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

The Ware County ESOL team meets monthly for professional learning community meetings (PLCs). During these meetings the tem looks at various streams of data and uses it to guide decisions regarding instruction moving forward. We also use this time to discuss how our supplemental interventions are going, share resources and strategies, and explore other options that could be used for supplemental support. During this meeting, we analyzed the data from the recent ESOL parent surveys, parent contact data, and the recent data and feedback from the 3rd 9 weeks professional development module. The district coordinator also directed the team on the completion of student data sheets. These sheets will house valuable student data in one location, making data easily assessable and useful. The team was reminded of upcoming documentation that will be due very soon, as we approach the end of the year and are anticipating ACCESS scores by the end of the month.

The team also met virtually with a representative from Flashlight 360, a software program that offers support and activities for students to practice speaking and writing. According to the trending data, these are the most challenging areas for ESOL students and our team has been on the lookout for a program that will offer practice opportunities that very closely mirror the prompts on ACCESS. As a team, we liked the program, and share with the district coordinator that we would like to move forward and see if it’s price point is within the constraints of the Title III budget for next year.

**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 field experience activity most closely aligned with Instructional Leadership. As the instructional leaders of the ESOL department, we are tasked with facilitating and implementing the most effective and appropriate instruction possible. Searching for programs to help close gaps and increase learning is one of a plethora of ways we can provide instructional leadership. Also, by disaggregating the data and feedback from parents and teachers, we can adjust our teaching methods accordingly to be able to meets the various needs of students in our buildings.

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

Our ESOL PLCs are always a rewarding opportunity for growth and development as leaders within our buildings. As always, the importance of collaboration and networking is highlighted in these meetings. Each member of the team has something unique and valuable to offer to the group. I specifically learned that one of my leadership strengths lie in the area of emotional intelligence. There are moments in these PLCs where we sometimes just need to be raw and human, and discuss the obstacles we are facing on a daily basis in a safe environment. Among our team, we know that our words will fall upon understanding and encouraging ears. I am proud to say that I take pride in the ability to encourage and offer strength to my colleagues. I feel this is a strength that will serve me well as I embark on an era of leadership.

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

This field experience offered me yet another opportunity to utilize data to make imperative decisions regarding student/parent needs. For example, the data from the parent surveys indicate that families’ biggest challenge is feeling as if they can communicate effectively with their child’s teacher. This is where we as ESOL Coordinators will make a more intentional and strategic shift to reach out to parents using translation apps and ensure that all correspondence that goes home is translated. This is leaders being data driven. This activity also taught me the value of The Law of Inner Circle. The Ware County ESOL Department works as a team, and the members of my inner circle are committed to the success of the students. We operate with our sights set on a common goal, and we also support each other’s dreams and aspirations. Those in your inner circle have a lasting impact on your level of success as a leader. I find myself very fortunate to be a part of this team.