**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: 8/10-8/11
* Hours Completed: 8 hours
* Georgia Leadership Standards Met: 1,2,7,8,
* Description of the Field Experience Activity and Your Role (100 to 250 words)
	+ It is the job responsibility of the ESOL Site Coordinator to conduct quarterly parent conferences, with the mainstream teachers in attendance as well. The first one is the Testing Participation Committee meeting. In this meeting, the team, consisting of the ESOL Coordinator, mainstream teachers, and parents, meet to discuss the student’s progress and decide on appropriate state and local testing accommodations. On August 10th and 11th, I held meetings with the teachers of each ESOL student at Center Elementary. Parents were also invited to this meeting, a few attended face-to-face, and some elected to have a conference call. Language Line interpretation service was used to close the language barrier during these meetings.

**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 leadership standards of planning and assessment, organizational management, professionalism, and communication and community relations. As the meeting facilitator, I had to exhibit knowledge on how to best assess the students, based on their language needs. Consideration also had to be given to the available resources within the school to help support their intervention needs (Tier 2&3 services). While conducting the meetings, I had to show professionalism when interacting with staff, parents, and the interpreter. The interactions with the parents and other attendees also required proficient communication skills.
1. What did you learn about your own leadership ability or your leadership potential during this field experience?
	* This activity allowed me to explore and lead teacher monitoring and professional development. I learned that the most efficient way to do this is to monitor it every day and follow up immediately. Emailing reminders is a good first mode of communication, but if an additional follow-up is necessitated, then a face-to-face check-in may work better.
2. Explain two or three main points about leadership that you learned from this field experience activity.
* This field experience activity drove home two very important points. One was that parents and teachers welcome opportunities to learn details about their students’ progress and the ways in which they can help in the mainstream classroom and at home. Another was that once a positive rapport is established between parents and collaborative teachers, the working relationship is much more fruitful.