



students to use for evidence in the students' portfolio. Therefore, when I showed her the collection of photos I had of her she was delighted to see her progress documented and we discussed ways she could share these with her classroom teacher. I showed her my own professional portfolio and encouraged to create one for herself that she could continually add to all through college. We then planned the page titles she wanted to include in her portfolio, added a few photos and she felt she could finish the rest on her own.

This experience with a young adult was somewhat different than the one with my coaching partner. H's comfort level and ease with technology let me see how generations view technology somewhat differently. However, the role of the coach remains the same no matter the age of the partner. Coaches still engage in the partnership approach and help their partners find their voice and give them choices in what they need and how to pursue it. H was no different than the teacher I coached, she needed to see the usefulness of the technology and she needed the "materials in a box" in order to bring her on board.

**2. How did this learning relate to the knowledge (what must you know), skills (what must you be able to do) and dispositions (attitudes, beliefs, enthusiasm) required of a technology facilitator or technology leader? (Refer to the standards you selected in Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)**

This project was more encompassing than learning a new technology. My student already knew how to use much of the technology in the classroom; I just showed her how to use it for a different purpose. Our interactions changed during the time she has been part of our classroom because I came to realize what is required of a good coach. As I

			<p>applied some of the philosophies of Jim Knight's partnership approach I watched a high school student respond like an adult.</p> <p><b>3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?</b></p> <p>Applying the partnership principles will help high school students, that intern with us each year, have a more fulfilling experience. Additionally, it will help coaches treat them as the young professionals they are. As the students are required to teach a lesson and provide their host teacher with a copy of it, we are in turn required to assess their plan and their delivery of it. The principles we have learned will help us give the students and their own teacher meaningful and useful feedback.</p>
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