**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: 9/13
* Hours Completed: 1
* Georgia Leadership Standards Met: 1,2,3,6,7
* Description of the Field Experience Activity and Your Role (100 to 250 words)
	+ On Wednesday, September 13th, I participated in the Teacher Keys Effectiveness Training with my administrator. The Teacher Keys Effectiveness System (TKES) is a common evaluation system designed for building teacher effectiveness and ensuring consistency and comparability throughout the state. The Teacher Keys Effectiveness System (TKES) consists of three components that provide multiple sources of data. During this training, my administrator explained the three components. They are Teacher Assessment on Performance Standards (TAPS), Professional Growth, and Student Growth. The overarching goal of TKES is to support the continuous growth and development of each teacher​. During this training, a school-wide target was set, and teachers were given the option of adding one additional goal. It was explained that supporting documentation will be added later. My administrator also shared with us what the walk-through and formal observations would look like.

**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?
* Although I attended this activity in the teacher role, I closely observed how my administrator conducted the meeting and the specifics of *his* role in the process. He, along with the assistant principal, will be using their knowledge of the instructional standards to assess teachers and provide meaningful feedback. These activities will align with LAP standards 1, 2, 3, and 6. I understand that the leader must provide adequate instructional leadership, foster a school climate conducive to learning, use operative modes of planning and assessment to inform instructional decision-making, and fairly and consistently evaluate school personnel.
1. What did you learn about your own leadership ability or your leadership potential during this field experience?
	* I think that my natural desire to empower and mentor teachers will serve me well as an evaluator if given the opportunity. I find it easy to be fair and consistent. I, personally, find prompt and constructive feedback useful, so I am confident that I will be able to provide that to my colleagues. Understandably, I will not have full access to all of the components of an evaluator until I am actually serving in that role, but being a part of the experience at the teacher level is a great foundation.
2. Explain two or three main points about leadership that you learned from this field experience activity.
	* One of the most meaningful takeaways I gathered from this experience is that TKES is designed to support and elevate teachers, not to criticize. This is a tool that leaders find advantageous to identifying strengths in their teachers, and in turn, they can offer them continuous opportunities for professional growth and advancement, if they are interested. Also, TKES evaluations do not define your abilities. It is just one of many measures that leaders consider when making staffing decisions. Moreover, I feel that teachers and students should be accustomed to administrators visiting the classroom, therefore, an evaluation ought to feel like a regular day.