**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: 11/7-9
* Hours Completed: ongoing over 3 days, 9 hours total
* Georgia Leadership Standards Met: 1,3,4,
* Description of the Field Experience Activity and Your Role (100 to 250 words)
	+ Beginning in the Fall of 2023, the Ware ESOL team purchased Finish Line Online licenses for our Title III ESOL students. This program offers intensive remediation and practice in the domains of listening, reading, speaking, and writing, much like the ACCESS test, which is the assessment that measures English language proficiency and is the data point used to determine ESOL exit or reclassification criteria. When using Title III funds to purchase a supplemental program, that does not already have research to support its effectiveness, then a logic model must be designed to measure the effectiveness of the program. Therefore, the District Facilitator, another ESOL Site Coordinator, and I worked for three days to design a benchmark assessment to be able to measure and compare the beginning and end of the year progress.

**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 aligned with the LAPS Professional Standards of instructional leadership, planning and assessment, and organizational management. When brainstorming as a team to develop questions, we had to consider the students’ background knowledge when designing questions and choosing graphics to support the text. We wanted the questions and answer choices to offer a moderate degree of rigor, but not too complex. With all these things considered we discovered how taxing benchmark assessment development can be. However, upon completion, we were proud of the final product and look forward to being able to use this logic model to document the success and progress of our students.
1. What did you learn about your own leadership ability or your leadership potential during this field experience?
* I learned that I have strength in collaboration as it relates to leadership. I also think that this experience tapped into my potential to develop effective, valid, and reliable assessments that can be used to measure growth, identify deficits, and drive instruction. As a school-level leader, student achievement is always paramount and should be the foundation of every decision. This experience provided an opportunity for me to contribute to the success of students through a small leadership task.
1. Explain two or three main points about leadership that you learned from this field experience activity.
* A main point I learned about leadership as a result of this activity is that although school-level leaders must greatly consider instruction and assessment when leading their building, they also have a wide range of other responsibilities. Therefore, it takes the contributions of all district directors and coordinators to best meet the needs of all subgroups of students. Furthermore, I learned that there will be instances where the data or research is not available for a project or supplemental program that you may find promising. In those cases, you have to make the critical decision to either perform the logic model yourself and risk the pushback from adding extra tasks to your already overwhelmed staff, or forgo using that product and find something that already has supportive research. This can be a tough decision as a leader; however, I am glad our District Facilitator decided to purchase the product and we worked as a team to develop the benchmark.