**ELEMENTARY, MIDDLE, HIGH SCHOOL, AND DISTRICT LEVEL VISITS**

**DOCUMENTATION**

*Georgia Southern University*

**COLLEGE OF EDUCATION**

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

**SUPERVISED FIELD EXPERIENCE:**

**ELEMENTARY, MIDDLE GRADES, HIGH SCHOOL, AND DISTRICT LEVELS**

**EDLD 7737 AND EDLD 7738**

**This form will serve to document that you have completed ½ day each at the elementary, middle, high school, and district levels.**

**In addition to completing this form, you should document these field experiences in Forms 8 and 10.**

**The hours should be included in Form 10 as part of your 125 hours and you should include reflections and artifacts (if any) as part of Form 8.**

Your Name: Dinah Myrick

Campus Mentor: Mr. Levar Garner

University Supervisor: Dr. Suzanne Miller

**½ Day FIELD EXPERIENCE at the ELEMENTARY SCHOOL LEVEL**

Date and Time of Activity: April 18, 2024

Hours Completed: 4

School or District Office you visited: Center Elementary

Persons you met with: Mr. Levar Garner (Principal), Mrs. Melissa Evans (AP), Mrs. Susie Tison (IC)

Description of the Field Experience Activity and Your Role:

On Thursday, April 18, 2024 I was afforded the opportunity to engage in field experience activities with the administrative team at Center Elementary. Prior to the scheduled day, my campus mentor, Mr. Garner and I met to discuss what types of activities I would like to be involved in or see in action. He had an admin meeting at the BOE on this particular morning so he would be off campus, but he was very supportive of making sure that my field experience was successful and fulfilled the needed criteria.

 Fortunately, the assistant principal had many TKES observations scheduled that morning and she was gracious enough to allow me to not only join her in her observations, but also complete a sample feedback form on a paper version. Also, I spoke with the instructional coach and one of her responsibilities is to monitor the usage of effective and appropriate EL scaffolding strategies in the mainstream classroom when performing customary walkthrough observations. Considering that this is a leadership task that also aligns with my current role, we felt that this would be a great activity for us to complete together.

I began the morning taking the lead on car rider duty, a slightly different task than the bus duty I had done in the fall. This activity allowed me to greet the children as well as parents and make some name-face connections. Also, it provided for opportunities to greet staff members who were entering the building, as well as time to engage with fellow staff members on car duty. I truly believe that starting the morning off with a smile and words of encouragement help support school climate (LAPS Standard 2) and align with the Law of Connection.

As the car rider duty ended, Mrs. Evans and I worked together to do morning classroom greetings down the 400 hall. She and Mr. Garner alternate which halls they do daily, so that all students and teachers see their faces at least 2-3 times a week. As I entered some classrooms, I was able to see such a wide variety of morning routines and procedures and classroom atmospheres. Once, I was even able to provide my assistance to a teacher who needed to handle am emergent issue in the front office. I covered her class for about fifteen minutes and it was such a pleasure. It took me back to the days of being a homeroom teacher and feeling so challenged to simply find time to do things like take a parent phone call or even use the restroom. As a leader, I always want to remember those plights that come along with being a homeroom teacher and ensure that my teachers know that I am willing and available to assist in overcoming those. I will work at all costs to provide coverage, and do it myself if necessary.

Following the classroom greetings, I continued to shadow Mrs. Evans as she began her classroom observations. We did two thirty-minute observations. The first was a second-grade classroom and the teacher was doing a math lesson on money. The learning target was “I can solve word problems using money to the nearest cent.” The teacher was a 7th year teacher and did an excellent job providing an activator and performing the gradual release method of instruction. The students were authentically engaged and it was evident that the majority of the students were meeting the success criteria of the lesson, “I know I can do this when I use the self-check strategy to check my work and my answers are correct.” I observed Mrs. Evans discreetly rate the teacher in the TKES platform as the lesson was ongoing and read her feedback comments, all of which I felt were accurate and meaningful. I applaud Mrs. Evans for providing real-time feedback and individualizing the comments. I have worked with evaluators who basically use a template for feedback and there was nothing that distinguished my lesson/observation from the next. I aim to steer clear of those types of practices and provide feedback in the manner that Mrs. Evans does.

The second observation was much different. It was a one-on-one co-teaching setting and the lesson was a with a 5th grade student. The teacher was performing a pull-out remediation lesson on drawing information from multiple print sources. During this opportunity, Mrs. Evans allowed me the opportunity to rate and provide feedback on a hard copy of the template on the ten standards. This was a wonderful learning experience, and I realized it was not as easy as I previously assumed. For example, I was under the assumption that the learning target was stated whole-group in the classroom, but I did not see it clearly redelivered in the pull-out session.

After the observation, Mrs. Evans and I compared ratings notes and for the majority of the standards we gave identical ratings. I did have a few questions about whether I should ‘downgrade” a rating if there was no evidence of that standard, or could I just not rate it for this particular observation. Mrs. Evans explained that all ten indicators do *not* have to be scored on *each* evaluation, especially walk-throughs. Furthermore, if by the end-of-the-year, certain indicators are not observed (which they should be after several observations), the teacher has the option of providing evidence to support that lacking standard. Mrs. Evans shared that this rarely occurs and most often, she makes it an intentional practice to keep he teachers aware of what standards she may need to see, and they ensure that she is able to observe evidence of that during the evaluation. This activity provided some much-needed experience in the area of teacher/staff evaluation and I look forward to offering myself to my school leaders to be able to practice this more in the future, beyond the requirements of this coursework, in an effort to become more confident and efficient in accurately evaluating my colleagues.

After completing the observation with Mrs. Evans, I met with the instructional coach and we discussed the EL strategies checklist that the district has required instructional coaches to add to their documentation when performing walkthroughs to assess the usage of the instructional strategies that are modeled for mainstream teachers in the quarterly professional developments. She shared with me which classroom she had planned to enter and I viewed her instructional coach observation form as well. This collaboration aligned with planning and assessment, organizational management, and teacher/staff evaluation. We were planning ahead what we would assess, using the resources provided to us by the district, and the end result would be a teacher evaluation.

Together we observed a 1st grade classroom, with 3 Els in the classroom. 3 newcomers and 1 level 2 student. This was a 19-year veteran teacher who was not a stranger to have ESOL students in her classroom. Over the years, we have worked together closely and she is eager to adapt her teaching to best serve her EL population. Daily, we chat about what skills and standards she’s teaching and I work to support her, so I was very excited to complete this walkthrough. As expected, this teacher exhibited a wealth of evidence of usage of the scaffolding and adaptations strategies for ELs as provided in the professional developments. The instructional coach and I compared notes and agreed that she not only met but exceeded the expectations. This teacher could assuredly thrive as an ESOL teacher one day. In reflection, this is an example of The Law of Legacy. I have shared with her the approaches and techniques that have proven to be beneficial to Els, and mow she is quite skilled in implementing those skills on her own. I can let her fly. She has taken root: a legacy is in place.

Again, I completed another rewarding and fruitful day of leadership field experience at Center Elementary. The admin team here is always willing to help me and offer opportunities for shared leadership, which sets the stage for perpetual leadership to flourish. Additionally, the teaching staff was supportive of my need to share their classrooms and evaluation experiences top help me grow into an effective leader. I am fortunate to be a part of such a great team. Both of the fall and spring experiences have contributed to the foundation of leadership skills that have been laid as I work towards gaining my Tier 1 Leadership certification.

**½ Day FIELD EXPERIENCE at the MIDDLE SCHOOL LEVEL**

Date and Time of Activity: April 18, 2024

Hours Completed: 4

School or District Office you visited: Ware County Middle School

Persons you met with: Mrs. Chiquita Thebaud

Description of the Field Experience Activity and Your Role:

 The afternoon of April 18th, I was able to work alongside Mrs. Chiquita Thebaud in a field experience activity. Mrs. Thebaud fulfills several duties at Ware County Middle School. She is the assistant principal, handles discipline issues for the 8th grade, and is the testing coordinator. As of April 18th, the district was two days away from the first day of the Georgia Milestones, so Mrs. Thebaud was in full testing-coordinator mode. Mrs. Thebaud and I had previously planned for my availability on this day, so she had set aside some specific duties for me to help with. I was eager to be available and assist her in completing her extensive to-do list including- ensuring that all the test examiners and proctors were trained, small group assignments and accommodations were accurate and shared, confirming and sharing the accuracy of the building testing schedule, and confirming that all Chromebook are operating as expected with the appropriate testing platform icon accessible to students.

 Mrs. Thebaud had conduced schoolwide GMAS training the day before on April 17th, however, a few staff members were unable to attend and needed to attend the make-up session that she conducted on this day at 12:15. I was able to observe and assist Mrs. Thebaud with the training by passing out handouts and ensuring that the hard copy of the sign-in sheet held everyone’s signature (from both days). This experience was unique and valuable because I had not yet had the opportunity to hear a GMAS training at the middle-school level. Although most things are very similar, there are some things that are different. For instance, 8th graders test in ELA, Math, Science, and Social Studies and calculators are allowed to be used. It was also insightful to hear the questions and concerns of the teachers, some which differ greatly from the concerns an elementary teacher may have, such as “What is contraband is found on a student during testing?”

 While in attendance of the GMAS training, I was multitasking to assist Mrs. Thebaud with conforming that the testing attestations from the training the day before had been completed by staff members on Google Forms. Each staff member, holding a valid PSC certificate that is assigned to either be an examiner or a proctor, is required to signoff on being trained and complete the training attestation. Once completed on Google Forms, it populates to a spreadsheet with a name and a timestamp. Mrs. Thebaud copied the spreadsheet to me as a viewer and I was able to cross the sheet with a staff list and help her determine who had completed the forms and who still needed to. Once I determined who still needed to complete it, I forwarded the form to them again via email. All but 3 of those people completed the attestation within 30 minutes and I was able to march them as completed. This task aligned with shared leadership, organizational management, and communication. Mrs. Thebaud delegated some of her duties to another competent colleague, used the technological resources available to her to complete tasks more efficiently, and provided clear and timely communication about the tasks that needed to be completed.

 Following the training, Mrs. Thebaud asked me to help her double-check accommodation assignments with the accommodation sheets submitted by the SPED, 504, and ESOL Coordinators with the assigned accommodations in the DRC platform. We both felt comfortable with me performing this task because I am well-versed with the DRC accommodation platform because I have used it for eight years assigning and confirming ESOL accommodations prior to administering the ACCESSS test each January. This was a very complex task, there were over 250 students with accommodations that needed to be confirmed and I found over 40 discrepancies that needed to be changed. Of course, each change was communicated and approved by Mrs. Thebaud as we were working side-by-side, only on different duties. This task aligned with instructional leadership and planning and assessment. With Mrs. Thebaud’s final approval of the accommodations, it helped her finalize the small group assignments and then it was able to be shared to staff, so that all staff members could review the small group assignments prior to the day of testing. As the instructional leader, I assisted Mrs. Thebaud in assuring that the students were provided with their appropriate accommodations to ensure their equitable assessment.

 Scheduling is a major part of the duties of the testing coordinator. Although the testing window dates and the assigned tested subject dates are assigned by the district, each individual school is given the latitude to decide the times within the school day that testing will occur and the normal school day schedule has to be developed and communicated as a result of the building testing. The typical conflicts with lunches and explanatories are the most notable challenges that the testing coordinator has to overcome. Mrs. Thebaud is a veteran at this, though. Although she had already developed a schedule, using the plan from the previous year, she allowed me to look at the testing timing guidelines, consider accommodations and small groups who may take double that time, look at the master schedule and attempt to come up with an operative testing school schedule, that still allows students to receive instructional time in each class.

 This was a very hard task, but I did it—with some guidance and lots of questions. My version was not exactly what Mrs. Thebaud had designed. There were a few oversights that she talked me through, such as allowing for transitions for the self-contained class, but for the most part, her version and my draft were similar. Mrs. Thebaud reassured me that her expertise with scheduling did not develop overnight. She shared that the first year, her mentor basically walked her through how to do it. The next year, she used that schedule as a framework, and by the third year, with the principal’s proofing, she finally had it down to science. This taught me a very valuable lesson concerning scheduling responsibilities as a school leader, it is not easy and it often takes two set of eyes.

 The final task of the day was completed with the aid of the media specialist. She had been working on checking the forms submitted by each teacher regarding the needs of specific Chromebooks in their carts. It was the job of the media staff to follow up on each reported issue with each device and either fix it, or replace it with a Chromebook suitable for testing. This prevents unnecessary distractions and delays on testing days, and/or possible irregularity reports. I was tasked with collecting the forms from the media specialist and ensuring that all forms that indicated that actions needed to be taken were initialed on and noted that corrective measures were taken. I sorted through the forms and surveyed the corrected ones and was able to confirm for Mrs. Thebaud that this task was completed. Being able to assist on this small task speaks a leader’s skill to maximize time. Granted, this was a very small task, but yet one that needed to be completed. Every task a leader can check off their to-do list means they are getting closer and closet to task completion. For a task-oriented leader, such as myself, I hold the phrase “save hours by using very minute” in high regard.

 I will be forever grateful for the mentorship, opportunities, and guidance that Mrs. Thebaud has extended to me these past two semesters. She is a talented and experienced leader, who clearly has a passion for seeing excellence spread among not only the student body, but among her staff as well. As an administrator, she is supportive. She is firm, but fair. Mrs. Thebaud is always willing to offer her expertise and intuitive advice on any situation. She is one of my biggest cheerleaders. I am confident that in years to come, when I look back on my rise into the realm of school leadership, I will have Mrs. Thebaud to thank as she helped inspire a drive in me to keep pushing towards my goals.

**½ Day FIELD EXPERIENCE at the HIGH SCHOOL LEVEL**

Date and Time of Activity: 3/8/2024

Hours Completed: 4

School or District Office you visited: Ware County High School

Persons you met with: Mrs. Peggy Jones

Description of the Field Experience Activity and Your Role:

Mrs. Peggy Jones was gracious enough to allow me to shadow her again this semester. Mrs. Jones is an assistant principal at Ware County High School. In addition to her standard administrative tasks, she is also in charge of FTE scheduling and Ware High Hospitality. After observing her last semester, it became very apparent to me that her task-oriented nature is much like my own and her work ethic set a great example for the type of leader I hope to grow into.

When I arrived on campus and gained clearance by the front office, it certainly wasn’t hard to find Mrs. Jones. She was beginning her first-lunch lunch duty. The assistant principals share the lunch duties with 3 covering first and second and 2 covering third and fourth. During lunch duty, Mrs. Jones monitors the lines and makes sure that the students are keeping the lines moving and that behavior in the lunchroom is civil. Mrs. Jones also used this time to chat with students and offer positive behavior reinforcements to the students, handing out ***Gator Golds***-which is an incentive that students can cash in for rewards in the Gator Gear Store. It was refreshing to see Mrs. Jones interact with the students in a positive manner. It was apparent that the students were comfortable with her and respected and trusted her. During this hour, Mrs. Jones also consulted with other members of the admin team about schedule concerns, student behavior concerns, and teacher concerns related to an after-school activity. Mrs. Jones obviously uses her time wisely and multi-tasks to be sure that she is performing optimally.

Following her lunch duty tasks, Mrs. Jones returned to her office and began completing tasks on her daily to-do list that she revises daily. One of the first tasks was to return the call of a parent who had a concern with a teacher’s testing schedule. The parent felt as if the time between new material being introduced and a test/quiz was insufficient and was not allowing the students enough time to master the content. Mrs. Jones shared that she had previously consulted this teacher on this issue and the teacher explained the difference between the quizzes (over the previous day’s material) and the tests. The tests are comprehensive over a unit lasting a week or more, and are weighted much heavier than the quizzes. Mrs. Jones called the parent and explained this. Although, the parent may not have been totally satisfied with the explanation, Mrs. Jones was able to offer a little more clarity and encourage the parent and child to stay abreast of the class and testing schedule so that there aren’t any surprises. Observing this interaction was a great experience, as it offered an opportunity to see the importance of clear communication and capacity building in action.

The next task on Mrs. Jones’ to-do list was to address two behavior referrals. Mrs. Jones is the 10th grade Assistant principal. The offense on the first referral was out of area/skipping class and it was the student’s second offense. Mrs. Jones called the student in and reviewed the details of the referral and the student took ownership and responsibility for his actions. Mrs. Jones issued a 3 day ISS consequence for the infraction and attempted to call both parents, unsuccessfully. A parent notice requiring a signature was sent home with the child.

 The second offense was incivility/disrespect towards a staff member and the child was a chronic offender and already on a behavior contract. This student conference was a stark contrast to the previous one. The student denied every action detailed in the referral and became very angry and uncooperative in tone and body language. However, Mrs. Jones remained calm and firm, and issued the 2 days OSS consequence, as was clearly articulated as the next consequence on the behavior contract. Mrs. Jones was able to successfully reach this student’s father and he expressed that they are doing everything they know to do at home and that the child loses privileges when they misbehave, but those effort do not seem to be making an impact on the child’s behavior. Mrs. Jones commended that father for supporting the school’s decision and for continuing to be consistent with the consequences. She even shared a personal anecdote about her own son, and noted that “The road may get rough, but we as parents have to remain strong and eventually, it will pay off and they’ll get it.” I feel as if Mrs. Jones’ sharing of that personal story helped encourage that parent and helped build the parent-administrator rapport.

Following handling the discipline referrals, Mrs. Jones began to draft her observation schedule and check sign offs on mid-year conferences. Mrs. Jones is responsible for evaluating the teachers in the math department. She shared with me that she enjoys the time she is able to go in classrooms and observe because she misses the student interaction and engagement. She allowed me to view the platform in evaluator view and to see the tab where she would input ratings and feedback. I learned that all but two of the math department teachers are on the flex plan, so most teachers will be done with their yearly evaluations after this round that is scheduled for the upcoming week. She noted that she tries to wrap up evaluations prior to Spring Break and before EOCs because that is a stressful and inconvenient time to try and observe teachers delivering new material. When making her evaluation schedule, Mrs. Jones allows herself 50 minutes between observations. This allows her 30 minutes to observe, and some flexible time to go ahead and input feedback in real-time and get to her next classroom on time. Being able to gather this insight was very beneficial and now I am more knowledgeable in LAPS standard 6, Teacher and Staff Evaluation, an area in which I felt I needed more experience.

During the last 45 minutes or so of my field experience, as Mrs. Jones continued to put the finishing touches on her schedule and answer emails, teachers dropped in or called with a variety of concerns and questions from arranging coverage for a class for a doctor’s appointment to accessing curriculum resources for an Algebra II class. This was a vivid example of the wide scale duties and responsibilities that a school level administrator must learn to juggle with grace on any given day. During block transitions, Mrs. Jones also stood in the hub to monitor students and encourage them to move keep traffic flowing. Many students greeted Mrs. Jones cheerfully in the halls, a testament to the positive connections she has made with them.

Observing Mrs. Jones fulfill her daily tasks as a high school assistant principal was a very rewarding learning experience. Mrs. Jones remained quite occupied throughout the four hours of my observation. She demonstrates a strong work ethic, ensuring no task is left unfinished. Her commitment to both students and teachers sets a commendable standard for the type of administrator I aspire to be. I look forward to future opportunities to work alongside Mrs. Jones and learn from her experience and expertise in the field of leadership.

**½ Day FIELD EXPERIENCE at the DISTRICT/CENTRAL OFFICE LEVEL**

Date and Time of Activity: 2/21/2024 11:00AM-3:00PM

Hours Completed: 4

School or District Office you visited: Ware County Board of Education

Persons you met with: Mrs. Rebekah Griffis, District ESOL Coordinator

Description of the Field Experience Activity and Your Role

On February 21st 2024, I was given the distinct pleasure of completing a field experience activity under the mentorship of our District ESOL Facilitator, Mrs. Rebekah Griffis. Rebekah and I began serving in ESOL together 8 years ago, and she has always been a supportive member of the District Team. In her tenure as District Facilitator, she has been a great advocate for the program and is always willing to find innovative ways for teachers to work smarter and not harder. During this activity, I was able to work alongside Mrs. Griffis to prepare materials and brainstorm ideas for the scheduled PLC meeting later that day. Together, we prepared an agenda for the meeting, which was detailed with tasks of analyzing multiple streams of data, including System 44, Read 180, and Imagine Learning Benchmarks, as well as Immigrant Survey Data and Professional Development Data.

Mrs. Griffis allowed me the learning experience of collecting and compiling the Immigrant Subgrant Survey details into a spreadsheet to be presented during the upcoming PLC meeting and posted within the ESOL Teacher's Google Classroom. In late January, each ESOL teacher distributed surveys to immigrant parents, students, and teachers of immigrant students to assess their academic needs. This is a part of the requirements to receive the Immigrant Subgrant that Ware County qualified for this school year, based on last year’s data. To complete this task, I created a spreadsheet compiling the data from the family survey, student survey, and teacher surveys. Within each column of each spreadsheet, for each child/family/teacher, I documented the responses given by the respondents. For example, if the question was” In what areas do you feel your child (or children) needs the most help?”- then I recorded what was written down. Upon completion of the spreadsheet, Mrs. Griffis and I reviewed it together, checking for clarity and mistakes. I then published it in the classroom.

Following the completion of the survey spreadsheet, I helped Mrs. Griffis prepare additional materials for the PLC. We reviewed the sets of data that would be discussed, identified problem areas, and added those discussion points to the agenda. I copied and assembled packets for each team member and set up light snacks for the meeting room.

When the team arrived Mrs. Griffis explained that she and I would be facilitating the meeting together, as I was working on leadership field experience. This was such a gracious extension and opportunity. Mrs. Griffis allowed me to lead the discussion regarding the immigrant survey results. Collectively, we identified trends and intersections. It was encouraging that most families felt as if the schools and teachers were providing adequate support for their children. Some common needs expressed were access to the internet and social-emotional health and support. We discussed that it was common and understandable that immigrants need emotional support because of the traumatic experiences they often have while traveling across borders. The team made it a priority to make counselor referrals for our immigrant students who indicated they needed support in social-emotional health.

Additionally, I was able to take the lead in the discussion of how effective we felt the HMH Intervention programs were (System 44 and Read 180) as we prepare to select program support software for 24-25. It was the consensus of the group that we feel Read 180 is effective and engaging for older, more proficient students. However, we prefer Imagine Learning over System 44 for younger and newcomer ESOL students. Mrs. Griffis will share this with the elementary Director of Student Achievement as considerations are given to the purchase of supplemental programs for the upcoming school year.

Throughout the remaining time of the PLC, the team discussed any ACCESS concerns that were noted during testing and we reviewed the updates to the EL Reclassification requirements. Mrs. Griffis also showed us a preview of the program Flashlight 360. This is a program that supports WIDA standards and we may want to consider using this for the upcoming year. Mrs. Griffis will schedule a demo session with a representative from the company so we can make a more informed decision.

The meeting ended as we reviewed the Parent Night Feedback Data. Parents gave very supportive feedback. They enjoyed the activities and the location was ideal. The team plans to continue to have Parent Night at the South Georgia College Student Center. Details were also given regarding the ESOL Site Coordinators delivering the last professional development for the year and documenting the completion of all modules on Forms S and R. The next meeting date was set for March 20th. All agenda items for addressed and discussed and the meeting was productive. I am thankful for the shared leadership opportunity Mrs. Griffis offered me during this field experience. I am confident that these opportunities and experiences will serve me well as I hopefully shift into a leadership role in the future.