**Writing Partners Meeting**

**5/7/2020**

* **How did things go with WP this semester?**
* Both the University Instructors and the K-12 teachers expressed the high level of excitement for the students who were participating in the program.
* Using sentence starters was described as a way to prompt the letter exchange.
* University students shared about what they did in elementary school, what they struggles with, what they excelled in. They also talked about video games and about careers, such as engineering.
* University students sent notes of support to the Writing Partners. There was great importance on having some sort of closure with the writing buddy once operations became virtual and the campus visits were cancelled.
* Overall there was great disappointment over having the cancel the campus visits. Both the university students and the k-12 students, as well as the teachers and instructors, were looking forward to meeting face to face.
* Discussion included the possibility of using a pdf scan on a phone so that letter exchange could be continued.
* **What are some of the platforms K-12 teachers are using to connect with students?**
* San Juan & Twin Rivers
* Google Classroom
* See Saw
* Zoom (daily meetings)
* Students are not so successful with emailing
* **What platforms are the faculty using to connect with students?**
* Canvas: grading, posting, discussion, announcements, etc. can be integrated with other things,
* Zoom: for delivering classes and for meetings and advising
* Camtasia: for recording and posting content in one way or anther

**Discussion**

* **Security**
* Waiting Room on Zoom, muting all, raising hands, meeting expectations, sign in using your ‘real’ name,
* District provided guidelines for safety and security.
* Every kid has access and teachers are seeing every student in one way or another. Tracking students who fall between 30-40% engaged. Making use of Spanish-speaking social worker and language lines as needed.
* Reminder: importance of not sharing photos or social media connections.
* An adult has to be in every virtual “room”. Maybe do small groups with a manageable number of paired groups. Perhaps one adult with every three CSUS & minor pairs.
* Question: Is there a need for parents’ permission for a minor to be in a Zoom room with a Sac State student? Liability concerns.
* **Support**
* Parent hub for support
* Hot Spots for Parents
* Hot Spots for Teachers
* Teacher support for technology
* Parent Zoom sessions: Thursday nights (how to support students on line)
* Some kids access little to none of the meetings and class materials.
* Is there way to support the contact between the Sac State student and their buddy?
* **Caution** students NOT to record meetings with k-12 students
* **Considerations**
* Students crave the connection, they don’t all have the same technology. These exchanges are important for social-emotional connections.
* Importance of being aware of equity issue. Some students appear only as a black box with their name in it. Students remain on mute mostly. There can be significant background disturbances when student is not on mute.
* Not a very good “party” even when Sac State students create great interactive lessons. Need for one-on-one time together: CSUS student and minor (safe on Zoom if teacher is present). Use Zoom breakout groups for pairing students with their partners.
* Zoom Breakout rooms have worked because the teacher can jump into any room. Using Zoom as a closing could be better than nothing.
* **Tips**
* Scanning a letter on the phone is an option.
* Importance of including some form of non-verbal communication in each letter. A picture of your cat. A picture of your chickens. ☺
* Journals between students and teachers can provide a safe place to share feelings. Practice the art of free creative writing. Digital platform: teachers and students are using Google docs. Free-write time. Interactive journal model but electronic instead of hardcopy.
* Could students write back and forth on a shared Google Doc?
* Reminder:Importance of reviewing content for appropriateness. Can be vetted by peers in Google Docs for the university students and then vetted by the University professor. Would be difficult if not impossible to do this if students shared writing on a Google doc.
* Closing: We will follow up on these ideas and prepare for Writing Partners to continue in the fall. We will work on ideas for the exchange of letters and ideas for an alternative to the campus visit to meet the writing partner.