**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: 2/12/2024
* Hours Completed: 3
* Georgia Leadership Standards Met: 1,2,3,4,7,8
* Description of the Field Experience Activity and Your Role (100 to 250 words)

As the ESOL Site Coordinator, I am customarily invited to IEP meeting for my ELs who are also provided Special Education Services. On February 12th, I attended an IEP on a 4th grade student. Also in attendance was child’s father, the homeroom teacher, the speech teacher, the special education coordinator, and the school principal. During the meeting each teacher discussed the child’s current performance, highlighting strengths and weaknesses and shared the goals and targets for the remainder of the school year. The team also discussed the proposed accommodations with the parent. During the meeting, the parent was very engaged, supportive, and thankful for the notable gains he had recognized in his child over the years. He also provided some insight on specific behavior strategies and goals that they are working on at home, so that we can be aware and supportive of those implementations at school as well. The meeting was professional and productive.

**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?

Participation in this activity aligned with the standards of instructional leadership, planning and assessment, organizational management, school climate, professionalism, and communication and community relations. All of the aforementioned standards have to be applied and carried out when developing an Individualized Education Plan and while facilitating a meeting. Parents and team members need to feel confident that the team leader, such as the special education coordinator or administrator, are knowledgeable in instruction and can plan for and assess their student appropriately. Additionally, the tone and atmosphere of the meeting should be inviting and professional. Practicing clear communication will help foster a productive IEP meeting, or a similar meeting.

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

Despite not assuming a leadership role in this meeting, I gleaned valuable insights from the principal and special education coordinator. The special education coordinator demonstrated an extensive understanding of data and anticipated growth targets, effectively communicating these points in a manner accessible to the parent. Her inclusive approach involved engaging other team members, prompting discussions on their observations. Additionally, the principal displayed a combination of approachability and authoritative leadership, fostering a caring and well-led environment.

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

This field experience activity helped me gain substantial insight regarding the ability to convey important information clearly as is detailed in Performance Standard 8-Communication and Community Relations. In a school leadership role, effective communication with parents regarding data and goals is crucial. Simplifying complex educational jargon is essential, as parents may find it less intimidating and more accessible. Taking the time to break down information into simple terms enhances understanding and fosters a more approachable relationship with educators. This also leads to another key point highlighted as a result of this activity, the importance of collaboration. All team members present for this meeting needed to have an aligned understanding regarding how to best serve this student going forward. A leader should promote collective mindsets, encourage open communication, and value diverse perspectives in order to achieve shared goals effectively.