**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: 8/9
* Hours Completed: 45 mins
* Georgia Leadership Standards Met: 1,2,3,4,5,7
* Description of the Field Experience Activity and Your Role (100 to 250 words)
	+ It is the responsibility of the ESOL Site Coordinator to provide ongoing professional development and an annual redelivery regarding the program service model and eligibility and exit criteria. As the ESOL Site Coordinator, I shared and moderated the beginning of the year presentation on August 9th. In addition to presenting and engaging in question/answer sessions, I also monitored and documented the participation and scoring of the exit quiz modules through the use of Google Forms and Google Sheets. This activity met state and system requirements and allowed me the opportunity to act as a presenter at the school level.

**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?
* The moderation and presentation of this redelivery aligns with the professional standards of planning and assessment, instructional leadership, organizational management, teacher/staff evaluation/ and professionalism. The information provided to the staff had clearly addressed the WIDA standards and how we instruct and assess using strategies tailored to meet the needs of ELs. Additionally, as the presenter, I clearly articulated the design of the ESOL program and provided a brief synopsis of the unique ways that ELs make connections.
1. What did you learn about your own leadership ability or your leadership potential during this field experience?
	* I learned that as a ESOL Site Coordinator, I am serving in a leadership capacity, because I am the expert in my field within the building. It was rewarding to be able to field and answer questions and share my knowledge of ESOL instruction and design, to help empower mainstream teachers and support staff to be able to best serve this population of students. I learned that activities of this nature will help me maximize my potential as a school leader.
2. Explain two or three main points about leadership that you learned from this field experience activity.
	* This field experience clearly illustrated two pivotal points for me. The first being that teachers and support staff who have been trained for many years, still have lots of questions. This makes me reflect on the design of the professional developments. Are they engaging? Can I begin to make a change in this area for the better? Secondly, I am encouraged that the staff members feel comfortable asking questions. A question is evidence of a desire to learn. I am reassured that the mainstream teachers in my building have the best interest of the ELs at heart.