**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: LeVar Garner

University Supervisor: Dr. Suzanne Miller

School: Center Elementary/ Ware County Middle School

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

* Date of Activity: 1/18/-2/17/2024
* Hours Completed: 4
* Georgia Leadership Standards Met: 1,2,3,4,6,7,8
* Description of the Field Experience Activity and Your Role (100 to 250 words)

As the ESOL Site Coordinator for my school, I am responsible for making sure that the required Title III ongoing professional developments are developed and shared within my building. This is the second professional development module of the year. The subject matter of this professional development is Practice and Application. I worked to gather material that I felt the teachers would find beneficial and interesting. I remained mindful of the fact that these modules will reach teachers who currently have EL students, any staff member who interacts with EL students in any manner, and each and every content teacher, because they possibly could have an ESOL student tomorrow. The presentation was compiled in a slide show, and a follow up quiz and feedback survey was also shared. An attachment of the material is linked in the portfolio.

**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 instructional leadership, planning and assessment, organizational management, professionalism, and communication. While completing this activity, I had to maintain the integrity of the shared vision that leads to school improvement and student achievement. Also, I had to provide strategies that promote effective planning and assessment. Additionally, I had to offer strategies that give teachers and students an opportunity to use the resources available to them in the most productive manner. The delivery of the content was developed in a professional manner and communicated clearly.

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

Having the responsibility and opportunity to develop this and other modules has stretched by leadership potential. I learned that I can design professional developments that increases the knowledge base of my colleagues in a specific area, such as ESOL, my certified field. As in any area, there is always room for growth and improvement, but I seem to be off to an effective start and the feedback received from the surveys will help me make any beneficial changes in the future.

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

Facilitating these modules always reminds me of the importance of accountability in leadership, among the leader and their followers. The “follow-through” of making sure that the staff members complete the quizzes and feedback surveys is a hefty task. I try to find creative ways to “motivate” my colleagues to finish their assignments in a timely manner. I offer incentives like jeans passes and duty passes for the first 20 staff members done. This activity taught me a valuable lesson regarding the relationship between accountability and motivation.