential during this field experience?
* During this activity I learned that there is so much I do not know about so many things regarding being a school leaders, but I also learned that school leaders are also STILL learning and, it’s ok!!! It was refreshing to be able to candidly admit that I just didn’t know, and feel supported by my leaders. This helped me thoroughly see the value in being “coachable”. I may not know all that I need to know, but having the potential to be groomed or taught I feel is an asset.
1. Explain two or three main points about leadership that you learned from this field experience activity.
* Being a leader does not mean that you stop developing as an educator. It actually means the opposite. Leaders must be more open-minded and receptive that at any other point in their career in order to build a culture and climate of collaboration. Additionally, I learned the importance of shared leadership and mentoring. In that room of 3, we were all so lost. It would have been so beneficial if we had a staff expert on campus who could have provided some more training on all the components of the program. Yes, I went to two days of training, but it was a marathon. Mounds of information thrown at us in 14 hours and then we were set free to go forth and conquer. Well, we all know how that goes. You forget everything, and it all gets scrambled, and you feel defeated. I feel that as a leader, if I know my weaknesses or deficits, then I should be wise enough to delegate a certain tasks, or designate someone on campus to train those, perhaps even the leaders, on things one is not well-versed in.