**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: 10/10 3:00-4:00
* Hours Completed: 1
* Georgia Leadership Standards Met: 1,3,4,7,8
* Description of the Field Experience Activity and Your Role (100 to 250 words)
	+ Our district adopted the HMH Read 180/System 44 reading intervention program for our ESOL students. As a part of this implementation process, the HMH coach provides us with ongoing individual coaching sessions where we analyze data together, look at student success and needs, develop action plans to accelerate and remediate, and engage in question/answer sessions. Considering that the members of the ESOL team are using this program for the first time this year, we all definitely benefited from the guidance. Mrs. Harris is very skilled and knowledgeable about this program (System 44). She is an active listener and helps us develop alternatives and solutions to challenges regarding time and the language deficits newcomers in the program face. I enjoyed the session and it was very helpful.

**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?
* Much similar to the Read 180 session the day before, Mrs. Harris demonstrated expertise in instructional leadership, planning and assessment, organizational management, teacher/staff evaluation, professionalism, and communication and community relations. Mrs. Harris led the session effectively and helped us move students to different levels based on their data. She facilitated us in using the resources and supplemental material to best serve our students. She also was able to assess if we were using the program with fidelity. Her approach was very professional and she offered positive communication and is accessible to us at any time. Hopefully, I will be able to coach and lead in this manner in a future leadership role.
1. What did you learn about your own leadership ability or your leadership potential during this field experience?
* Considering that both the Read 180 and System 44 programs are new to me, I learned that I need to give myself more opportunities to thoroughly learn about the programs that are being used in my district. As an aspiring leader, I need to have knowledge about the things that I will be expecting my followers to implement. There are so many programs and curriculums that are being used throughout the district, and I recognize that I do not have a full understanding of all of the components of the programs. I believe that once I have the information and training, I have the full potential to converse and coach others on the programs.
1. Explain two or three main points about leadership that you learned from this field experience activity.
	* This activity helped me learn that like teaching, a huge part of effective leadership is observation and data analysis. As we analyzed the active session data, I realized that although it may have appeared that the students were actively engaged, they were either extremely challenged or off-task. If Mrs. Harris had not shown me the area in the teacher’s dashboard that compiled that data, I wouldn’t have been the wiser. I consider myself an active teacher. I circulate the room, redirect, and support as necessary. So, I also learned that I need to adjust my climate and management to ask the right questions and look for the right cues to ensure students are using the program in the most effective way.