**FORM 8**

*Georgia Southern University*

**COLLEGE OF EDUCATION**

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

**SUPERVISED FIELD EXPERIENCE REFLECTION**

**EDLD 7737/7738 FALL \_\_\_\_ SPRING \_\_X\_\_ YEAR \_\_\_2024\_\_**

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: 2/6/2024
* Hours Completed: 1.5
* Georgia Leadership Standards Met: 1,2,3,4,7,8
* Description of the Field Experience Activity and Your Role (100 to 250 words)

Each February, Ware County Middle School offers parents a GMAS workshop to provide parents with the most current information about the Georgia Milestones Assessment System. The GMAS is a statewide testing program in Georgia designed to assess students’ academic proficiency in ELA, Math, Science, and Social Studies. During this meeting, the Instructional Coach gave an introduction and overview of GMAS, explained the tested subjects per grade level, and shared the testing schedule. Parents were distributed handouts on preparation strategies offering guidance on how they can support their children in preparing for the assessment. Most importantly, it was explained how GMAS results may impact student promotion. Following the presentation, teachers (myself included) led break-out sessions where parents could ask questions in relation to testing. Attendance at the parent Meeting is always less than what we hope for, but we have seen a rise in participation in recent years.

**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 helped me broaden my knowledge of testing requirements and procedures at the middle school level. Although I have a wealth of testing administration experience at the elementary level, I was not as well versed at levels 6-8. Becoming more knowledgeable with 6-8 GMAS will help make me more marketable. It also will benefit me as I become more proficient in LAPS 1, 3, and 4. Effective Instructional Leadership, Planning and Assessment and Organizational Management are all fundamental skills that must be imposed during standardized testing planning and administration.

1. What did you learn about your own leadership ability or your leadership potential during this field experience?

During this field experience activity, I learned that engaged parents find reassurance in teacher leaders being able to offer them guidance and suggestions on how to best support their child/children. I observed anxieties soften as parents asked questions, and teacher leaders were able to provide details regarding what the test will look like, and what remediation supports the school will offer in the event that their child does not perform at the passing level. This field experience offered a clear illustration that leadership requires teamwork—from all stakeholders.

1. Explain two or three main points about leadership that you learned from this field experience activity.

This activity helped me understand the vital roles that a school leader plays during mandated testing. The school leader is responsible for setting the norms in the building prior to and during testing. The school leader must emphasize the importance of the assessment as a tool to measure student learning and achievement. Also the school leader, in conjunction with the school testing coordinator, is responsible for implementing and executing the test logistics and schedule. The school leaders must clearly the dates, times, locations, and building procedures during the assessment. School leaders are instrumental in fostering a positive and supportive atmosphere during testing.