**ELEMENTARY, MIDDLE, HIGH SCHOOL, AND DISTRICT LEVEL VISITS**

**DOCUMENTATION**

*Georgia Southern University*

**COLLEGE OF EDUCATION**

**Department of Leadership, Technology, and Human Development**

**SUPERVISED FIELD EXPERIENCE:**

**ELEMENTARY, MIDDLE GRADES, HIGH SCHOOL, AND DISTRICT LEVELS**

**EDLD 7737 AND EDLD 7738**

**This form will serve to document that you have completed ½ day each at the elementary, middle, high school, and district levels.**

**In addition to completing this form, you should document these field experiences in Forms 8 and 10.**

**The hours should be included in Form 10 as part of your 125 hours and you should include reflections and artifacts (if any) as part of Form 8.**

Your Name: Dinah Myrick

Campus Mentor: LeVar Garner

University Supervisor: Dr. Suzanne Miller

**½ Day FIELD EXPERIENCE at the ELEMENTARY SCHOOL LEVEL**

Date and Time of Activity: 11/1/2023

Hours Completed: 5.5

School or District Office you visited: Center Elementary

Persons you met with: Mr. LeVar Garner, Principal Mrs. Melissa Evans, Assistant Principal

Description of the Field Experience Activity and Your Role:

My 5 and a half hours of field experiencing shadowing the two administrators at my home school was such a rewarding and enlightening experience. Considering that I am on campus every day and have been for 8 years, I felt as if I had a general idea on the types of day to day tasks my administrators face. I learned very quickly that, in those roles, things can change on a dime, in an instant.

I began my morning with the Assistant Principal, Mrs. Melissa Evans. As a part of her morning routine, she is on car rider duty for the first 35 minutes of the day, then transitions to breakfast and hall duty to insure that students are following the school-wide expectations. I helped Mrs. Evans greet and unload students and monitored them in the hallways. I quickly realized that the hallway began to transform in to a makeshift conference room, with 20 or so mini-conferences taking place in passing. Staff members greeted Mrs. Evans on a constant rotation, asking questions ranging from safety concerns, behavior concerns, to 504 questions. Mrs. Evans gave each question her undivided attention, and was able to either provide an answer, or made a note to research and find out the answer. Being in earshot to hear the questions also became a learning opportunity for me.

Following her morning hall duty, Mrs. Evans answered about 7 radio calls. Some teachers needed help with transportation changes, some had questions about instructional resources, others with attire, and there were a few behavioral concerns. I felt privileged enough to be able to help with some of the minor needs, such as finding an appropriate change of clothes and calling parents to confirm transportation changes, while Mrs. Evans dealt with more pressing issues, such as a report of bullying behavior.

Around 8:20, the morning started to settle down as students started to settle into their first block of classes and the halls were buzzing with instruction. This is when Mrs. Evans made her morning rounds in the classes to greet the students and the staff. I loved this part of the day! Mrs. Evans explained that she strategically begins on a different hall each day, in an effort to at least visit every classroom at least once a week. She explained that this is her approach because most days, just as she is finishing up a hallway somethings comes up and she has to divert to the more urgent issue. As predicted, by 9:00 there was a concerned parent on the line. She graciously allowed me to listen in on the conversation on speaker and observe how she handled the situation. The parent was upset about some privileges being taken away from her child. However, after allowing the parent to detail her account of events, Mrs. Evans was able to speak with the teacher and provide the more accurate account of the incident. By the end of the conversation, both the parent and Mrs. Evans agreed that the punishment did fit the crime, and the student was able to come and speak to the parent and tell the *full* story.

By this time, it is approaching 9:30, and Mrs. Evans shared that she needed to meet with the instructional coach to finish preparing the Quarterly Impact Check (QIC). This is Mrs. Evans first year as an AP in Ware County, so this report is new territory for her and she and the instructional coach are working together to complete this task. Observing and viewing all the components and elements of this report was a healthy mix of enlightening and overwhelming. I was so appreciative of this opportunity, but could feel the timid exasperation in the room as these two highly competent and effective leaders worked tirelessly to try and complete the report with the upmost precision.

After shadowing Mrs. Evans for about 3 hours, I transitioned to the world of principal, which also was a fulfilling experience. Mr. Garner is a 19 year educator. He served as assistant principal at Center for 5 years before moving into the principal role this school term. At this time, he, too was making his rounds though the building to meet with grade levels during their planning times to discuss the upcoming release of the CCRPI data. During this time, he also took time to reassure each team member that the latest feedback from the district office was all positive, and it seems that Center Elementary is making a move towards bigger and better things. He shared that he realizes that Center has a lot of room for growth academically, but he knows that his school is full of good, dedicated teachers, and smart and talented students. Therefore, all he is asking for is growth. In essence, he was saying that he knows Rome wasn’t built in a day, but with ongoing growth, Center will get where they need to be.

I was able to observe Mrs. Garner in the 4th and 1st grade level meetings, before he moved into the lunchroom to relieve Mrs. Evans from her post of lunch duty. I must say, nothing makes me admire a leader more, than one who does not find himself above “duty”. Mr. Garner shared with me that he intentionally took the second half of lunch duty because the older kids, especially the 4th and 5th grade young black males, need to see a positive black role model-everyday! He said he makes a strategic effort to protect this time, and uses it as an opportunity to build relationships with those who are at that age where they are very impressionable. During this time, I took the liberty of taking over the monitoring duties to allow Mr. Garner some more one-on-one time with some students who seemed to be eager to talk with him. Observing this exchange made me so proud to be a Tiger, and helped me realize this is just what I saw *TODAY* ! Imagine the countless other great things my administrators are doing to leave a lasting, positive impression on students’ lives! I enjoyed the hours I spent observing Mrs. Evans and Mr. Garner at my home school, Center Elementary.

This field experience had a profound impact on my development as a prospective leader. As I mentioned, I am a proud employee of Center Elementary, and I hope my leadership ambitions will find a place for me within that building. However, if that is not what is in the cards for me and my path leads elsewhere, I know that the mentorship and transformative learning opportunities that I have gained under the stewardship of the great leaders and coaches in the building, will have shaped and groomed me in a way that I will be able to lead effectively wherever my road may lead.

**¼ Day FIELD EXPERIENCE at the MIDDLE SCHOOL LEVEL**

Date and Time of Activity: 9/22 7:30-10:00 AM

Hours Completed: 2.5

School or District Office you visited: Ware Middle School

Persons you met with: Chiquita Thebaud

Description of the Field Experience Activity and Your Role

My 2.5 hour experience shadowing Mrs.Thebaud, the 8th grade AP, was very informative. I was given the opportunity to observe her facilitate and lead discussions regarding student safety prior to and following a gang violence training that all district employees were required to participate in. Mrs. Thebaud filtered and answered questions regarding the presence and threats of gang activity within the building and how to handle potential threats. Mrs. Thebaud was thorough and direct when providing responses, while at the same time sensitive to the anxiety and uncertainty a topic of this nature could create. The room was filled with a myriad of emotions ranging from fear to denial. She reminded the staff that they needed to be vigilant and proactive, and not fearful.

In addition, she presented the school safety plan and made sure each school employee understood their role in safety sweeps and drills. The evacuation plan was presented and reviewed and different scenarios were given and alternate routes devised. The staff seemed to gel together well under Mrs. Thebaud’s leadership.

Following the safety meeting, Mrs. Thebaud allowed me to observe her guide a group of induction level teachers through navigating through the TKES platform and completing their self-assessments. She introduced me as a leadership candidate and explained my purpose for observing was to complete a field experience activity and gain knowledge on some duties of a school leader. She explained each of the indicators and helped them score themselves accordingly, reminding them that the goal is to see growth and improvement by the end of the year. As the teachers finished their self-assessment, she then explained to each how many walk-through and formal observations they would have, and allowed them to sign up for their first walkthrough. Mrs. Thebaud maintained a supportive and professional demeanor, and encouraged the teachers to ask questions at any time. She also noted that she is always available if they have any questions or concerns prior to the observation date. At the end of the pre-evaluation conference, the teachers seems confident and prepared for their approaching evaluation.

Following the pre-evaluation conferences, Mrs. Thebaud announced a reminder about the after-lunch staff meeting and safety drill and dismissed the staff to lunch. I thanked her for allowing me this opportunity to shadow her and shared that we’d be in touch. She said that she would keep me in mind if she had any other interesting experiences on her calendar that she felt I could benefit from. The two and a half hours spent at Ware County Middle school were productive and offered some valuable leadership learning experiences.

**¼ Day FIELD EXPERIENCE at the MIDDLE SCHOOL LEVEL**

Date and Time of Activity: 10/12 2:00 -4:00

Hours Completed: 2 hours

School or District Office you visited: Ware Middle School

Persons you met with: Chiquita Thebaud

Description of the Field Experience Activity and Your Role:

The additional 2 hours field experience were vastly different from the previous 2 hours, yet it offered a glimpse into the diverse duties of a school level leader. On October 12th, it was the day before the school-wide PBIS Celebration, so there were lots of tasks to be completed to ensure that the event was successful and ran smoothly. I was fortunate enough to be able help make this event a successful one.

Once I checked in with Mrs. Thebaud, she explained my first task. She needed me to double check the eligibility rosters against the behavior reports to be sure than only students with no out-of-school suspensions were eligible to attend the event. I did find one discrepancy and she noted it to be corrected on the final roster to be shared with teachers the following morning.

After checking the rosters, we headed over to the gym storage where we would begin gathering large wooded blocks for a building station, setting up a volleyball station, gathering materials for a face painting station, setting up a corn hole area, and setting up a DJ Booth. Concessions were also set up and pricing signs were made with the assistance of the National Junior Honor Society students. Mrs. Thebaud left me in charge of directing the NJHS students on any other duties that needed to be completed to prepare for the approaching day. I directed the students to fill the treat bags for the game stations and to make sure all the face paints were in good condition. They were so very mannerable and helpful.

As the students offered their help, along with other staff members who did not have a class at the time, Mrs. Thebaud engaged in pleasant conversation and shared her excitement about the upcoming celebration. The students interacted in a way that showed they had a positive rapport, and so did the staff members. Participating in the event the next day showed that our planning and preparation led to an successful event without any major disturbances.

Completing this field experience activity gave great insight on the different demands and responsibilities of a school leader. The things learned in classes regarding instruction, planning and assessment, human resources are certainly important. However, duties such as this, are equally important to promote motivation and morale within the building. Working alongside Mrs. Thebaud, I have seen first-hand the results of positive working relationships among a staff body. I hope to one day be a leader that can excel in this capacity as she has.

**½ Day FIELD EXPERIENCE at the HIGH SCHOOL LEVEL**

Date and Time of Activity: 9/22/23 10:30-12:30 1:30-3:30

Hours Completed: 4

School or District Office you visited: Ware County High School

Persons you met with: Mrs. Peggy Jones

Description of the Field Experience Activity and Your Role:

My half-day field experience with Mrs. Jones was very busy. It was a professional learning day, so lots of training was being conducted. I learned so much about scheduling and safety. As I arrived on campus, Mrs. Jones was preparing to meet with the safety team and prepare for the upcoming Centegix drill. I was given the opportunity to sit in on this meeting and observe. It was interesting to hear the concerns from all perspectives of the team. Things that seem simple, such as inoperative lights, can turn into a big problem, given the right circumstance. Following the safety meeting, Central Office staff joined in on observing a drill. I was able to shadow Mrs. Jones as she completed her clearing of the hall, and assisted her checking doors. She explained her procedures as we walked, and I was able to ask questions.

Following the drill, the team reconvened and discussed the strengths, challenges, and misunderstandings. It was interesting to hear about the behaviors of some staff members that indicate the possible need for more training on how to stay as safe as possible during a lockdown.

After the drill, Mrs. Jones explained that she was working on FTE scheduling, and she explained the criteria and process for scheduling. She shared with me the challenges of getting everyone scheduled and that this duty is one of her most taxing, and with the enrollment and withdrawal of students all year long, it is an ongoing task. She showed me the database and walked me through the process for a few students. This was certainly a learning experience, and a glimpse into some of the responsibility that comes with assuming administrative roles.

Prior to the staff dismissing for lunch, Mrs. Jones jumped right into another task of a lighter note. She and her fellow admin went around and sang happy birthday and delivered goodie bags to staff members who had birthdays this upcoming weekend. I was able to join in on the fun. This is something that helps build relationships among the staff and boost morale. Mrs. Jones has a calendar on her desk and see this duty through weekly.

I was also given the opportunity to observe Mrs. Jones prepare for a manifestation meeting on a student who had been recently caught with a vape that tested positive for THC. She shared the back story that this was the student’s first offense and that mom felt strongly that his disability caused him to make poor choices Mrs. Jones explained to me that although this was the student’s first offense, there is a zero-tolerance policy on drug use and drug paraphernalia. I was not able to attend the meeting, but Mrs. Jones recapped for me following. The ultimate decision was that the student will be enrolled at the alternative school beginning the upcoming Monday.

The last activity of the day that I had the opportunity to be involved in was a pre-evaluation conference with Mrs. Jones and one of her math teachers that she evaluates. This was an induction level teacher of Algebra I, and she explained her TKES plan, and what she would be looking for in the first walk-through evaluation. Mrs. Jones clearly explained to the new teacher that this was an evaluation process that allowed opportunities to celebrate what she was doing well, and areas for growth.

I enjoyed the half-day experience that I had on this professional learning day. Meeting and working with Mrs. Jones helped me see a great, task-oriented leader at work. Mrs. Jones certainly was professional, efficient, and knowledgeable about teaching and leadership. Completing this field experience certainly helped me set some personal standards regarding what type of leader I’d like to be.

**½ Day FIELD EXPERIENCE at the DISTRICT/CENTRAL OFFICE LEVEL**

Date and Time of Activity: 11/30/2023 9:30-1:30

Hours Completed: 4

School or District Office you visited: Ware County Board of Education

Persons you met with: Mrs. Rebekah Griffis, District ESOL Facilitator

Description of the Field Experience Activity and Your Role:

On November 30th, the District ESOL Facilitator allowed me to come and help her prepare for the upcoming ESOL Parent Night scheduled for December 4th from 5:30-7:30 at Waycross College. Tasks that needed to be completed to prepare for this event included, tallying a final number count for adults and children, deciding on a craft activity, creating a feedback survey and welcome letter, and making copies of all handouts in English and other home languages. I was glad to be able to assist Mrs. Griffis preparing for this event, which is promising to be the most well-attended one in my eight years of service on the team.

The first task I assisted with was double checking all of the site coordinator’s spreadsheets to be sure we were preparing for an accurate amount of parents and students. At the final count, we have a total of 105 parents and 110 children expected to attend. Using this number, we were able to make a decision on the type of craft activity we would provide for the elementary children. We decided on a wooden ornament craft, that the middle and high school students could easily assist the younger students with. I helped to separate the materials for the craft and bag them individually so that they will be easily assessable to the elementary students.

Next, I assisted Mrs. Griffis organize the template for the cover letter. We discussed which headings would be of most interest and useful for parents to know. We decided on the topics:

* What is ESOL?
* How does my child qualify for ESOL services?
* How is my child served?
* How is my child monitored?
* What if I move?
* What is ACCESS?
* How does my child exit ESOL?

Then, I created a six question feedback survey for the parents to complete following the event. The survey also included an area for them to write individual suggestions, comments, or questions. This survey will help us plan for subsequent events more effectively.

The final task of the field experience was making copies of all the documents that will be distributed that night in English and other home languages and sorting them accordingly. This may have seemed like a clerical, but the District ESOL Facilitator is not provided with an administrative assistant. Therefore, in her leadership role, she also has to make her own copies and compile her own packets. I was happy to be able assist her with this, so that she could complete some other tasks related to the event. It took me almost an hour and a half to run all those copies and sort and staple the packets, so she was very grateful for the assistance.

The time spent at the District Office was very productive. I was pleased with the outcome of all the tasks and feel that I offered some quality input and help. It was a small glimpse into the world of ESOL at the District Level, which I am very interested in perhaps serving in a similar role after completing my Tier 1 certification. This experience empowered me to continue striving, because I think I do have to the potential to serve in a role like this effectively.