**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: 9/6
* Hours Completed: 2 hours
* Georgia Leadership Standards Met: 1,2,4,7,8,
* Description of the Field Experience Activity and Your Role (100 to 250 words)
	+ At our September Professional Learning Community meeting, the ESOL Site Facilitators met and shared how our students were adjusting to the new school year, reviewed the administrative duty requirements concerning the documentation that is due at this point in the year, and began brainstorming ideas for the upcoming fall parent night. In order to meet state Title III requirements, a parent night needs to be offered to ESOL students who also qualify for Title III status. In Ware County, the ESOL team has customarily decided to offer this to all ESOL families, and the event has been very successful. This year we explored the option of coordinating a holiday program into our presentation to encourage participation.

**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 aligned with the leadership standards of planning and assessment, organizational management, professionalism, school climate, and communication and community relations. Being an active participant of a PLC and observing how our team leader facilitates a meeting is effectively preparing me to one day lead a PLC. An effective PLC leader is prepared with an agenda, redirects side-bar conversations, and listens to the concerns, needs, and ideas of the participants. Developing these skills through active practice will enhance my abilities as a future leader.
1. What did you learn about your own leadership ability or your leadership potential during this field experience?
	* . I realize that participation and leadership are two different words that come with two different sets of responsibilities; however, active participation is a great starting point to be able to lead with integrity. I feel that being responsible for leading or contributing to certain parts of the PLC will help build my leadership potential for tasks such as these. It will also help promote shared leadership for our District Facilitator.
2. Explain two or three main points about leadership that you learned from this field experience activity.
* Two substantial takeaways I gathered from this experience were that brainstorming as a team leads to more inclusive ideas and products, and that each member of a team has something valuable to bring to the table. As a leader, you must be willing to consider all perspectives and have the aptitude to discern the strengths and weaknesses of your team and delegate duties that will best serve everyone involved. Activities of this type will assuredly help build my experience and skills in the field of leadership.