**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: 10/26 10:20- 11:05AM
* Hours Completed: 45 mins
* Georgia Leadership Standards Met: 1,2,3,4,6,7,8
* Description of the Field Experience Activity and Your Role (100 to 250 words)
  + Dr. Brandon Carter from Okefenokee RESA visited our school on Thursday, October 26th to meet with grade levels and delve a little deeper into understanding how a school’s CCRPI score is determined. This initial meeting served as a prerequisite to the meeting we will have next month when the school’s actual CCRPI data will be shared. Dr. Carter segmented each component of the composite CCRPI score and gave various suggestions on ways to plan for low achieving students and move developing students to proficient students. He suggested strategies such as S.O.S. (Save One Student) Week, where everyone in the school, down to the custodians, adopt a child and try to help them think positively about the test. I attended the meeting in the role of ESOL Coordinator, and gained quite a bit of clarity on things I did not completely understand as related to CCRPI. I am looking forward to the follow up meeting next month.

**PART II: REFLECTION\***

Please reflect on the Field Experience by answering the following questions in at least one paragraph each.

* 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 all of the LAPS performance standards, except human resource management. The composite CCRPI score is based on effective instruction, assessment, and attendance, measured by way of student proficiency and attendance, along with other indicators. To exhibit satisfactory gains in all of these areas, it takes a school effort. The instructional leaders of the school are responsible for designing and leading the plan to obtain and maintain satisfactory CCRPI progress.
* What did you learn about your own leadership ability or your leadership potential during this field experience?
  + This field experience may have been the first of the semester that left me feeling a tad overwhelmed. There are so many numerical equations and data points that have to be analyzed in order to first develop a plan to identify students as either prospective Levels 1,2,3, or 4. Then, I would think you would have to guide your teachers through implementing the appropriate and effective interventions to move students up the ranks. As a school leader, I am sure this is one of the most challenging and stressful tasks. However, I think with the right knowledge, training, leadership team and support, I have the ability to help a school see gains in CCRPI measures.
* Explain two or three main points about leadership that you learned from this field experience activity.
* I learned that data can be very tricky, but with proper analysis and compilation, it can serve as a beacon to guide instruction and raise achievement. As a school leader, you must be knowledgeable in “what your school data says” and have a plan of course correction in place. I learned that although the majority of teachers are knowledgeable and effective at moving their students up the achievement ladder, they also look to their top instructional leader for direction. There has to be a plan in place.