**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: March 28, 2024
* Hours Completed: 17
* Georgia Leadership Standards Met: 1,3,4,7,8
* Description of the Field Experience Activity and Your Role (100 to 250 words)

**PART II: REFLECTION\***

The fourth grade team at Center Elementary began planning a field trip to Atlanta in November. The team worked diligently with Kelly Tours, parents, and community liaisons to plan every detail of the trip. As the number of students attending the field trip increased, the team realized that they would need additional chaperones/manpower and this decision was ultimately the principal’s. Mr. Garner asked me would I be willing to accompany the grade level on the trip and I happily agreed. Days leading up to the trip, I met with the grade level and discussed the itinerary. On the day prior to the trip, Mr. Garner informed me that I could be better utilized as a

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?

Based on my study of leadership, I feel that this experience most closely aligned with the skills of instructional leadership, planning and assessment, and teacher/staff evaluation. To best formulate my response to the QIC questions I had to have a fresh analysis of the program data. After analyzing and disaggregating the data, I needed to determine what the next steps would be in order to most effectively close those identified gaps. Lastly, after assessing the proficiency and engagement of the professional developments, it provided a clearer view of how/if the mainstream teachers were using the offered strategies and tools effectively and/or pervasively across the building.

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

This activity helped me underscore the importance of documenting and reflection. As a part of the QIC, I had to reflect on the effectiveness and progress of the ESOL program at my school. In order to be able to carry out that task most effectively, I had to use to documentation of the intervention data and the professional development data to help shape my reflective thoughts. Armed with these tools, I was able to carry put this task with ease.

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

One point I learned from this leadership activity is in reference to shared leadership. The Quarterly Impact Check is the ultimate responsibility of the assistant principal at each school. However, o complete components of it, the person in that role has to reach out to others in different roles and capacities to complete the task. This is an example of shared leadership. I also learned that taking the time to be reflective practitioner can greatly impact the progression of your program and help you develop an attainable plan for next steps.