



To: Members of the LUTE STEM Community  
From: Niki Fayne  
Date: September 25, 2020

We continue to live in a climate of ambiguity and uncertainty. Two words come to mind when I think about ways to handle our work effectively: patience and perseverance. As conditions change and as more information is available, the LUTE STEM team is committed to sharing it in a timely fashion. In that spirit, this week's newsletter contains a number of procedural items. While procedures are foregrounded in this week's issue, I hope that you read to the end so that you have the opportunity to be inspired by the work of one of our residents. Aimee reminds us of why we "keep on keeping on."

**NYC DOE Galaxy System:** Residents are experiencing delays in receiving NYCDOE email addresses. While the LUTE STEM staff would love to be able to assist in the process, we do not have access to the system. Thankfully, because of we work closely with our partner schools and district personnel, we were able to obtain a link to the technical support document that outlines the procedure: <https://infohub.nyced.org/working-with-the-doe/community-school-partners/community-schools/doe-accounts-for-cbo-partners>

As I indicated in my opening paragraph, we need patience and perseverance because the Galaxy seems to be overloaded. Residents are experiencing delays in getting their email addresses. Without these emails, they do not have access to remote learning platforms. Rest assured that building leaders are doing all that they can at their end. However, individuals may need to access the NYCDOE IT Help Desk if they do not receive notification that they have been assigned an email address. Individual schools enter the data but do not assign the email addresses.

**LUTE-STEM Resident Timesheets:** We've completed the resident timesheet. Residents can use the following link to complete and submit their timesheets. The first timesheets are due on Monday, September 28, 2020 and MUST be submitted by 5 pm. This timesheet period is 9/14/2020 to 9/27/2020. See link below: [https://docs.google.com/forms/d/17QUgE5sQYEnth4CofRMvVO0ys\\_ZM30sdnB6-hVtmr60/edit?usp=sharing](https://docs.google.com/forms/d/17QUgE5sQYEnth4CofRMvVO0ys_ZM30sdnB6-hVtmr60/edit?usp=sharing)

**Timesheet Instructional Video:** For instructions and guidance on completing and submitting timesheets, Oscar and Alderson have recorded an 8 mins instructional video. Please see the following link:

[https://drive.google.com/file/d/1JoeZ1z02\\_Zw4m7QJ1PYQtuotAkFPAg\\_-\\_/view?usp=sharing](https://drive.google.com/file/d/1JoeZ1z02_Zw4m7QJ1PYQtuotAkFPAg_-_/view?usp=sharing)

**Cognitive 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\\_tuXlnUaBK4dO6dJ4VIE?usp=sharing](https://drive.google.com/drive/folders/1Dm0_ZrZphkZ_tuXlnUaBK4dO6dJ4VIE?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.

**SWIVL:** is a cloud-based video pedagogy platform that will allow us to provide high quality supervision for our residents without entering the school buildings. Each resident will have the ability to record video of f2f classrooms using phones and/or record a screencast of virtual learning environments, then upload this video to their own Swivl accounts. Within the personalized account, residents can edit video and choose to share with a college supervisor and/or a seminar instructor.

**SWIVL Workshops:** The Office of Educational Services will be hosting several Swivl workshops to introduce the tool and some of the features.

Sessions (attend only one): *September 15, 16, 17, 30 and October 1. All sessions are 4:00 - 5:00 pm*

**Zoom Link Workshops:** Please click on the link below to join our workshops.

Join Zoom Meeting

<https://zoom.us/j/98759124505?pwd=TGN2NVJPKzV1ZGR2TS9Bc2JQenhEUT09>

Meeting ID: 987 5912 4505

Passcode: 508659

One tap mobile

+19292056099,,98759124505# US (New York)

+13126266799,,98759124505# US (Chicago)

## Portrait of a Learner: The Immigrant Experience



Aimee Grace Embaba Ngatse

*Aimee, who is working at DeWitt Clinton High School, provides us with a sensitive and instructive “window” into the life of an adolescent emergent bilingual student. This portrait was developed in response to one of the playlist requirements for the Multiliteracies badge.*

Belle is a 13 years old African girl from Senegal, Dakar. She migrated to the United State to pursue her education and to live with her father, something she did not have the opportunity to do when she was growing up. She was accompanied by her mother and three younger siblings when she arrived in New York City. She is the oldest child. Belle did not speak any English, and the primary language spoken at home was French. Her parents could not assist her much because they too were still unfamiliar with the English language.

Belle lives in the East Bronx, New York, and during her first school years she attended PS 22. She was held back a grade. In

Dakar she would have started high school. The school she attended did not have many resources to assist her with the language barrier. Belle was placed in a general education 8th grade classroom and for one period per day she was taken from regular instruction to learn the basics of the English language along with other peers in her situation.

Belle is a girl who is very mature for her age, and she knows how to control her emotions and when to share them. Belle displayed two different personalities at school. At first, she was very timid, and she would sit throughout the whole class period without saying a word. Over time, this changed in her transition class, where she was learning English; she would try to answer as teachers questioned her, but she still struggled to interact and make friends with peers. Belle would rather be home watching her television than at school.

Her interactions were very limited at school, but at home she was the center of attention, and she was the one who had to take responsibility for her siblings when her parents were too busy or not around. She loves her siblings and relates easily with those younger than herself, but she does not know how to interact with her peers. Belle still misses her friends back home; she finds that she has more in common with them than her peers here. She feels out of place. She has a great relationship with her parents, but also tends to avoid other adults. She has built a wall that only allows those close to her to see and know what her personality is like.

Belle's interests included watching Telenovelas both in Spanish as well as in French. She spends the majority of her time writing in her journal or drawing. She loves art; she loves to dance and sing. She believes one day she will participate in one of the dancing shows to show her skills. She enjoys learning new skills, which are easy and quick for her to learn once someone shows her or she sees them doing it.

Formal Learning: Belle was disengaged during most of her time in an 8th grade general education classroom. Unless she was prompted and given guided instruction, she would not complete the work. She participated more in her English transition class because she understood, and it was fun for her to learn a new language. As time passed, she was more motivated to go to the transition class than her normal classes. She enjoys learning when she understands the task at hand; otherwise she tended to be off task and let her mind wander while others did their work.

If you are having issues accessing any of the above links, please contact the Project Director, Alderson Magloire at [alderson.magloire@lehman.cuny.edu](mailto:alderson.magloire@lehman.cuny.edu) for direct support.