**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: 3/25-26/2024
* Hours Completed: 10
* Georgia Leadership Standards Met: 1,2,3,4,7,8,
* Description of the Field Experience Activity and Your Role (100 to 250 words)

**PART II: REFLECTION\***

To fulfill Title III requirements, the ESOL Site Coordinator must hold parent conferences twice a year to update the parents on their child’s progress in the ESOL program, as well as their progress in the regular mainstream classroom. I held conferences at Center Elementary for all 15 of my students on March 25th and 26th. A week prior to the meeting, I sent home parent conference notices and allowed parents to choose either a face to face conference or a telephone conference. Every form was returned and participation in the conferences was great. Homeroom teachers also joined in on these conferences. It was a great capacity building opportunity for both teachers and parents to have a relevant discourse regarding the student’s progress. It also offered an opportunity for parents to gain more insight on parent expectations and family dynamics, which ultimately helps educators become better equipped to serve the students academically and social-emotionally.

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 most closely aligned with the standards of instructional leadership, organizational management, professionalism, and communication and community relations. The effectively execute these conferences, as the facilitator, I had to be prepared to discuss the student’s instructional progress and engage in conversations with the mainstream teachers regarding next steps to further support the child whether that means adding more support or slowing removing the scaffolds to help the child gain academic independence. Additionally, I had to collaborate with the front office staff to secure a conference room and arrange classroom coverage for parents who has more than one child who needed a conference. This creates a slight challenge because I did not want to ask the parent to come to multiple meetings, however it conflicted with teachers’ instructional time and coverage had to be arranged. I am fortunate that the clerical staff in my building is very cooperative and responsive. Furthermore, I served as the liaison between the interpretation services and the parents and teachers. Throughout the conferences a high level of professionalism had to be maintained as well as clear and concise communication.

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

These conferences allowed me the opportunity to learn more about the importance of establishing and maintaining a positive rapport with parents as well as teachers. One highlight of these conferences was the moment that a father was brought to tears as the teachers shared positive reports of his children’s progress. The father shared with us that he was so grateful that he was able to provide his children opportunities to pursue an education, because although he always wanted to go to school, he was never afforded the opportunity. Needless to say, there was not a dry eye in the room. As an educational team, we were so thankful that this father felt that our school had provided a safe space for him to not only share experiences but to allow his emotions to be unveiled.

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

This field experience served as a clear illustration of Maxwell’s Law of Connection. The father who exposed himself in such a vulnerable way, felt comfortable doing so because he had made a connection with the people in the room, and further realized that his children has as well. This type of relationship sets the stage for success. The children feel safe, the parents feel supported and now learning can take place, which is exactly what we were witnessing. Also, this activity shed light on The Law of Empowerment. As the ESOL Coordinator in my building, I am in a position to share my expertise on how to best serve English Language Learners to help support them gain success in the classroom. The more the teachers about this, the less they need me, and the more empowered they become. The vision is carried out.