**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: 3/5/2024
* Hours Completed: 1.5
* 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\***

As a part of the student registration and enrollment process across the nation, parents (or the responsible party) complete a Home Language Survey indicating the language that is spoken and understood most frequently at home by the adults and the child. In the event that any language other than English is indicated on the Home Language Survey then the student is screened with the WIDA Screener to determine their eligibility for the ESOL Program. There are occasions in which a HLS (Home Language Survey) is completed incorrectly. For example, maybe the parent did not understand the form. In this particular instance, the mom completed the form on a child and she spoke both English and Spanish equally, as does her child, yet in the interim, the child moved in with his grandmother who speaks predominantly Spanish. In light of these unique circumstances, the District ESOL Facilitator, the Special Education Coordinator, the classroom teacher and I (as ESOL Site Coordinator) met with the mother and grandmother to determine if a redaction form would be appropriate to best serve this child in the area of English Language Development. After the team explained to the mother and grandmother the ESOL service model and who and how it is designed to serve, the family decided, after careful deliberation, to leave the current Home Language Survey in place and not pursue an ESOL screening. This meeting was necessary to provide clarity on both ends, so that all involved parties felt confident on the decision.

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 leadership skills of Instructional Leadership, Planning and Assessment, and Organizational Management. In my role at ESOL Site Coordinator, it is my responsibility ensure that we are accurately identifying students whose Home Language is one other than English. Additionally, I must aim to certify that they are screened in a timely fashion and that if they qualify, they are served as outlined by district state, and federal guidelines. With this particular situation, I needed guidance from the District Facilitator and we needed to meet to carefully consider the criteria for assessment and how we would collaborate our services and resources with the Special Education Department because the student also qualified for special education services.

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

While participating in this activity, I learned the value of clear and detailed communication. The family members did not understand the entire scope of the ESOL Program. Once I was given the opportunity to explain this to them, they felt more comfortable with their final decision to not complete a redaction form and pursue a language screener. In addition, the importance of gaining insight into the complete set of circumstances surrounding a child can provide valuable information for determining the most effective way to support them in the academic setting. I feel I was an effective contributing party in this meeting and my ESOL expertise helped aid in a productive meeting and solution.

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

Two key points about leadership that I learned from this field experience activity are that active listening is imperative and that collaboration and teamwork are vital components that help facilitate positive meeting outcomes. Leaders can easily observe the power of active listening during parent meetings. Understanding the unique challenges faced by ESOL families requires attentive listening, fostering empathy and strengthening interpersonal connections. Likewise, supporting effective communication and collaboration among a diverse group of individuals can be a challenge, but leaders can learn and implement strategies for creating an inclusive environment that encourages participation from all stakeholders. In essence, participation in ESOL parent meetings of this sort provides leaders with an opportunity to develop a more inclusive and culturally aware leadership style.