**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: 8/2
* Hours Completed: 3
* Georgia Leadership Standards Met: 1,2,3,4,8
* Description of the Field Experience Activity and Your Role (100 to 250 words)
  + It was that time of year, Back to School, and everyone’s mind was reenergized, or at least trying to get there, and eager to get off on the right foot. Nothing can hinder that great start more than ineffective classroom management. That is why when I saw I had been invited to participate as the ESOL representative at Amy Dean’s Behavior Queen’s training on *Effective Behavior Interventions*, I was elated. My role was to attend, redeliver, and then collaborate with my ESOL team and come up with strategies that we could implement across the district, specifically among the EL’s, to promote and reinforce positive behaviors. With the EL numbers rising across not only the district, but the nation, and the intervention needs becoming more and more extensive, we cannot compromise the integrity of our instructional time by dealing with behavior. It was my task to learn, take back, and lead the effort in devising a plan to handle challenging behaviors.

**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 clearly aligned with the knowledge I have gained as a classroom teacher, PBIS team member, and ESOL Site Coordinator. All of the strategies Mrs. Dean offered will be useful in my future career as a school leader as I aim to foster a positive school climate and maintain structure and discipline across the campus. Additionally, as I did with my team, I can share the strategies learned with my colleagues, and they can use their professional judgement to decide which techniques will best work for them in their classroom, with their own unique set of learners.

1. What did you learn about your own leadership ability or your leadership potential during this field experience?
   * This experience allowed me the opportunity to be a representative from my team. I had the responsibility of attaining the accurate information in a way that could be shared with my team. I effectively took thorough notes and offered my own unique perspectives from the lens of an ESOL teacher and also from the EL. The redelivery and collaboration session was productive and the team was able to devise a plan for specific behavior interventions that we would pervasively implement across the EL population. We will monitor their effectiveness and revisit if necessary. I feel that I demonstrated the ability to lead with this activity.
2. Explain two or three main points about leadership that you learned from this field experience activity.
   * One important take-away from this field experience activity is that when your team is depending on you, you have to deliver. The success or demise of an entire body can all be determined by you. Additionally, I learned that advancing out of the role of a classroom teacher does not mean, by any means, that you no longer are responsible for behavior management. It actually means the entire opposite, now, as a school leader you are accountable for not only classroom behavior, but school-wide behavior. Amy Dean’s training really stands out and will be referenced repeatedly.