**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: 9/20
* Hours Completed: 2
* Georgia Leadership Standards Met: 1,2,3,6,7
* Description of the Field Experience Activity and Your Role (100 to 250 words)
	+ On Wednesday, September 20th, I participated in the Leaders Coaching Leaders Webinar. Lyle Kirtman presented this session that focused on Why Educational Strategies and Student Outcomes are Not in Sync. During this session, Kirtman implores participants to shed any projects or behaviors that do not align with the goals for student outcomes. He stresses that this is imperative if we want to stop the rapid rate of burnout that is impacting schools at all levels. Attendees received tips on how to talk to data-averse teachers about data, using guiding questions to make decisions about what to do and what not to do, and how to skillfully push back against mandates that run counter to a school’s mission. Much of the information addressed in this podcast will be helpful to an aspiring leader.

**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?

As a school leader, this experience is one I will be able to reflect on when making curriculum and instructional decisions. A leader must choose how to spend instructional time and resources wisely. If the time and resources do not align with the school’s core values or ultimate mission, then they will negatively impact student outcomes. Leaders are held to the responsibility of making sure each and every effort is geared toward student achievement.

1. What did you learn about your own leadership ability or your leadership potential during this field experience? While listening to Kirtman, I was encouraged about my potential leadership ability. I am aware that I must focus on student outcomes when implementing, or making suggestions about implementation, of curriculums or programs. I feel that as I grow in a leadership capacity, I will only sharpen this awareness and be able to lead while adhering to the main objective—student achievement.
2. Explain two or three main points about leadership that you learned from this field experience activity.
	* One takeaway I gathered from this webinar was that the challenge of staying focused and aligned is very common among leaders. I realize that this is an area in leadership where I will constantly have to do a self-check to determine if everything I am doing is keyed into the school’s mission and vision. I definitely see the potential for this area to become murky. Not intentionally, but due to being pulled in so many different directions. Additionally, it became abundantly apparent that more activities certainly are not always the remedy to improving results or increasing knowledge. It is about quality and not quantity. Increasing quantity can accelerate teacher/staff/student burnout and lower achievement. The quality has to be raised!!! It is the leader’s responsibility to ensure that this paradigm shift is made.