**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: 10/5 7:30-11:30AM
* Hours Completed: 4
* Georgia Leadership Standards Met: 1,2,3,7
* Description of the Field Experience Activity and Your Role (100 to 250 words)
  + One of the greatest challenges in education is time management; there simply is not enough time in the 40-hour work week to teach 7 hours a day and plan for one. We all know that the one-hour planning easily dwindles down to 30 minutes or less by the time we include staff meetings, parent contacts, copies, and Lord forbid-use the restroom. I am so fortunate that my administrator understands this plight and allows his staff multiple half-day planning sessions throughout the year. During this time, we collaborate with our colleagues to develop plans for the upcoming skills and units. This is an optimum time to also develop differentiation activities.

I used this time to design speaking and writing activities based on the language proficiency levels of my ESOL students. These lessons must be strategically designed and are time-consuming to develop, so I was very grateful to have been granted this time to complete that task.

**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?

* As a prospective school leader with many years of experience in the classroom, I understand the hardship of finding time and how it impacts LAPS Performance Standard 3: Planning and Assessment. Participating in this activity reaffirmed my belief that teachers need adequate time to plan, and leaders should not *expect* teachers to always use their personal time to complete school-related tasks. Allowing teachers opportunities such as this will allow teachers to plan more effectively and reduce stress, which helps them execute their lessons with increased precision.

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

* As stated above in #1, I have a genuine understanding of the need for additional plan time. I believe that I have the ability and potential to find effective and strategic ways to build extra collaborative planning time in the schedule. I possibly would add an accountability piece by providing teachers with a template to submit a grade level or department summary of the collaborative planning tasks that were completed. This would keep teachers engaged and focused on the purpose of the additional time.

1. Explain two or three main points about leadership that you learned from this field experience activity.
   * Completing this field experience activity reiterated two points about leadership that I already had strong convictions about. I learned that if you genuinely work with teachers, they will show their gratitude by working with integrity and purpose every day. I also learned that opportunities like this may seem to benefit teachers, but we must understand the cycle. If teachers are well-prepared, they teach better. When they teach at their greatest potential, then we see gains in student achievement, which is the ultimate goal.