**FORM 8**

*Georgia Southern University*

**COLLEGE OF EDUCATION**

**Department of Leadership, Technology, and Human Development**

**SUPERVISED FIELD EXPERIENCE REFLECTION**

**EDLD 7737/7738 FALL \_\_\_\_ SPRING \_\_X\_\_ YEAR \_\_2024\_\_\_\_**

Candidate: Dinah Myrick

Campus Mentor: LeVar Garner

University Supervisor: Dr. Suzanne Miller

School: Center Elementary/ Ware County Middle School

**PART I: DESCRIPTION OF THE FIELD EXPERIENCE**

* Date of Activity: 1/8/2024
* Hours Completed: 4.5
* Georgia Leadership Standards Met: 1,2,3,4,7,8
* Description of the Field Experience Activity and Your Role (100 to 250 words)

Each year, prior to administering the ACCESS test to ESOL Students ESOL Coordinators, School Testing Coordinators, and other designated staff members must attend the ACCESS training session. During this testing training the District Testing Coordinator explains and reviews the testing procedures and protocols, as well as the general layout and timings of the test session. We were also briefed on the accurate way to input and administer accommodations in the DRC platform. Our District Testing Coordinator, also gave deadlines on submitting testing schedules and on returning materials. The trainees were also given an idea on how to interpret test scores, exit criteria, and when to expect test scores to be returned and released. Each year, I learn something new as it relates to WIDA, DRC, and ACCESS testing.

**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 prospective school leader, I may one day oversee an ESOL Coordinator or School Testing Coordinator; therefore, this training has many benefits. I will be aware of the policies and procedures that each person in their respective roles should be following. It will also help me understand the test format, rules, and regulations for maintaining test integrity. Additionally, I will be familiar with the legal and policy implications as it relates to testing violations and irregularities. Although the annual training may seem redundant, it encourages a mindset of continuous professional development.

1. What did you learn about your own leadership ability or your leadership potential during this field experience?

This leadership activity helped me build confidence in the field of ESOL and testing. Having direct, hands-on experience with the DRC (data-recognition corporation) platform has well equipped me for career opportunities in the higher levels of ESOL and school level testing. I have learned that I am proficient in understanding the components of the ACCESS test, as well as how to analyze the aggregate data from the ACCESS test results and use it for programmatic improvements.

1. Explain two or three main points about leadership that you learned from this field experience activity?

This activity helped me learn that leadership comes in many forms. Although the School Test Coordinator and the ESOL Site Coordinator are not a direct part of the admin team, during the ACCESS testing season, they both serve vital school leader roles. This task could not be completed without these two team members collaborating effectively. I also learned that school leaders must work together to optimize the testing environment and test security. Without the support and collaboration of the school admin team, schedule changes and room assignments could not be approved. In order for standardized tests to be administered with integrity, all parties must be involved and cooperative.