



To: Members of the LUTE STEM Community
From: Niki Fayne
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Pandemic Fatigue

On October 17th, the *New York Times* published “As the Coronavirus Surges, a New Culprit Emerges: Pandemic Fatigue.” Across the nation and world, amidst a resurgence of the virus, individuals are growing increasingly impatient and, according to the authors of the article, “apathetic.” I know that all members of the LUTE STEM community can relate to the fatigue factor. I invite each of you to share ways that you have found to decrease the fatigue factor and increase the energy factor in your personal and professional lives. I will share your ideas in future newsletters.

Host Teachers and Residents: We want to hear from you

LUTE-STEM gets better if we hear from our stakeholders. In an effort to gauge the effectiveness of our onboarding efforts, we are organizing focus groups facilitated by our external evaluators in order to ensure confidentiality. We have set aside time for two groups next week. The focus groups will meet on Zoom.

GROUP A - Tuesday, October 20, 2020 – 3 PM to 4 PM

GROUP B - Wednesday, October 21, 2020 – 3PM to 4PM

Please sign up for one of the LUTE-STEM focus groups we plan to hold this week by contacting Dr. Debra Coffey at coffey.deb@gmail.com

Thanks for your participation. The LUTE STEM team values your input.

Residents: You Need to Apply for Student Teaching

Student Teaching Applications Due by November 15th. Here is the link to the online application form:

https://docs.google.com/forms/d/e/1FAIpQLScaN9zUyGZliFYBCzLpAGDpEL65V5Kfjx_09M apUPzFv-oxzQ/viewform

Here is a question that may be asking: Why do residents need to apply for student teaching?

Answer: We need to get you into the School of Education student teaching data base to ensure that you get all the appropriate notifications about orientation sessions, enrollment directions on

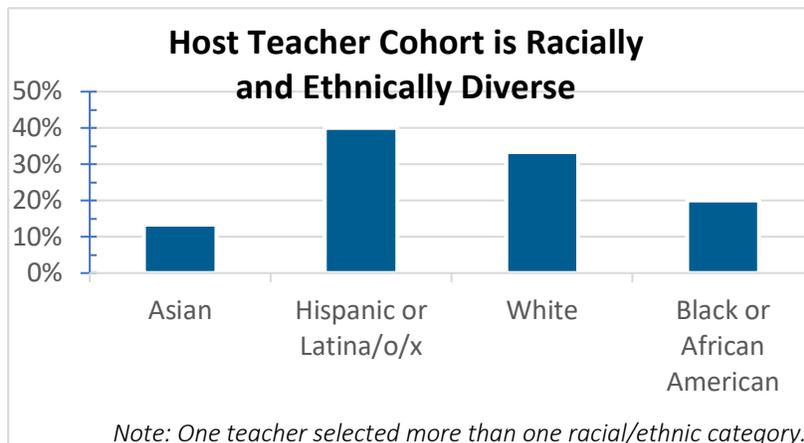
the student teaching DRF (ePortfolio), and up-to-date information about NYSED certification requirements.

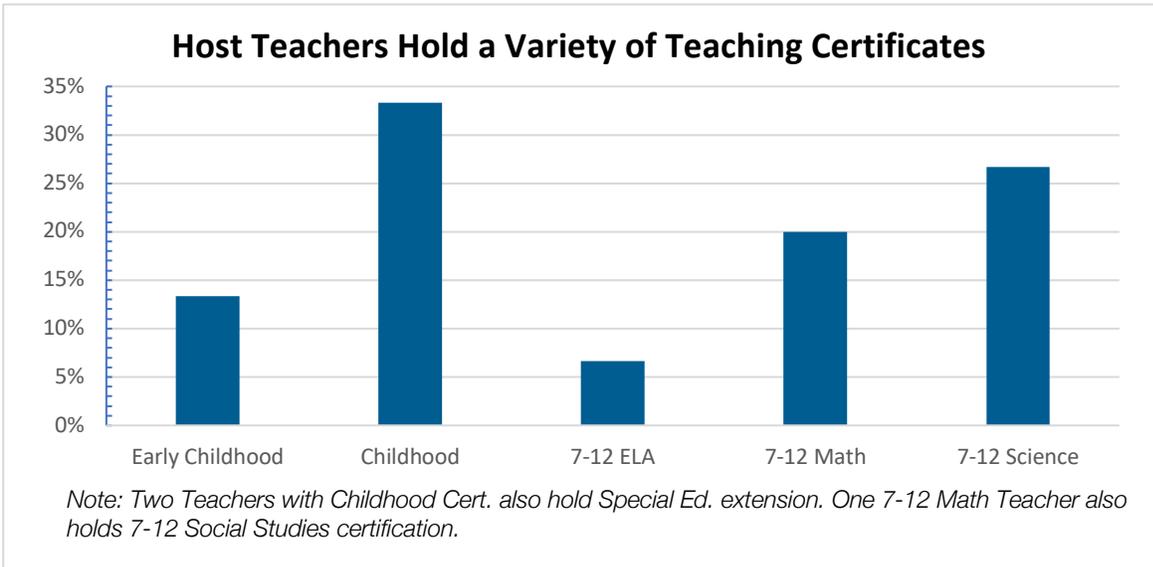
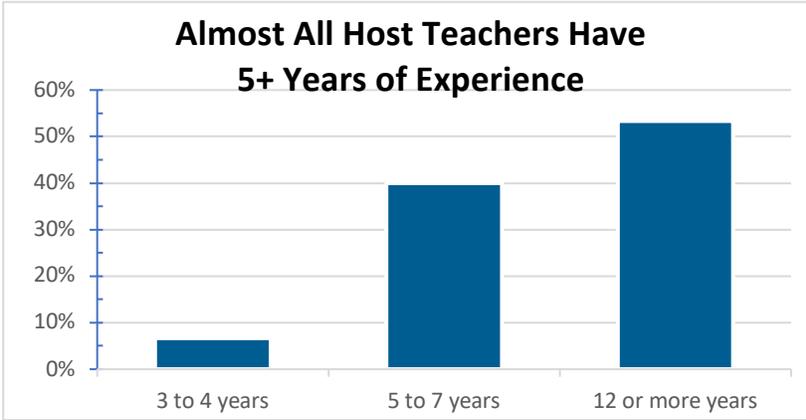
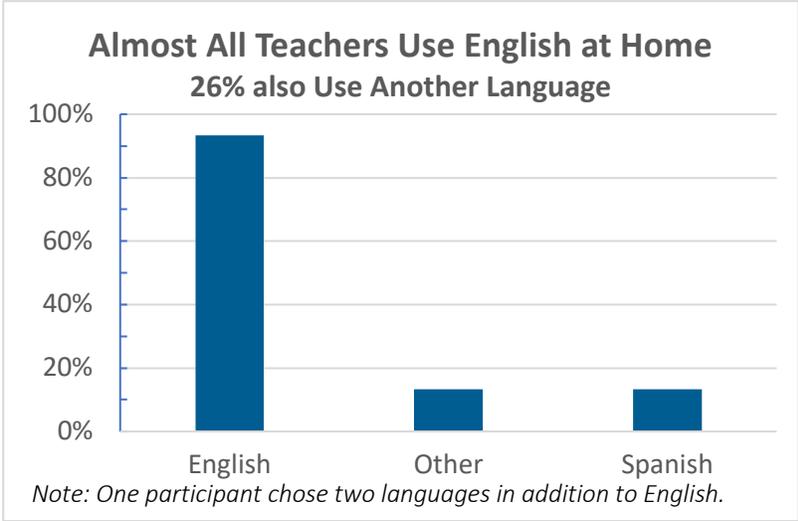
Documenting the Residency Experience: LUTE STEM Directed Response ePortfolio

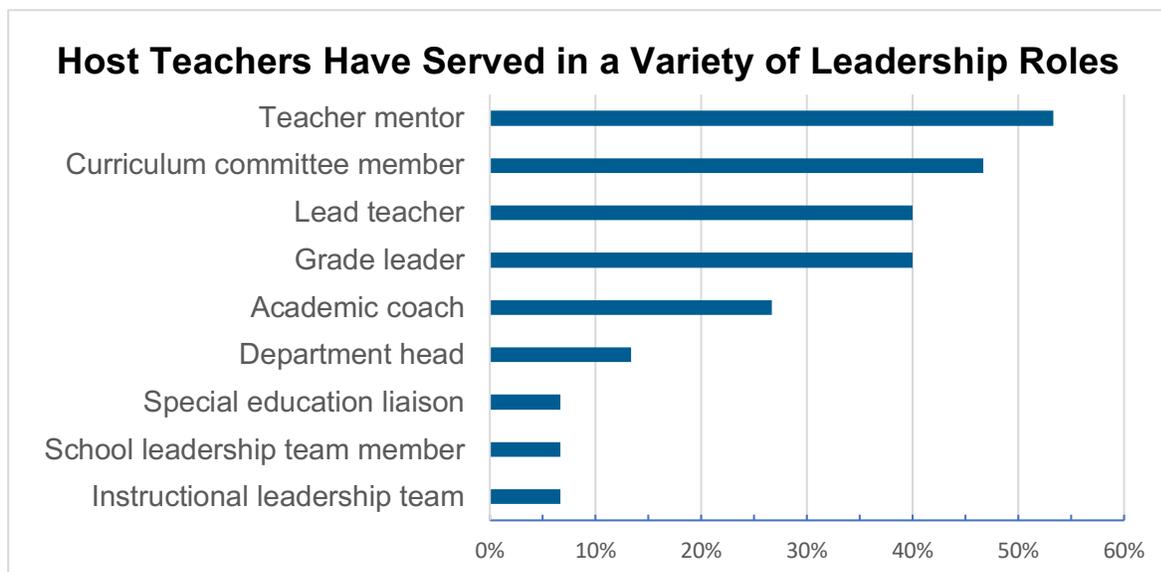
A key component of our program evaluation plan is systematic data collection of our candidates' work. The LUTE STEM ePortfolio has been designed as a web-based container for a series of assignments that are described in the LUTE STEM Phase One handbook. Given the fact that we are living in the COVID era, we all recognize that meeting hard deadlines with narrowly defined task requirements is hard if not impossible. Therefore, Lehman faculty liaisons have been given latitude to modify some of the requirements based on what they know about their residents' particular circumstances.

The first intervisitation reports or journal entries have an October deadline. I am pleased to report that an audit of the ePortfolio indicates that 60% of the residents have or are in the process of submitting their October intervisitation summary based either on video analysis or an alternative approved by their Lehman faculty liaison. Two exemplars were highlighted in last week's newsletter. Once the October intervisitation requirement has been met, residents need to turn their attention to the co-teaching templates. The first (one teach-one observe) should be completed by the end of October; deadlines for the other three have been extended to the end of November. Residents should share their plans for completing these protocols with their host teachers.

Meet Our Host Teachers (Continued): Demographic Data







Professional Learning

Coaching Folder: The following link includes Cognitive Coaching webinars Part 1 and Part 2. Anne Marshall has been kind enough to provide us with a list of resources for the webinar. All of these are included in the folder. See link below:

https://drive.google.com/drive/folders/1Dm0_ZrZphkZ_tuXLnUaBKn4dO6dJ4VIE?usp=sharing

These webinars were designed for our host teachers and Lehman faculty supervisors. However, residents may also want to watch them. If residents take the time to watch them, they can record the time that they spend doing so on their time sheets.

US PREP Culturally Responsive Teaching Task Card: As members of the US PREP coalition, Lehman College School of Education has access to the high-quality professional development and technical assistance provided by US PREP project staff and other member institutions. The first of a three-part series on culturally responsive pedagogy was offered on Tuesday, October 13th. During this session, organizers shared a *CRT Task Card* (see Word document email attachment) with three different activities (two reflective exercises and one observation tool) that are designed to deepen the conversation about CRT, a central tenet of LUTE STEM.