**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: April 15, 2024
* Hours Completed: 1 hour 45 minutes.
* Georgia Leadership Standards Met: 1,2,3,4,7,8,
* Description of the Field Experience Activity and Your Role (100 to 250 words)

The testing coordinator, Mrs. Cox, at Center Elementary scheduled the whole faculty GMAS Examiner Training on Monday, April 15th. Although only students in grades 3-5 take the Georgia Milestones, Mrs. Cox customarily trains everyone so that in the case of an emergency if she needs to pull a teacher to test a classroom or small group, she can quickly assign a staff member to fill that role. During the training, Mr. Cox specifically detailed the layout of the test, testing procedures, timing, accommodation and small group norms, do’s and don’ts, and held a question & answer session. In addition to the face-to-face training, each staff member had to complete the GMAS Examiner training in the SLDS platform. Following the training session, I completed the online module and received my completion certificate. During these activities, my role was to participate and gain training to become testing certified, so that I could contribute to the goal of getting testing completed in the building. I, specifically, am assigned a small group of pencil/paper testers. Having the experience of administering this type of assessment broadens my knowledge of the diverse procedures and formats of the GMAS.

**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 most closely aligned with school climate, planning and assessment, organizational management, and communication. The testing coordinator worked to inform and train staff members regarding testing procedures in a timely fashion to set students up for success by establishing a positive and structured testing environment. The results from the GMAS will populate data that will help design and support instructional needs for the 2024-2025 school year. This activity allowed me to observe and experience the testing coordinator maximizing the school’s human resources as well as facilities to help aid in a comfortable and efficient testing experience. The trainings and ongoing updates given by the testing coordinator require clear and effective communication skills.

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

This activity, along with being well-versed in the DRC platform due to my role as ACCESS Test administrator, helped me realize that I have a solid foundation of knowledge to be able to share and train others. Also, I learned that leadership is not always about being the one in charge or facilitating. You can also contribute to leadership by volunteering to complete tasks that others are not comfortable with. In this instance, the paper/pencil GMAS administration. Due to the heightened security measures to evade cheating scandals like we saw in Atlanta Public School in 2009, there has been a mass shift to computer based assessments. Many educators are of the common opinion that paper/pencil administration leaves more room for cheating or the possible accusation of cheating and they rather not administer that type of assessment. Leaders step up and fill the void when there is one and work for overall, pervasive success.

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

This field experience allowed me to make connections between the impact of competency and integrity on leadership. In this experience, each examiner had to operate with competency and integrity in order for the testing season to be completed successfully and accurately. This means taking the training seriously, and following the guidelines with precision. Leaders must approach protocols and regulations with earnestness, and teach their followers the same. In addition, I learned how state mandated testing seasons increase the potential for violations of the code of ethics (with and without intent) and leaders must take proactive measure to educate followers and be hyper-vigilant regarding violations of honesty, remunerative conduct, and confidential information.