**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: 11/28 11:50AM-12:50PM
* Hours Completed: 1
* 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 often asked to sit in on or schedule parent conferences when the mainstream teachers have a concern with a student that they would like to address with a parent. Usually, parents have already established a rapport with me in my position because we have most likely already met for accommodation meetings, and/or I have had their student in my ESOL program for a number of years. I was glad to be able to facilitate a meeting between a teacher and a parent on Nov. 28th. Actually, the mainstream teacher and I both had some concerns regarding the student’s lack of attention and decline in grades. The parent agreed to the conference without hesitation and was very supportive of our concerns throughout the meeting. The parent also took some responsibility regarding the lack of attention and support they had been able to offer due to the new business they had recently opened. Dad assured us that he and his wife would be attending to him more now that they are aware of the effect it is having on his studies.
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?

As I progress as a prospective leader and conduct more and more parent conferences, I am gaining more skills in school climate, communication, and professionalism. Obviously, the parents felt welcomed and supported in this school setting, meaning that a healthy climate had already been established. During the meeting, I practiced active listening and positive statements to create a healthy and productive dialogue. Over the years, I have learned that most parents just want to know that you are willing to listen to their perspective and circumstances and feel that you are there for the best interest of their child. Those sentiments were displayed in this meeting as well.

1. What did you learn about your own leadership ability or your leadership potential during this field experience?
	* As I reflected on my leadership ability and potential following this activity, I realized that I am effective at conveying information in a way that is understandable to parents, which I feel is a necessary trait of a school leader. I think that my problem solving skills continue to strengthen, especially when an unexpected issue or concern is brought up without warning. Although, I am improving in the area of conflict resolution, I would like to grow more in this area, when the conflict is between a parent and a staff member. A slight issue of this sort occurred in this conference, concerning the sibling of the child we were conferencing about. Although I was able to come up with a solution satisfactory to the parent, I struggled a bit with being able to generate a solution quickly.
2. Explain two or three main points about leadership that you learned from this field experience activity.
* This field experience activity left me with two takeaways. As a leader, our first priority is to ensure that we are best meeting the needs of students. Maintaining open and positive parent relationships is one avenue to ensure that. Secondly, I am reminded that we often have to adapt to changing circumstances and the diverse needs of students and parents. Considering that the family dynamic had changed slightly in this student’s home, as a leader, we have to remind staff members to show flexibility, just as administrators have to show their teachers flexibility and grace when they are traveling through rough periods in their personal and family lives.