**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: 11/30-12/1
* Hours Completed: 4
* Georgia Leadership Standards Met: 1,2,3,4,7,8
* Description of the Field Experience Activity and Your Role (100 to 250 words)
	+ Ware County ESOL students who were also identified as Title III students will be using the Finish Line Online supplemental English Language Support program this year. This program was purchased with federal funding, and did not have available research to support its effectiveness. Therefore, the team developed a benchmark assessment to be used to gather pre and post data points. This assessment very much mirrored the format and prompts seen on the ACCESS test. It is divided into four domains-Listening, Reading, Speaking, and Writing. Title III ESOL students in grades 3-5 were given this assessment over a period of 3 days and then the ESOL Site Coordinators were tasked with scoring them and compiling the data in a spreadsheet designed by our District Facilitator. The data acquired from this assessment will be very useful to drive instruction, measure progress, and identify areas of strengths and weaknesses.
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 field experience activity aligned with the LAPS Performance standards of instructional leadership, planning and assessment, organizational management, professionalism, and communications and community relations. Administering the assessment fosters the success of all students by utilizing the benchmark as a means to acquirement meaningful data which will aid in effective planning. While administering the assessment, I had to exhibit professionalism, and I had to offer clear communication to the mainstream teachers while in the testing sessions because the class schedule was slightly altered. In my prospective career as leader, I will be able to reflect on this experience to effectively execute, moderate, and support testing sessions.
1. What did you learn about your own leadership ability or your leadership potential during this field experience?
* This leadership activity allowed me the opportunity to not only administer an assessment I had a part in designing at the district level, but also to be able to gather the data obtained from that assessment. This helped me learn that I have the potential to be an effective test designer by identifying appropriate testing techniques, tools, and guidelines to implement the required tests. I look forward to looking at the end of year data points to be able to determine if the Finish Line Online program is best serving our EL students.
1. Explain two or three main points about leadership that you learned from this field experience activity.
* Compiling and analyzing data can provide valuable insights into various aspects of leadership. As a leader, the performance data can reveal how well the students are meeting standards and objectives. From a school leader’s vista, this could also apply to teachers. The metrics can also reveal how effective the instructional practices of your staff are. This activity also highlighted the parallels between assessment, data, decision making. School leaders are in a data-driven role. As a leader, you are constantly analyzing various streams of data to help you review and assess the effectiveness of decisions made under your leadership.