

## Artifacts

I was asked to create writing prompts for students on SeeSaw. SeeSaw is an interactive learning website that students K-12 can use like a learning Facebook. They are allowed to go in to create and post writings and drawings (approved by the staff). At 826 we tend focus on writing prompts but allow for any sort of creativity. Below is an example of one of the prompts that I created, followed by the edits made by my supervisor before it was published.

### Writing prompt 1

The haiku is a Japanese poetic form that consists of three lines, with five syllables in the first line, seven in the second, and five in the third. So, 5-7-5 is how it should look.

The haiku is a type of poem that originated in Japan. It consists of three lines. The first line has 5 syllables. The second line has 7 syllables. And the third line has 5 syllables again. So, 5-7-5 is how it should look.

\*A syllable is a part of a word pronounced as a unit. It is usually made up of a vowel alone or a vowel with one or more consonants. The word "Haiku" has two syllables: Hai-ku.

Here is an example of a Haiku.

Sean was ty-ping hard. (5)

He typed so hard; he broke glass. (7)

Leah said, "Shock-ing." (5)

Can you write a Haiku? It can be about anything. It could be about a dream you had, flowers, sports, or just something in the room that you are in.

### **Super Cool Haiku Writing**

Special Guest prompt from our wonderful intern, Sean Barney! "The haiku is a Japanese poetic form that consists of three lines, with five syllables in the first line, seven in the second, and five in the third. So, 5-7-5 is how it should look. A syllable is a part of a word pronounced as a unit. It is usually made up of a vowel alone or a vowel with one or more consonants. The word "Haiku" has two syllables: Hai-ku. Here is an example of a haiku by Sean:

Sean was ty-ping hard. (5)

He typed so hard; he broke glass. (7)

Le-ah said, "Shock-ing." (5)

Now it's time to write your own haiku. It can be about anything. It could be about a dream you had, flowers, sports, or just something in the room that you are in."

Attached is another sample of a haiku by one of the most respected Japanese haiku poets, Fukuda Chiyo-ni, from the 1700s. Excited to read what you come up with! & As always, have fun with these.

### Notes from sessions

Another part of my job at 826 was to be a “point person” and an “observer”. As a “point person”, I ran the Zoom meeting in which all remote students attended their tutoring sessions. This entailed starting the meeting, creating breakout rooms for students and their tutors, and placing them in the appropriate rooms.

As an observer, I was responsible for moving in and out of each room and monitoring the sessions between students and tutors. I needed to keep notes on each room in order to keep track of who was working on what and which other observers I may need to contact in order to best serve the students and tutors. Below is an example of a typical day of note taking. Names have been left out.

11/23/21

R and O

Discussing Disney, Frozen and writing songs together as a warm-up. R has history homework. No issues.

A and C

A is doing Social Studies homework. She is studying independently at the moment. Will check back to make sure they are interacting at some point.

A is asking questions and they are conversing about World War 2.

Z and Lucas

They are working on a haiku for SeeSaw. Z doesn't have homework tonight.

I and S

I is discussing what plagiarism means and reading their ELA assignment directions to S. They are working on comprehension questions.

I and C

I is reading an article about the 2013 “earthquake” that registered a 1.2 on the Richter scale. It was caused because the crowd at a Seahawks game was jumping up and down and screaming so loudly.

They are now discussing bullet ants.

C and O

C has history homework concerning the Vietnam War. Very quiet. Checked in to see how everything was going. O said that C was reading the assignment to herself at the moment but that they had been talking about the best way to approach the assignment.

Checked back in. They are actively working together on phrasing the answers to the comprehension questions.

The following artifact is a copy of my Check-in meetings with my supervisor Shannon. We had these meetings every other week until she had to go on medical leave. As you can see, my supervisor unfortunately had to go on leave before we could finish all of our meetings.

**Check-in Meeting Agenda**  
**Attendees: Sean & Shannon**  
**Date: 10/28**

| Project   | Updates      | Goal          |
|-----------|--------------|---------------|
| templates | finished-ish | Completed-ish |

**1. Wellness Check-In Stressful 3 weeks. Nothing to do with 826. School has been hard.**

**I would like a status update. I feel like I am doing a good job. Mostly, I want to know if I my co-workers enjoy my presence.**

**This week I will grow my skills by: Being more proactive when a manager asks me what i want to do.**

**Asking more questions regarding the specifics of my internship.**

2. Questions & Check-In Items (Supervisee)
  - a. A
  - b. B
  - c. C

**3. Learning**

|                                 | One success   | One area for improvement  |
|---------------------------------|---|---|
| Self-reflection from supervisee | Confidence in pt. Personing is improving.   | I'm still transitioning from paper checklist to knowing it like the back of my hand           |
| Feedback from supervisor        | You're doing an amazing job between task work and point personing! I already see improvement and confidence in pt. Personing :) | Nothing notable on this end from the past 2 weeks!  |
| Self-reflection from supervisor | I am (hopefully) becoming more available for questions on days that I don't have meetings, and pointing you to                  | I would like to create more opportunities for you to have more time with the students because |

|                          |  |   |
|--------------------------|--|---|
|                          | people that have the answers to questions that I don't.  | you really shine in those moments too!  |
| Feedback from supervisee | Yeah. It's been a pretty smooth couple weeks. It's a pleasure working with you and everyone there. I am excited to go to work. | I did have my internship class yesterday and have a couple questions to ask about building my artifact portfolio. |

4. Check-In Items (Supervisor)
  - a. Project/goal
  - b. [A](#)
  - c. [B](#)

**Check-in Meeting Agenda**  
**Attendees: Sean & Shannon**  
**Date: 10/14**

| Project   | Updates                 | Goal                                       |
|-----------|-------------------------|--|
| templates | Failed (missed a bunch) | Finish the templates and make them perfect |

**1. Wellness Check-In**

**This week I will grow my skills by:**

**Becoming more efficient at running point and be more confident in my Zoom skills. I will accomplish this by doing my best to memorize the point person packet. I'm hoping that this will also come with practice.**

2. Questions & Check-In Items (Supervisee)
  - a. A
  - b. B
  - c. C

**3. Learning**

|                                 |   |   |
|---------------------------------|---|---|
|                                 | One success   | One area for improvement  |
| Self-reflection from supervisee | I felt like I was able to jump in with help for a student when it was needed. | I am still trying to feel more confident in my interactions but think that will come with experience. |

|                                 |   |   |
|---------------------------------|---|---|
| Feedback from supervisor        | You've been incredible these last few shifts! You've been adapting as we go and managing tasks and responsibilities in such little time. I appreciate your patience through the learning process! | One quick note (will explain verbally)  |
| Self-reflection from supervisor | I'm adapting and learning as I go, I haven't had much time to work closely with you, but I feel like we communicated well in the times that we did.   | Taking more time to create clear tasks and communicating those with you in a more efficient manner. I don't want to overwhelm anyone :) |
| Feedback from supervisee        | I have never felt like you were not available to reach out to or ask questions of.  | I will do my best at accomplishing tasks in the time allotted prior to tutoring.  |

4. Check-In Items (Supervisor)
  - a. [Skills & Goals](#)
  - b. Next meeting, we will go over the [Serving with Me 101](#) document
  - c. C

Blank Template: (LEAVE BLANK PLEASE)

### Check-in Meeting Agenda

Attendees:

Date:

| Project              | Updates          | Goal  |
|----------------------|------------------|---|
| Templates to parents | Took a long time | Completed (there were some friends that didn't have emails) |

2. **Wellness Check-In Great few weeks at 826. Made me love it enough to apply for a job.**

**This week I will grow my skills by: Being better and owning (in my head) my role and being able to function outside of it.**

5. Questions & Check-In Items (Supervisee)
  - a. A
  - b. B
  - c. C

6. Learning

|                                 | One success  | One area for improvement                                      |
|---------------------------------|--|---|
| Self-reflection from supervisee | I was able to transition from one role to another. | Being more confident in asking, "what is the plan for today?" |
| Feedback from supervisor        |  |   |
| Self-reflection from supervisor |  |   |
| Feedback from supervisee        |  |   |

7. Check-In Items (Supervisor)

- a. A
- b. B
- c. C