



To: Members of the LUTE STEM Community

From: Niki Fayne

Date: October 1, 2020

Schools in New York City opened their doors to 300,000 students on Tuesday; a sizable segment of the student and teacher population opted for remote teaching and learning. To make sense of how NYC fits into the “bigger picture” of COVID’s impact on schools, I found it helpful to look beyond our own district.

Anne North provides us with 10 facts about school reopenings across the United States in her October 1st post in [Vox](#) : 1) Approximately 50% of school districts planned to reopen with fully operational face-to-face classes at the beginning of the school year; 2) Schools serving a sizable number of children who live in poverty were more likely to start the school remotely; 3) School and district plans shift regularly; 4) There is a very low infection rate for children who are attending schools physically; 5) While still at a relatively low rate, teachers and staff were more likely to test positively than students; 6) Schools have been forced to close temporarily because of upticks in the infection rate; 7) A majority of schools across the country are making an effort to follow CDC guidelines ; 8) There does not seem to be a distinct safety advantage for hybrid over fully face-to-face reopening; 9) It is unclear what impact reopening schools has had on community infection rates; and 10) We need more and better data to inform decisions.

Some of our host teachers have been teaching face-to-face and others remotely. Our residents have been in constant contact with their host teachers in order to determine how best they can help with the start of the school year. We all have experienced the feeling of helplessness and frustration as we wait for the Galaxy system to provide emails that will allow our residents to participate fully in remote classrooms. As is the case for all systems, Galaxy is run by human beings. The NYC DOE IT staff is doing its best to determine how best to give students, parents, staff and our residents access to remote learning platforms. Yes, we need to be patient with them. The building leaders have done their part. Through my regular communication with district level administrators, I know that the concerns expressed by our partner schools and residents about access have been escalated up the chain of command. Here is a link to an explanation of how residents get DOE email addresses: <https://infohub.nyced.org/working-with-the-doe/community-school-partners/community-schools/doe-accounts-for-cbo-partners>

What have our residents been spending their time on during September? Our time sheets indicate that the average number of hours reported for a two-week period (9/14-9/27) ranged from 10- 30 hours. It was encouraging to see that 10 out of 15 residents were able to participate either physically or remotely in classroom instruction; it was also encouraging to see that close to

100% were busy planning lessons or preparing other types of instructional materials. In addition, our residents, since the beginning of September, have had the opportunity to participate in a variety of professional learning opportunities, including but not limited to analyzing and reflecting on videotaped exemplars of best practices. I am including two examples of completed assignments that illustrate the power of video as a teacher preparation tool.

Zedica Davis watched a video of second grade teachers and wrote up the following journal entry that described how they demonstrated two Danielson Framework Domain 2 Indicators:



In the video there are several different ways that the teachers ensure that there is respect and rapport in the classroom environment. One way is by giving the students adequate time at the beginning of the school year to get to know their teachers and peers before approaching academics. Another way is by allowing students to share what they did over the weekend or any other information they would like to share with the class (like a drawing or family artifact). The list of wants and needs were very important as well because it allowed students to be empathetic and build towards their social skills. This opened up a time and space for students to talk about the right and wrong ways to treat each other as well as how their actions could potentially make their peers feel.

Additionally, there are several ways the teachers establish a culture for learning. By establishing routines, the teachers provide the students with the skills they need to uphold throughout the school year to learn effectively and take care of their learning space. Also, by assigning expectations the teachers give the students something to work on throughout the appropriate duration. By doing this, students can acknowledge their accomplishments and have a sense of pride for completing their goal(s). Another thing that stuck out to me in the video was when the teachers explained that the class wouldn't use a material until the material was discussed. I think this is a very important idea because the students were able to learn the correct and incorrect ways to use the material.

Lu Marino used the intervisitation protocol included in the LUTE STEM ePortfolio to document her virtual visit to a secondary biology classroom where the teacher operationalized two principles of culturally responsive teaching:



Intervisitation Log

Name: Lu Marino School Visited: [Massachusetts DESE](#)

Cooperating Teacher Visited: Biology teacher

Grade: 9th

Date: 9/10/2020 Time In: 00:00 min Time Out: 15:00 min

Notes and Evidence:

1. The teacher is very animated, she uses body movement and songs to help students remember the concepts and terms. Timestamp from 0:38-1:12 min.
2. She models how to make a worm with 3 layers of colored clay and make a hole through it to symbolize the digestive tract, flatten the worm when it's all done. Timestamp from 5:13-8:30 min.
3. She organizes the students into pairs for poster presentations and gets the whole class holding hands to form a long worm. Timestamp from 2:18-4:11 min.

Summary Reflection: I made connections with **Howard's 7 principles in applying CRT** while watching this video.

Specifically **principle 2: Teachers are personally inviting**. She always has a smile on her face. She taught with enthusiasm. She is clearly enjoying what she is doing and her students are affected by her enthusiasm and actively participating.

Principle 7: Interactions stress collectively as well as individually. In the short 15 min, she has a pair of students presenting their poster; the whole class standing up linking hands to make a long worm; and each student works on their own to make a worm with the clay.

Resident Signature: Lu Marino Host Teacher Signature: _____

Reference:

https://www.youtube.com/watch?v=g9kyl_WPFhU&feature=youtu.be

<http://www.ghequityinstitute.com/>

