**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: 7/24-7/28
* Hours Completed: 11.5
* Georgia Leadership Standards Met: 1,3,4,7,8
* Description of the Field Experience Activity and Your Role (100 to 250 words)
	+ During these dates I engaged in ESOL ACCESS score data analysis and compilation from the past 2 years as I developed my professional portfolio to present to an interview panel in preparation for the District ESOL/Title III Facilitator position. Artifacts I created to include in the portfolio were a graphical representation of the student progress based on ACCESS scores, a detailed parent engagement proposal, a plan to motivate mainstream teachers, and a Mainstream Teacher of the Month Certificate. In addition, I updated my resume and cover letter as well as my statement of purpose. I also used this time to study and research the State Title III guidelines and requirements to be well-versed and prepared to converse on this topic.

**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 clearly aligned with the knowledge I have gained as an ESOL Site Coordinator. I had to exercise the skills I have acquired in data analysis to determine and illustrate student growth in a concise visual. This aligned with the instructional leadership standard. I also had to reflect on ways to encourage and motivate staff, which correlates to the performance standard of school climate and organizational management. The creation of the parent engagement plan allowed me to focus on the communication and community relations standards. Most importantly, the
1. What did you learn about your own leadership ability or your leadership potential during this field experience?
	* This experience provided a learning experience regarding the importance and advantages of being able to demonstrate your capabilities as a potential team or district leader. The compilation of this required me to think innovatively and focus on student achievement. The task was not difficult, only time-consuming. Naturally, I wanted to display and clearly articulate my most positive attributes. I was pleased with the final product and will use it as a template for future interview opportunities.
2. Explain two or three main points about leadership that you learned from this field experience activity.
	* One important main point I learned from this activity is that is it essential and advantageous to have a well-developed portfolio ready to present at any given time. This makes you marketable and prepared for career opportunities and decreases the anxiety of preparing for the interview if your artifacts are already compiled. Additionally, I learned that can prepare with the greatest precision, gather the most appropriate artifacts, and anticipate every possible question, but you still may not know exactly what the panel is looking for. All you can do as a candidate is present your very best self and count the experience as an opportunity for professional growth despite the outcome.