



NATIONAL SORORITY OF PHI DELTA KAPPA, INC.

AUGUST 2020 NEWSLETTER

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"Good Trouble – Necessary Trouble" *Representative John Lewis*

Thursday, July 30, 2020, was the last day of the five-day Celebration of Life of Congressman John Lewis. The service encompassed many speeches given by influential African American and National Leaders, including the presence of three living past Presidents of the United States: Presidents Bush, Clinton, and Obama. Many viewers of the services admired John Lewis, but never knew the many accomplishments over the span of his life and the significant civil rights and political action items imbedded and accomplished in his sixty-year struggle for "Justice." The areas include Organizing for the Right to Vote for African-Americans in Alabama, Advocating for Equality, Lunch Counter Sit-Ins and Marches for Integration, Inequality in Health Services, Initiating the Voting Rights Bill, Safe Immigration Policies, Peace and Global Policies, Environmental Justice, Voter Empowerment, Spearheading the National Museum of African-American History and Culture, Advocating for Representation Status for Citizens of Washington, DC and Puerto Rico, and many more. Whew! What a Leader!

John Lewis was known as the "moral conscious" of Congress. When he spoke, members knew they would hear the just and right side of an issue. He led members of Congress on pilgrimages to expose them to parts of history, especially African American history. An example is when he led a delegation to Senegal, West Africa to experience the Middle passage showing the inhuman travel conditions of slaves brought to America in 1619.

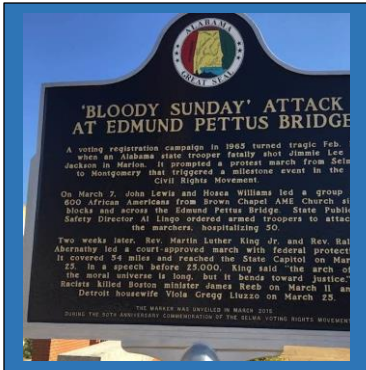
While experiencing this five-day memorial celebration several questions were brought to mind. I began to question who will be the next moral leader to serve as a spokesperson for justice and rightness as related to racial, bias, and injustice issues. In addition to feeling proud, I started to feel sad, not because of the demise of Representative Lewis, but because I could not name the next identified moral leader. Then I remembered feeling the same way after the assassination of Dr. Martin Luther King, Jr. Surprisingly, I thought that the generations of 1950's, and 1960's felt the same way after the lunch counter sit-ins, the bus boycotts, and school integration. But what happened, in stepped, SNCC, Student Non-Violent Coordinating Committee in the 1960's.

John Lewis challenged each of us to be leaders, to speak up and speak out. I feel certain that we can look forward to an amazing generation of young people through the "Black Lives Matter" movement and other emerging leaders coming to center stage. Additionally, who knows? The young people we mentor in the Xinos, Kudos, and Kappa Omicron Tau College Guidance group may be the next moral leaders who will follow in the footsteps of Representative John Lewis. So as long as we honor John Lewis' message, our message is defined and our purpose is clear: "Be kind, be mindful, love, do not quit, and VOTE."

Be Blessed

Etta F. Carter, Ph.D. 26th Supreme Basileus

When Zeta Delta in Selma, Alabama was chartered, the culminating event was walking over the Edmund Pettis Bridge. This historic NSPDK moment was captured with Supreme Basileus Dr. Etta F. Carter, National Executive Advisor Charlotte Williams, Margarette Galloway and others.



Representative John Lewis crosses Edmund Pettis Bridge for the last time.



WE SALUTE CONGRESSMAN JOHN LEWIS FOR A PHENOMENAL LIFE OF HUMAN SERVICE AND CIVIC DUTY!!! HIS SERVICE BEGAN AT AGE 17 AND LATER SERVED 17 TERMS IN CONGRESS!!!

HALLELUJAH, NOW R.I.P!
YOUR LEGACY WILL LIVE ON!



July 18, 2020

"Freedom is not a state, it is an act. It is not some enchanted garden perched high on a distant plateau..."
John Lewis



"If you see something that is not right, not fair, not just, you have a moral obligation to do something about it."
John Lewis



**NOT ONE WORD NECESSARY... RIGHT?
THOUGHT SO...**

Two great role models...

Goodbye July...

Hello, AUGUST...

No surprises please!

S P O T L I G H T

Barack Obama's Birthday – August 4, 2020



President Obama, it's your birthday, August 4, so come on down! Barack Hussein Obama II became the first African American President of the United States in November 2008. Still respectfully referred to as "Mr. President", Obama was born to an American mother and Kenyan father. When his father left the family, Mr. Obama was raised by his mother and maternal grandparents.

Today, President Obama, a Harvard Law School graduate; is a highly sought-after speaker, role model and leader within the Democratic Party. On his birthday, we admire President Obama for his undying commitment to the American ideals of justice and humanity for all.

International Youth Day – August 12, 2020

[Awareness, Children, Educational](#)

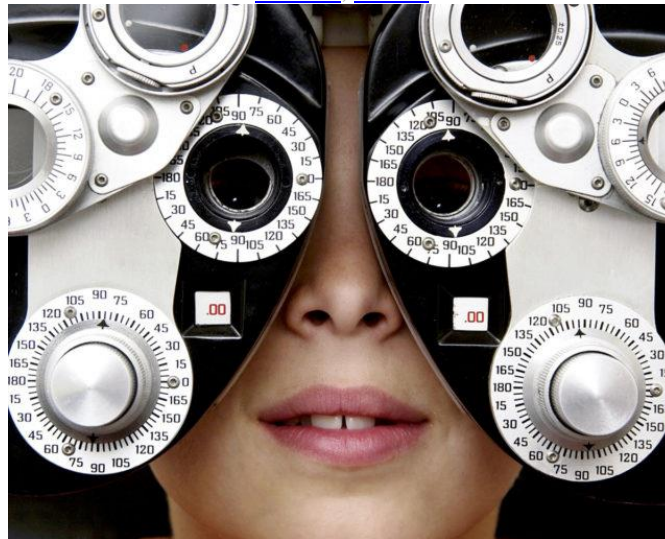


International Youth Day on August 12 focuses on the difficulties that some young people are experiencing throughout the world. Half the children between the age of six and 13 lack basic reading and math skills and childhood poverty is still a prevalent problem globally. International Youth Day was created by the UN to help draw awareness to these issues as we strive to find solutions. It's a day for reflection but also a day for taking action so get involved. There'll be many concerts, workshops and cultural events taking place so have a look at what is happening in your local area.

[U.S.](#)

National Eye Exam Month – August 2020

[Careers, Health](#)



This August, observe National Eye Exam Month by learning about ways to keep your vision clear and healthy. As we age, getting a baseline eye exam can detect early signs of disease or damage to your eyes. Ophthalmologists recommend periodic eye exams every 2-4 years from the ages of 40 to 65, and every 1-2 years after the age of 65. While most symptoms are often disregarded, getting a simple checkup, and following a doctor's orders can greatly lower risks of more severe and future damage, and you can continue to enjoy healthy vision.

National Today Calendar

TEACHER RESOURCES

LITERACY

Starting the Year in Reading on the Right Foot

Like runners, middle and high school readers get better with practice, goals, and individual feedback. By [Chris D'Ippolito](#) July 1, 2020



UGI/Tom Grill / Tetra Images, LLC / Alamy Stock Photo

When I started running eight years ago, I was out of shape and often struggled to finish a mile without stopping to catch my breath. However, by practicing regularly and completing shorter races along the way, I was able to complete my first half-marathon in 2018.

Due to the recent school closures, trauma of the pandemic, and regular old [summer slide](#), I worry that, as readers, many of our future students will resemble the out-of-shape runner that I once was. As a result, I've been thinking about ways to get middle and high school students up to speed in September.

SETTING READERS UP FOR SUCCESS

Get to know students as readers: When school restarts, we should focus not only on getting students reading immediately but also on getting to know them as readers.

On the first day of school, teachers can distribute a survey that includes questions about students' hobbies, interests, and reading habits. The teacher can use students' answers to inform both whole-class instruction and one-on-one conferences, and as a way to provide students with books they'll like.

Establish a reading routine: We know that to become good readers, students need to read a lot. Teachers should provide students with ample time to read. In the first few months of school, I usually give students 10–15 minutes at the beginning of class. Teachers can provide longer reading periods when they feel students demonstrate sufficient readiness and ability.

Giving students both choice and regular practice creates a classroom culture in which books are valued. Daily practice then becomes routine—even if students aren't reading at home, they're still getting the practice needed to develop a lifelong independent reading habit.

For homework, I ask my classes to read for two hours outside of class each week (including weekends). Often this is the only homework I assign my students, which I hope emphasizes the importance of regular reading.

Increase the length of reading blocks: At the beginning of the year, our students should sometimes be afforded extended reading workouts in class to build their reading stamina.

When a reader finds a great book, she might want to spend a Saturday afternoon curled up with it. By extending the reading block a few times a month and suggesting great books for our students, we build their reading skills, which makes reading more enjoyable—and thus sets them up to be lifelong readers.

Coach students individually: Teachers can pull students aside for reading conferences to provide coaching, the way fitness apps can give runners real-time feedback. At the beginning of the year, teachers might use the interest surveys to ask targeted questions like “Do you consider yourself a reader?” and “Who is your favorite author, and why?”

As the year progresses and teachers build relationships with their students, they can begin to provide more individualized reading instruction in conferences. In these conferences, they can work on fluency strategies like rereading a difficult paragraph or researching historical allusions. At the end of the year, conferences can focus more on self-reflection and growth as readers.

Follow a schedule: Much like a runner who plans a weekly workout routine, independent readers make time to read—even when life is hectic. In an age when teens are busier than ever, teachers can ask reluctant readers to devote particular times and days to read at home. Students might find it helpful to write down the plan in a notebook, planner, or smartphone. When teachers are able to confirm that students have made reading a habit outside of school, they can gradually release them from this requirement to promote more independence.

Reflect regularly: By keeping a list of books they've read, writing about their independent reading often, and completing quarterly [Reading Ladder](#) assignments, students can set goals for themselves and track their progress. They might start with a goal for the first few weeks of school—then, after these have passed, for coming months, grading periods, or even the whole year.

While some runners, like me, have a targeted goal such as a half-marathon, teachers can demonstrate to their students that reading isn't a race—and there's no end to growing as a reader.

TEACHING STRATEGIES

Helping Children With Special Needs Transition to Kindergarten

Teacher-tested tips for preparing children in early childhood special education for kindergarten By [Maddi Bodine](#) July 2, 2020



Bob Ebbesen / Alamy Stock Photo

The transition from a small early childhood special education (ECSE) class to kindergarten can be exciting yet overwhelming for students with disabilities and their families. Students face a lot of adjustments: a longer school day, a larger class size, new classmates, and new teachers.

For the past five years, I've worked with dozens of children and their families to help them adjust to this new environment. I've learned that the following strategies facilitate a smooth transition, decrease students' anxiety, and prepare them for success.

USING SOCIAL STORIES

Social stories were developed for higher-functioning students with autism; however, they can be helpful for students with other disabilities as well. According to Carol Gray, the creator of social stories, [the goal of a social story](#) is to “share accurate information using a content, format, and voice that is descriptive, meaningful, and physically, socially, and emotionally safe.”

Social stories should include descriptive sentences (“Next year, I will be in a new classroom with a new teacher and new rules”), perspective sentences (“I may feel scared or nervous in my new classroom”), directive sentences (“I will work on learning the new rules and listening to my new teacher”), and affirmative sentences (“My new teacher will be happy when I follow the new rules”). For preschool-age children, pictures also can make the story more comprehensible.

The following is a social story I have used with my students.

Too Loud in Kindergarten: I am going to kindergarten. I will have a new teacher. I will have lots of new friends in my class. I will play in the gym with my class. I will play instruments in music class with my class. I will eat lunch in the cafeteria with my new class. I will learn in a big classroom. It may be loud in kindergarten. It may make my ears hurt and make me cry and yell. Crying and yelling may make my teacher and class feel sad or scared.

Headphones can help me calm down when it is too loud. I will work on asking for headphones when it is too loud. It will make my teacher and class happy when I ask for headphones. It will make my teacher and class happy when I am happy and calm.

TRANSITION IEP MEETING

Although there are currently no laws requiring schools to have a transitional individualized education program (IEP) meeting when a student exits an ECSE program, it can be helpful for the kindergarten staff and families to hold such a meeting. These meetings allow the

ECSE and kindergarten special education staff to collaboratively create a transition plan and IEP that will support and meet the needs of the student. Depending on the situation and the school's setup, it may also be beneficial to have a general education kindergarten teacher attend the meeting in order to answer the family's questions, discuss accommodations and modifications, and make a plan for inclusion.

OBSERVATIONS

The student should have the opportunity to visit their new classroom(s) and may benefit from participating in story time or snack time there. This will also allow staff to see what additional supports the student may need to be successful in their new environment (such as noise-canceling headphones in a large group setting or a designated spot to sit on the carpet).

Additionally, the kindergarten special education teacher and/or teaching assistants may benefit from observing the student in the current ECSE classroom. Observation will show them how the student communicates, interacts with staff and peers, participates in group activities, and demonstrates self-help skills.

PHOTO BOOK

Another transition support that can help students is a [teacher-created book](#) with photos of the student's new special education teacher and teaching assistants, kindergarten teacher, classrooms, lunchroom, etc. Families can read this book with the child over the summer. This is different from a social story in that it does not include feelings, expected behaviors, or perspective taking.

ORIENTATION CONSIDERATIONS

At the beginning of the school year, many school districts host a kindergarten orientation, when students and their families meet the teacher, drop off school supplies, and learn the policies, procedures, and expectations for kindergarten. These orientations usually have a group of four to five students attending at a time. For some students with disabilities, an individual orientation may be more appropriate and/or less overwhelming. The family may also feel more comfortable asking questions and sharing relevant information about the student and their disability.

MODIFICATIONS

Lastly, I recommend that ECSE teachers observe both the general education and special education kindergarten classrooms. Some things to consider while observing the new environments:

- What visuals, language, and expectations can I introduce so my students have a smooth transition?
- What activities, materials, or expectations might need to be adapted or modified for my students once they're in kindergarten?
- What self-help or functional skills do I need to work on with my students to promote independence and confidence in kindergarten?

The end of the year is always bittersweet for me: I'm so excited for my students to begin the next chapter in their lives as kindergarteners, but at the same time, I'm sad to say goodbye to students I've had the joy and privilege of working with for two to three years. Each year, I utilize all of these tips to individually support my students as they transition to kindergarten.

STUDENT ENGAGEMENT

How an Apprenticeship Model Engaged Students and Turned a School Around

At Maplewood Richmond Heights High School, educators think of school as an apprenticeship for kids' futures—and it's working. By [Sarah Gonser](#) July 14, 2020

When Jal Mehta, a professor at the Harvard Graduate School of Education, and then-doctoral candidate Sarah Fine went looking for examples of deeper learning in American high schools, they discovered that highly effective teachers frequently allow students to learn by working in real-world contexts, like apprenticeships. This approach, they note in their 2019 book [*In Search of Deeper Learning: The Quest to Remake the American High School*](#), empowers students to think of themselves as experts capable of harnessing their own creativity and using their knowledge and skills to develop mastery.

It's also an approach that tends to feel particularly compelling to young people. "One of the things that people often observe is that kids are much more involved in sports and music than they are in, for example, math or science or writing," professor and *New York Times* bestselling author Alison Gopnik [told us in 2016](#). "I think it's because sports and music are among the very few places where we actually teach older children using this apprenticeship model. It's where you actually learn how to do something actively and get feedback. Children are very enthusiastic about that model. There's no reason at all why we shouldn't teach writing or science or any of those kinds of activities the same way."

At Maplewood Richmond Heights High School in suburban St. Louis, an emphasis on the apprenticeship model began in 2008 in response to years of underperformance that had led the school to the brink of a government-mandated shutdown. Today, in every class, teachers find ways to connect lessons to real-life people, places, and opportunities. For example, students working in the print shop receive orders from teachers to design posters and brochures for classrooms, and they are also responsible for creating the school's student ID cards. In a service learning class, students practice teaching the school's four cornerstones to middle school students—leadership, stewardship, scholarship, and citizenship—giving them a feel for the teaching profession. Local architects, nurses, engineers, and graphic designers are invited into classrooms to chat with kids about their jobs, and students are connected to job-shadowing and internship opportunities in the community.

In an ongoing effort to raise the bar on student work, the stellar work of former students who have achieved mastery is regularly archived and then used to inspire current students. And because school and district stakeholders decided in 2014 to prioritize belonging and inclusion in their goals for improving the local educational experience, educators from the high school—and the surrounding district—visit all incoming students at home in an effort to build trust and form deep, long-lasting relationships "in which [teachers, parents, and guardians] can take the time to share dreams, expectations, experiences, and tools regarding the student's academic success," says the school's website.

HOME VISITS

Home visits to all incoming students began in 2008, and after one year, the district reported a 45 percent decrease in discipline referrals. Administrators, teachers, and counselors

receive a stipend and summer training to prepare them for the visits. Home visits, [research shows](#), strengthen trust and understanding with students and families, which in turn impacts academic success. “Until we started doing [home visits], all the programs and all the talk didn’t matter,” said Kevin Grawer, principal at Maplewood Richmond Heights High. “We had to prove that we were there for them. That we were there for the community. That it’s about improving our kids’ lives and giving them opportunities.”

George Lucas Educational Foundation

UNDERSTANDING BY DESIGN

Teachers at MRH High plan lessons using the [Understanding by Design](#) (UbD) framework. Using UbD for curriculum planning means teachers design curriculum, and plan lessons and assessments, by starting with the end point in mind and then working backward from there. Teachers ask themselves, “What do you want your students to walk away with?” and “What are the big ideas students should learn in the unit?”

George Lucas Educational Foundation

MODELS OF EXCELLENCE

As part of their apprenticeship philosophy, teachers at MRH High use a practice called [Models of Excellence](#) to show students what the expectations are for a project or assignment. By viewing examples of high-quality work that was completed in prior years by other students, kids begin to understand what good work looks like and to see it as achievable. This also happens to be one way that adults improve their skills in the real world: by observing the work of more experienced colleagues.

George Lucas Educational Foundation

TEACHER APPRENTICESHIP GOALS

In addition to connecting students with internships and other real-world work opportunities, teachers at MRH High plan their curriculum so that it’s as authentic as possible and grounded in the real world. As they produce lessons, teachers must identify two to three goals that connect the curriculum to real-world experiences or make the content applicable in the real

world. These goals might include inviting a guest speaker, taking field trips, or inviting experts to evaluate student work.

George Lucas Educational Foundation

The guiding philosophy of “school as apprenticeship” means that in every class, educators try to expose students to some semblance of what their working lives will be like after high school. “The goal is to [give students] a varied breadth of experiences but also to start to hone in on what you really want to do,” says Grawer, the principal. “Sometimes I have kids say, ‘I’m not sure what I want to do.’ I say, ‘That’s OK. You’re 17. A lot of people don’t know [what they want to do at 17]. But you’ve started the process early, and you’re further along than you would have been if you hadn’t been in this space. And that’s valuable.’”

BACK TO SCHOOL

How to Plan When You Don’t Know What to Plan For

What school will look like in the fall is still uncertain for most of the U.S., but teachers can develop flexible plans that work for distance and in-class teaching.

By [Katie Hicks](#), [Sarah Schroeder](#) July 8, 2020



Michael Glenwood Gibbs / iSpot

As teachers, we’re planners—it’s just who we are. But how do we plan when we don’t know what to plan for? During a recent professional development session with a local district, the number one question teachers asked me was what next year would look like. The truth is: We don’t know what’s coming our way. Even with glimpses of plans, no one really knows what’s coming.

With so much outside our control, there are a few things teachers can do now. Set up your classroom to operate in all ways: face-to-face, remote, and blended (a combination of both). Know that you're likely to use all these methods at some point next year.

Remind yourself that you are resilient. Your students are resilient. Be confident that you can be present for your students no matter what. When you are intentional about building in flexible components from the start of the year, students' experiences will be better.

Using the guide below, take a first step toward planning for next year. Start with items that you can control.

BUILD A COMMUNICATION PLAN

Chances are that you experienced communication challenges at some point last year. Reflect on those challenges.

- **Write out a plan:** In stormy seas, your parents, students, and colleagues will look to you to guide the ship into harbor.
- **Broadcast it:** Your plan is a beacon. Remind students and parents how and when you will be communicating. Your plan should set the foundation for all other communication.
- **Keep communication consistent:** Follow through with your plan. Initially, this may involve extra work. However, as soon as something changes, you'll be glad you made the effort.
- **Consider alternatives to email:** Text services like [Remind](#) limit characters and focus messaging. Also, texts are a lifeline for families who rely on mobile devices for access.

ORGANIZE CONTENT

Keep in mind that your online learning environment should support your face-to-face instruction—and your face-to-face instruction should support your online learning environment. When they complement each other, both are stronger.

Guidelines for instruction:

1. Organize content into chunks: units, modules, or weeks.
2. Create structure inside these chunks.
3. Keep the structure consistent.
4. Include all elements of instruction inside a chunk (preassessment, inquiry, instruction, practice, assessment).

Once your online content is organized, think about how you can combine your online chunks with your face-to-face instruction. In [The Perfect Blend](#), Michele Eaton provides excellent daily and weekly checklists that work to keep students and teachers organized and bolster the learning in both spaces.

CONSTANTLY EVALUATE YOUR TOOLBOX

After completing a chunk, reflect on the digital tools you used. Ask yourself: Did I have the right tools for the task? Were students able to meet instructional objectives?

When we use the wrong tool, we know immediately: The objective falls flat. So we move on—quickly. When we use the right tool, the tool is invisible. It's easy and intuitive, and it enhances instruction. We want to use it again. Review your toolbox, deleting tools that don't work well for you and your students. Keep in mind that a tool that may be right for your colleague may not be right for you or your classroom—and that's OK.

PLAN ACTIVITIES TO BUILD RELATIONSHIPS IN ANY SPACE

To help students build peer relationships online, give them a real reason to be present.

Build a positive classroom community by integrating [digital citizenship lessons](#), and rework your online meetings to offer authentic learning experiences that build relationships. Assigning team roles can engender a sense of purpose, and bringing in guests can help students make real-world connections.

The best relational activities are ones that allow students to shine as individuals. You might have students build an “All About Me” Pinterest board or Google slide and/or create a class scavenger hunt, and then review the results as a group.

DESIGN DISCOVERY ACTIVITIES FOR KEY TECHNOLOGY TOOLS

A discovery activity allows students to learn how to use a tool before tackling content learning and also allows teachers to have conversations about expectations from the start.

A discovery includes three parts: a teacher-led tutorial on how to use the tool, an outline of expectations for both students and instructors, and a low-stakes task in which students can practice using the tool.

Inside a discovery, make sure you allow room for conversation; in this process of students talking to each other and to you, you can preemptively solve any problems before deploying the tool.

If you don’t know where to start, begin by listing the top three tools you use in your classroom. Next, plan a discovery for each tool. Then think about where you can embed your discoveries into your instruction.

CREATE ROUTINES THAT ARE CONSISTENT ACROSS ALL SPACES

Whether online or face-to-face, build a consistent routine for students with opportunities for choice and self-pacing.

Here’s a routine for any environment:

1. Check announcements.
2. Complete morning check-in.
3. Open module and begin first task.

Once built, illustrate these processes with graphic organizers like [process maps](#). Post these inside your LMS and physical classroom and attach them to announcements. Most

important, minimize change as much as possible—students need consistency now more than ever.

With so much uncertainty about what next year looks like, it's easy to be overwhelmed. Start with the pieces you have control over.

BACK TO SCHOOL

Reflections—and Lessons Learned—From Remote Learning

Experiences during remote learning inspire a teacher to reconsider—and refresh—her curriculum for the fall. By [Carly Berwick](#) July 24, 2020



Brian Stauffer / The iSpot

Our last day of the school year, three months and a week after we went virtual, brought a strange sadness. After the whirlwind and stress of the last few months, the end felt like a slow exhale instead of a bang—or, as a student said, one of those balloons that float to the ceiling outside your grasp and then slowly deflate on their own. At the end of class, we waved goodbye and said, “Thanks,” and then one by one, my high school students clicked off, leaving me staring at my own face on the screen.

Things moved so quickly since mid-March that it's been hard to stop and let everything sink in. When I got the results of my first Covid test back negative, it was a poignant reminder that other people in my community—people I know—have not been as lucky. Some have died. As I write this, for the first quiet moment in a while, I have time to feel deeply sad for them.

I imagine it will take a while for teachers, staff, and students to have enough quiet moments to come to terms with all we have experienced (if we ever do), as Covid-19 spikes

and virtual learning stretches on. But at the same time, many of us have also found new ways to be flexible, connect, and grapple with the world around us that we might have avoided or skipped over before. Some of these changes or insights I hope to take with me into this coming school year, whatever that may look like.

CREATING TIME FOR CIVIC ENGAGEMENT

While we were learning from home, we were also alert to events outside our school that prompted students and teachers to engage in a deeper way than the previous flow of the school day provided. The large (masked) gatherings to protest the death of George Floyd and centuries of institutionalized racism were the first time many of us left our homes in New Jersey.

While students and teachers discuss race and equity openly at school, having regular discussions for the entire school had been challenging before, due to our bell schedule, which has no common lunches, along with students' extracurricular commitments to clubs and teams. Now, we all had time, and our school's Diversity Alliance club (of which I am a co-advisor) held three open discussions, initiated and led by students. Many students started their own online fundraisers for Covid-19 first responders, and others launched online actions to support Black Lives Matter.

After these experiences, I'm left wondering in what ways the "normal" school day prevents civic engagement and deeper contemplation that help students connect school learning with real life rather than conduct simulations of it in model congresses.

RAISING SELF-AWARENESS

A project unique to this time was a "Covid Journal," in which students tracked the news and their responses to it in an electronic or paper journal. About a month into the project, students asked if they could stop responding to the news and just write, and their entries became more personal.

Reflecting on their journals at the end of the trimester, students said that they noticed a shift in themselves from the initial shock and uncertainty to feelings of resignation or acceptance of their quarantined lives. As the months passed, their journals also became

less tethered to the outside world and showed that time had taken on an elastic quality, stretching endlessly in some days or hours, contracting quickly in others. By the end of the project, many noted how their mental well-being coincided with their attention to breaking news, which seemed like a lesson they would take with them.



JosiEpic / Twenty20

A "Covid Journal" allowed students to reflect on their experiences and feelings during the pandemic.

In recent years, journaling and writing about feelings as a classroom writing strategy has fallen out of favor in the schools I've taught in, with focus instead on close reading of challenging texts. But journaling coupled with reflection—especially during times of historic crisis—showed me that this activity can support complexity and has a long tradition for good reason. I plan to continue it next year.

REFRESH YOUR TEACHING

After debate among our staff about the merits of synchronous versus asynchronous instruction, I turned the question to my classes in a Google Form, asking about what they preferred. They said they liked synchronous online nonvideo instruction, such as simultaneously chatting and answering broad questions in small-group Google Docs, but were most engaged during video discussions. I ended up balancing both of these every week.

Teaching remotely also made me look at my own content with fresh eyes. After contemplating whether or not to read *One Flew Over the Cuckoo's Nest* with my freshmen

this year, I decided to stick with the book and instead change how I taught it. I recorded myself giving a mini-lesson focused on sexism in the 1950s and 1960s, used ads and photos from the time as visuals, and then foregrounded the problems in a way that students could linger with and use later in short papers. I also paired the text with a chapter from Tommy Orange's *There There*.

Amid the push for student-driven learning in past years, I have shied away from the stand-and-deliver lecture, but the success of my 15-minute lesson made me realize that more traditional teaching styles still have merit. A few students cited teacher mini-lectures as a driver of learning this year, and *There There* became a favorite text for a handful. The experience reminded me to reevaluate assumptions to uncover better approaches and to give students the opportunity to weigh in on how they prefer to learn.

DELIBERATE CONNECTIONS

In the classroom, I tend to be less of an emotive hugs-and-high-fives teacher and more of a let's-get-to-work-now kind of teacher. Yet teaching remotely provided a new opportunity to focus on how to carve out time for social and emotional activities with each class in the absence of face-to-face connections. Early on, my students took attendance online by rating their mood, and when our district started allowing us to use video classes, I also checked in by sharing online puzzles to start class or putting students in Zoom breakout rooms with several classmates at random.

Unpredictably, the structure of virtual school gave us more time to talk about connections in our lives and the structures that shape them, which created new affinities among us. Before the final week of school, I met my departing homeroom of seniors over Zoom, and we talked about their plans, their favorite shows, their jobs. My son joined briefly to talk about a recent Avatar obsession; our class felt almost like a family. As we move into what is likely a hybrid learning model this fall and can't check in as easily by noticing a facial expression or posture, I realize that the success of learning depends on consciously building in opportunities for connection, particularly when showing up is literally rolling out of bed and clicking a post.

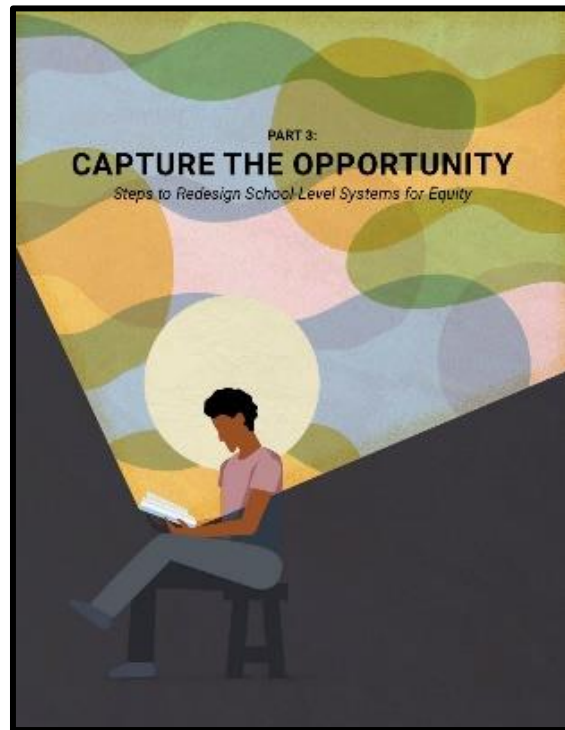
Whether we are in physical, virtual, or hybrid classes this fall, I plan to be intentionally connecting with students and to the world even more. We have all been through (at least) two major historical ruptures together: a pandemic and a reckoning on racial inequality. To talk about one without the other implies that they are unrelated. But both the racial disparities in Covid-19 deaths and the protests and rallies for racial justice reveal that access to basic privileges—to be healthy, to live—remains unequal. Students realize this, and schools can support young people to go into the world with greater understanding of structures that shape us, not keep them from it.



**BETTER THAN
A THOUSAND DAYS
OF DELIGENT STUDY
IS
ONE DAY
WITH
A GREAT TEACHER
JAPANESE PROVERB**



TEACHERS' LOUNGE...

The poster is for the 'SEED FELLOWSHIP' by Education Elements. It features a green background with a pattern of leaves and vines on the left side, where a hand is shown holding a small white card. The text on the right includes the Education Elements logo, the title 'SEED FELLOWSHIP', and the subtitle 'AN EQUITY FELLOWSHIP FOR K-12 LEADERS'. It describes the fellowship as a systemic approach to addressing inequity in education and states that applications are due September 4. At the bottom, it says 'An Equity Fellowship' and 'APPLY BY SEPTEMBER 4' in a green box.

Education Elements

SYSTEMS FOR EDUCATION EQUITY DEVELOPMENT

SEED FELLOWSHIP

AN EQUITY FELLOWSHIP FOR K-12 LEADERS

Addressing inequity in education with a systemic approach. Join the 2020 cohort of fellows to unlock ways to address systemic inequity in your school or district.

APPLICATIONS ARE DUE SEPTEMBER 4

An Equity Fellowship

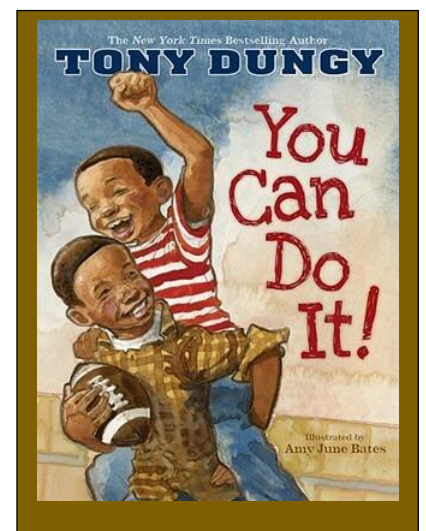
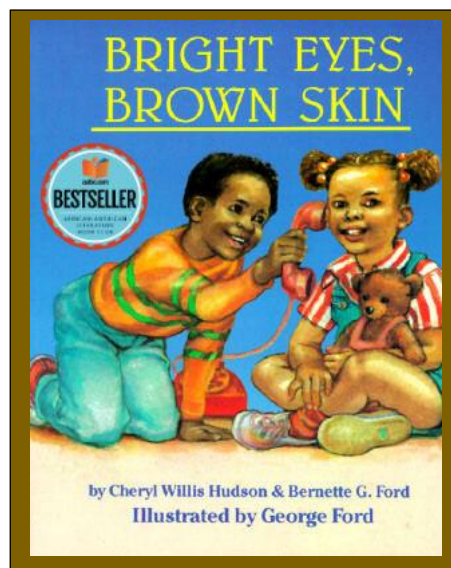
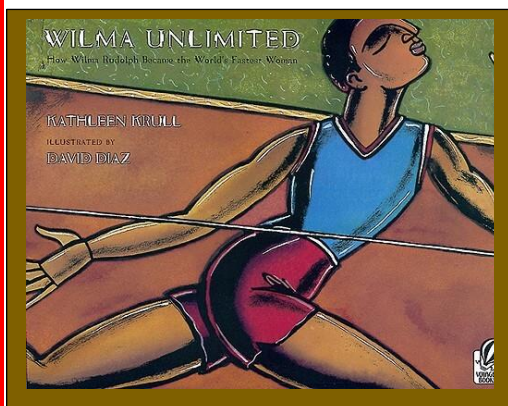
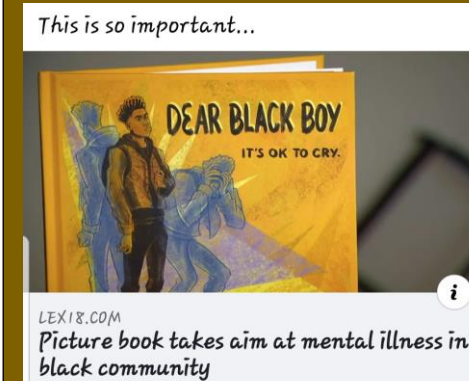
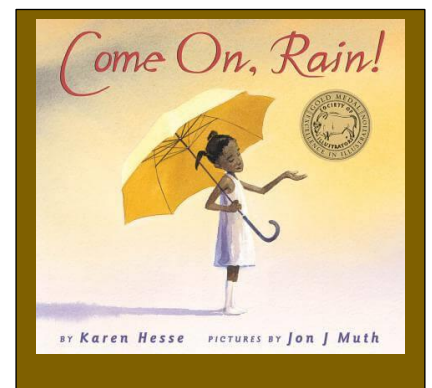
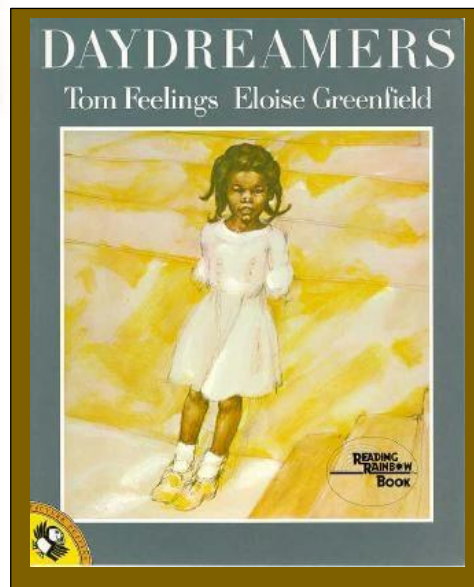
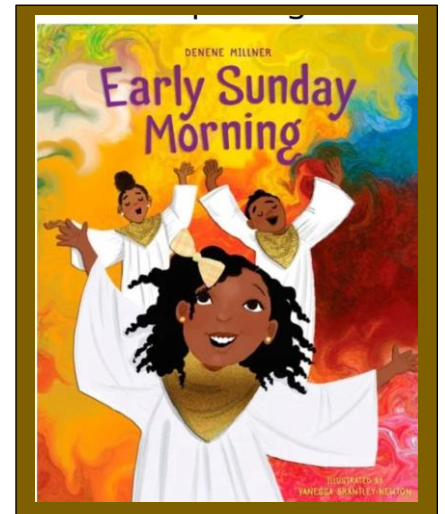
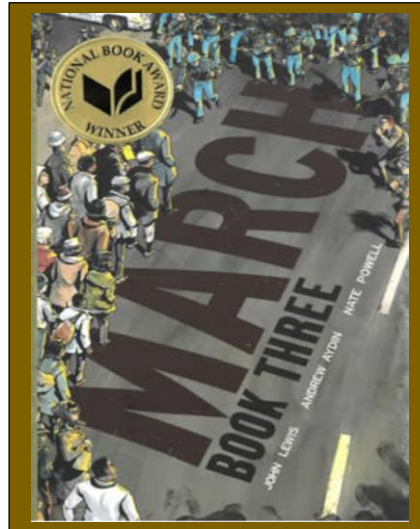
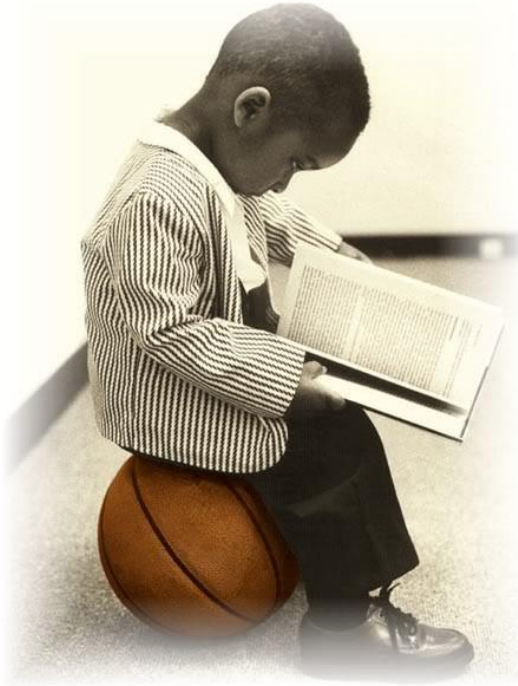
APPLY BY SEPTEMBER 4

The SEED Fellowship is a six-month cohort experience that equips leaders with strategies to redesign inequitable systems in their schools or district.

Join passionate leaders and engage in a series of workshops under the direction of a former district leader to identify and redesign for equity in your school or district. The application deadline for the fall cohort is September 4th.

[Apply to the SEED Fellowship Today!](#)

CHILDREN'S BOOK NOOK



National Sorority of Phi Delta Kappa, Inc.



Dr. Tonya Chestnut
National Chaplain



Dr. Etta Carter
Supreme Basileus

2nd Sunday Monthly Prayer Call

6:00 p.m. CST

Click on Zoom Link in Message for Video

Audio Dial In- 1-312-626-6799 or 1-346-248-7799

Meeting ID-865 4028 4084

Hosted by Regional Chaplains:

Sandra Crockett (SW), Maggie Burnes (MW), Debra Moody (FW), Jerrie Foster (SE) & Naydene Williams (E).

W
A
I
T



**JOIN US
W.A.I.T. TIME**



WOMEN ANCHORED IN TRUST



NSPDK MOVING FORWARD TOGETHER...

EASTERN REGIONAL DR. PATSY O. SQUIRE SHARED THE INSPIRATIONAL
POEM BY MAYA ANGELOU DURING THE TWO DAY 80TH EASTERN REGIONAL
VIRTUAL CONFERENCE JULY 24-25, 2020

HOPING THIS POEM INSPIRES AND LIFTS YOUR SPIRITS...

"Continue"

Into a world which needed you
My wish for you
Is that you continue

Continue

To be who and how you are
To astonish a mean world
With your acts of kindness

Continue

To allow humor to lighten the burden
of your tender heart

Continue

In a society dark with cruelty
To let the people hear the grandeur
Of God in the peals of your laughter

Continue

To let your eloquence
Elevate the people to heights
They had only imagined

Continue

To remind the people that
Each is as good as the other
And that no one is beneath
Nor above you

Continue

To remember your own young years
And look with favor upon the lost
And the least and the lonely

Continue

To put the mantel of your protection
Around the bodies of
The young and defenseless

Continue

To take the hand of the despised
And diseased and walk proudly with them
In the high street
Some might see you and
Be encouraged to do likewise

Continue

To plant a public kiss of concern
On the cheek of the sick
And the aged and infirm
And count that as a
Natural action to be expected

Continue

To let gratitude be the pillow
Upon which you kneel to
Say your nightly prayer
And let faith be the bridge
You build to overcome evil
And welcome good

Continue

To ignore no vision
Which comes to enlarge your range
And increase your spirit

Continue

To dare to love deeply
And risk everything
For the good thing

Continue

To float
Happily in the sea of infinite substance
Which set aside riches for you
Before you had a name

Continue

And by doing so
You and your work
Will be able to continue
Eternally

(poem written by Maya Angelou in 2016 for Oprah)





NSPDK MOVING FORWARD TOGETHER...



Soror Dr. Lavada D. Greene



Soror Dr. Maggie Garci-Grasty

CONGRATULATIONS TO OUR SORORS FROM XI CHAPTER WHO RECEIVED THEIR DOCTORATES!!



Soror Dr. Karen Jones

WELCOME NEW SORORS!



ALPHA BETA CHAPTER MARTHA, CHARLA, JONETTA AND LAQUILLA



ALPHA CHAPTER WITH BASILEUS PERRY JACKSON



**WELCOME DELTA EPSILON
CHAPTER'S
"4 DIVINE VIRTUES"**

**TABATHA JOHNSON
LATASHA BELL
LALITA BALLARD
DR. CHRISTINA HUNTER-LIPSCOMB**



CHARMAINE TURNER



JODI JAYE



KENDRA ROCHAMBEAU BANK



NICOLE AMARIE

**WELCOME WILLING WORKERS
INTO THY VINEYARD TO UPLIFT,
THROUGH THEE, HUMANITY AND
TO CARRY THE TORCH OF
ENLIGHTENMENT EVERYWHERE**

GAMMA CHAPTER



YARDLEY YOUNG



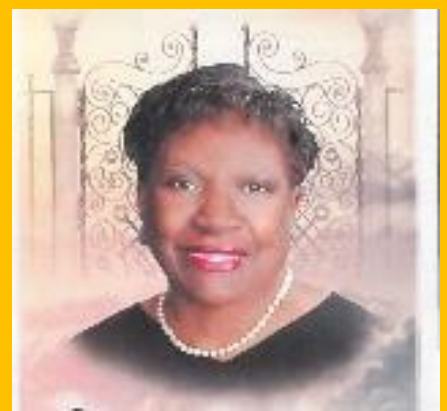
ALWAYS IN OUR HEARTS
SORORS WHO HAVE SERVED NSPDK. INC. FAITHFULLY



Soror Claudette Taylor
Alpha Rho



Soror Freddie Range
Alpha Rho



Soror Gloria Pippins
Alpha Rho



Soror Peggy James
Alpha Sigma



Soror Vera Jones
Beta Alpha



Soror Mary Martin
Beta Alpha



Soror Eugenia Akuorkor Roberts-Kotey
Gamma Epsilon



Soror Thelma Parks
Gamma Epsilon



Soror Edwina Fanner
Gamma Tau



Soror Charlotte Rutledge
Gamma Tau



Soror Violet Edwards
Epsilon Beta



Soror Mary Jenkins
Epsilon Lambda



Soror Carol B. Smith
Gamma Eta



Carrie B Shelton
Beta Omicron



Soror Brenda Steele
Beta Beta



Soror Joyce F. Witherspoon
Beta Zeta



Soror Tachea Davis
Beta Zeta



Soror Gladys Scott
Gamma Delta



Soror Shirley Crawford McVey
Delta Mu



Soror Dr. Barbara H. Gwinn
Alpha



Soror Ardell Jackson
Gamma Sigma



Soror Evelyn Strickland
Beta Gamma



Soror Edna Robertson
Beta Gamma



Soror Leola Green-Haynes
Beta Gamma



Soror Alice Branch
Beta Xi



Soror Brenda L Thomas
Delta Phi



Soror Flora Parker
Delta Delta



Soror Ruth Branham
Mu



Soror Carolyn Garrison
Gamma Rho



Soror Myrtle Jones Rhodes
Gamma Gamma



Soror Minnie Stallworth
Gamma Theta



Soror Mary D. Drakeford
Gamma Theta



Soror Cheryle L. Franklin
Beta Iota



Soror Ruby Wilkerson
Beta Eta



Soror Estelle M. White
Rho



Soror Florence Odessas Tate
Beta Eta



Soror Mary E. Churchwell
Alpha Beta



Soror Gussie Langston
Delta Nu

Soror Marie J. Griffin
Mu Chapter
Soror Yvonne Mackel
Mu Chapter



Soror Saturah Martin
Alpha Alpha
Soror Mildred Hodge
Alpha Alpha



60 years ago, these South Jersey Black leaders fought for change.

They see the same fight taking place now.

- [ZAC SPENCER For The Press](#) Jul 11, 2020 (Ctrl+Click to follow link)

Excerpt from *The Press of Atlantic City*

Ralph Hunter, co-founder and director of the African American Heritage Museum of Southern New Jersey stated, "It was the most incredible thing I had ever witnessed in my entire life," Hunter said. "Moving here for the first time and seeing a Black police force, people walking up and down the street. It was amazing to see a Black cop roll by. They lived and worked in the community. They worked together and built a wonderful city in the north end of the city."

Working within the system...

Juanita High, "a few years older" than Hunter, was born and raised in Atlantic City. She went to Montclair State University before getting her doctorate at Rutgers. The Atlantic City she grew up in was segregated.

"As a child, I didn't have any opinions on it," she said. "That's just the way it was."

High started down the path of community involvement in the late '60s after Atlantic Human Resources recruited her from teaching English at Atlantic City High School. She became their education coordinator and learned early on how to affect change from within.

"That was the mantra of that orientation, to work within the system," High said. "That way systemic change would last longer."

On the Black police officers, she saw in her Northside neighborhood when she was growing up...

"You knew them. It makes a difference how the community views them and how they view (the community). I wonder why policemen don't have to live in the city. They're not in the neighborhood (now), so you can't get to know them."

Juanita High

In 1970, she became director of the then fledgling New Jersey Educational Opportunity Fund. High wrote the guidelines for the EOF, which offers financial support to students from disadvantaged backgrounds. She was director for five years.

"It was not easy," High said. "Being in a position like that, you don't exactly make friends with the people in power."

About 1% of the students at Rowan University (then Glassboro State College) were students of color when High became director. Fifty years later, a third of the school's student population is from under-represented groups and almost 10% is Black.

"We thought the opportunity that we were presenting to not only the students, but the institutions involved would filter down and make change," High said. "To me it was just a start. I know leaders in this state, mayors, doctors, judges that have come through the EOF. I regret that we weren't able to influence those more."

While High says there have been serious improvements over her lifetime in areas including access to college education, in other sectors, nothing has changed.



Dr. High, Director of Atlantic City
Tomorrow Leadership Training



Dr. High Executive Director of NJ
Educational Opportunity Fund with
Benjamin Hooks, NAACP

"There's been progress, but it's layered. People without college degrees and high school degrees, I don't know if it's better. Our schools throughout this country are re-segregated. It seems to be that the problems have exacerbated, not resolved."

Juanita High

On the change she's seen in her lifetime...

"It's uncanny that we're still asking for the same things today. Equality, decent jobs, decent education," High said. "The unbelievable brutality and abuse of our young Black men and Black women. ... It's amazing that people are so hung up on skin color."

Like Hunter, she sees promise in the current protests.

"They're from all walks of life, all ethnic groups and races. And they've lasted so much longer, too," High said. "I think the people are saying, 'We're not going to take this any longer. We're tired of waiting for the change.'"

For High, the upcoming election is an opportunity to cement that change.

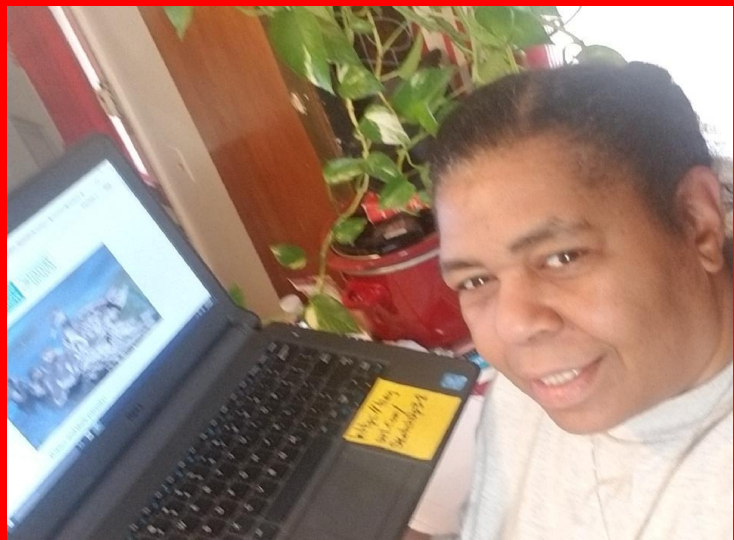
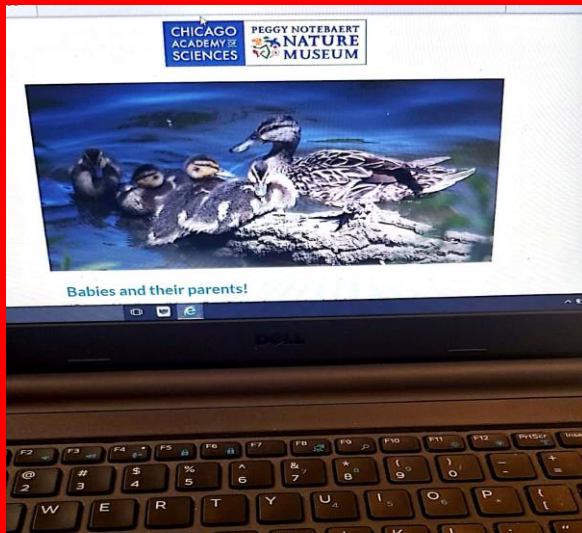
"I think it's quite important that we follow through," she said. "Not just walking through the streets but walking to the ballot box."

CONGRATULATIONS TO EASTERN REGIONAL DIRECTOR DR. PATSY O. SQUIRE, HOST CHAPTER BETA TAU, EASTERN REGIONAL EXECUTIVE BOARD, TECHNOLOGY COMMITTEE, AND SORORS OF THE MIGHTY EAST FOR THE SUCCESSFUL, INFORMATIVE, AND ENTERTAINING 2-DAY VIRTUAL CONFERENCE.



Mu Chapter Soros Utilizing Resources Of NSPDK E-Learning Academy For

Soror Lynnette Milner is the Science teacher for 7th & 8th grades at Randolph Elementary School in Chicago, IL. Soror Milner's scholars were touring the Peggy Notebaert Nature Museum. The scholars were focusing on the natural history of Chicago's regional plants and animals.



Soror Pamela Seaton is the Case Manager and Department Chair of the Special Education Department at Dr. Martin Luther King College Prep High School in Chicago, IL. She was having a department meeting the teachers.



Soror Michelle Washington is a Pre-K teacher at Melody Child Parent Center in Chicago, IL

Soror Tracy Netter is the Visual Arts teacher at New Sullivan Elementary School in Chicago, IL.



National Sorority of Phi Delta Kappa, Inc.

"To Promote a Spirit of Sisterhood Among Teachers and to Promote the Highest Ideals of the Teaching Profession"

FAR WESTERN REGIONAL CONFERENCE

Conference Theme: *"Be the Light...Nurture the Light...Pass on the Light"*

AUGUST 1, 2020

8:30 AM – 3:00 PM

Virtual Conference for all Financial Sorors at No Cost

Soror Dr. Elcendia Nord, Regional Director

Soror Dr. Etta F. Carter, Supreme Basileus

Soror Ruth Curry, Member-at-Large

Host – Delta Upsilon Chapter

Cheryl McClellan, Basileus

SEE YOU AUGUST 1ST.

YOU ARE IMPORTANT!!!



August 15, 2020



**2020 SOUTHEAST VIRTUAL REGIONAL
CONFERENCE**

10:00 A.M. Central Time

ALL FINANCIAL SORORS INVITED TO ATTEND AT NO COST

OTHER INFORMATION TO FOLLOW LATER

Dr. Etta F. Carter, Supreme Basileus

Rose P. Anderson, Southeast Regional Director

Brenda J. Jackson, Southeast Member-at-Large

SEPTEMBER 19-20, 2020



**TIK TOK
CHALLENGES**



Virtual
FELLOWSHIP

Supreme Basileus Etta F. Carter

Midwest Member-At-Large
Barbara Nettles

Midwest Regional Director
Tiffany M. Pritchett

*No Cost Online Registration**

Made with PosterMyWall.com

**for financial Sorors*

ER -YOUTUBE CHANNEL

I HAVE CREATED A YOUTUBE CHANNEL AND STARTED TO CREATE VIDEOS JUST FOR YOU!!
I AM AT THE BEGINNING STAGES BUT WANTED TO SHARE WITH YOU.

Let me know different topics you want me to create a video for on my page.

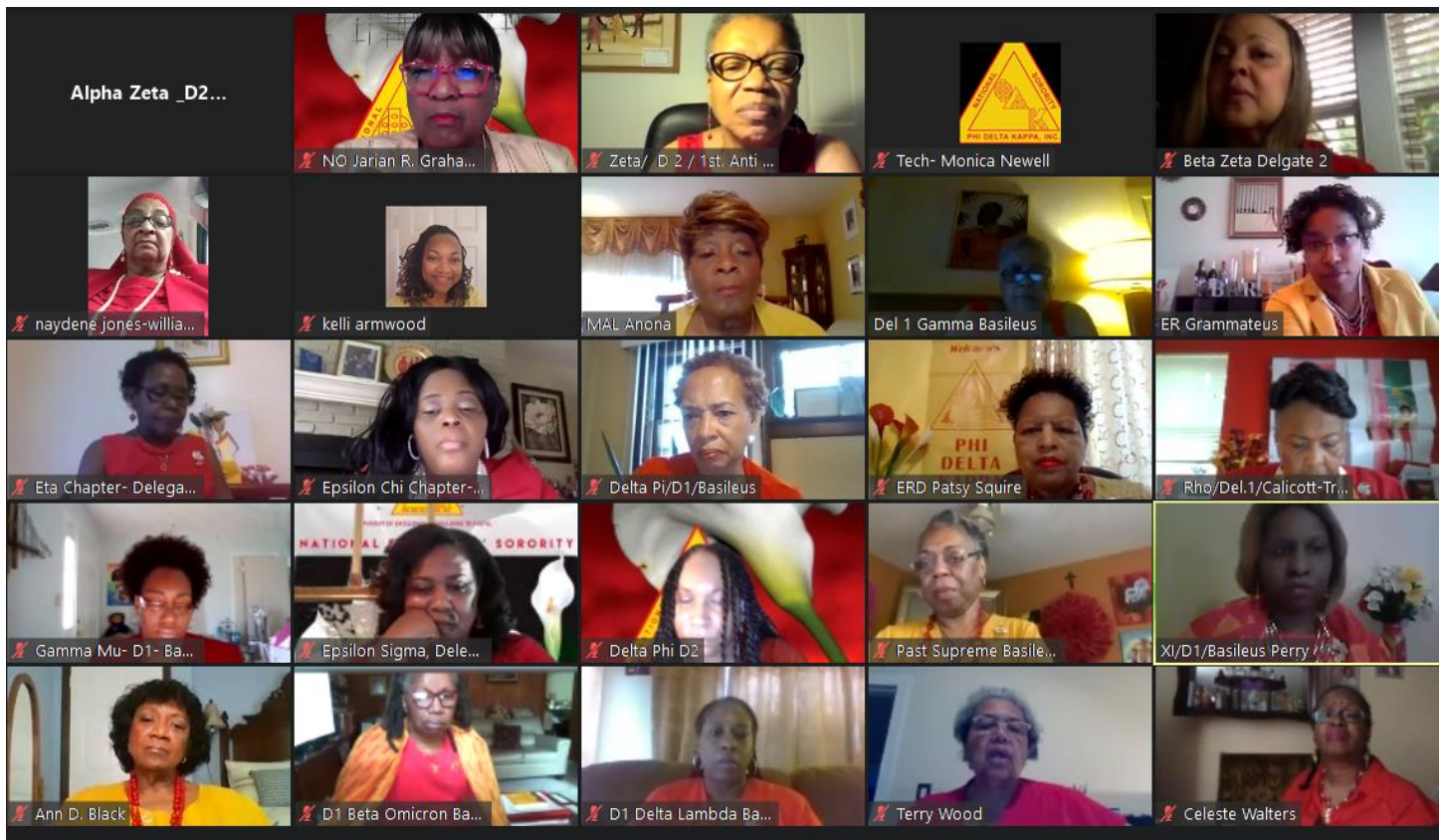
Subscribe to my channel:

<https://www.youtube.com/channel/UCWwE2KRhqJF68n6cW7Jyg-A>

SOROR CHALEETA N. HINES
EPSILON ALPHA
EASTERN REGION XINOS CHAIR



80th Eastern Regional Virtual Conference "Putting the Pieces Together: Sisterhood, Education, and Cultural Relevancy"



Zoom! Zoom!! Zoom!!



VISIT OUR RESOURCE SITE

www.NSPDKAcademy.org

or

visit our National Website

and click

the NSPDK e-Learning ribbon

to link you to some amazing online web-based resources!

www.nspdk.org



NATIONAL SORORITY OF PHI DELTA KAPPA, INC.

2020 REGIONAL CONFERENCES - RESCHEDULED DATES

Region	Conference	Final Date	Format	Additional Information*
Eastern Region Dr. Patsy S. Squire, Regional Director	2020 Spring Regional Conference	Friday - Sat July 24-25, 2020 Two Days	Zoom Virtual Meeting/ Webinar	Open to Eastern Region Sorors, KOT's and National Executive Council
Southeast Region Ms. Rose Anderson, Regional Director	2020 Spring Regional Conference	Saturday August 15, 2020 One Day	Zoom Virtual Meeting	Open to Southeast Region Sorors and National Executive Council
Midwest Region Ms. Tiffany Pritchett, Regional Director	2020 Spring Regional Conference	Saturday September 19, 2020 One Day	Zoom Virtual Meeting	Open to Midwest Region Sorors and National Executive Council
Southwest Region Ms. Anita O'Neal, Regional Director	2020 Spring Regional Conference	Saturday September 26, 2020 One Day	Zoom Virtual Meeting	Open to Southwest Region Sorors, KOT's and National Executive Council
Far West Region Dr. Elcendia Nord, Regional Director	2020 Spring Regional Conference	Saturday, August 1, 2020 One Day	Zoom Virtual Meeting	Open to Far West Region Sorors and National Executive Council

*Additional information will be provided by the Regional Directors

RESCHEDULED 2020 DATES

NATIONAL EXECUTIVE COUNCIL AND OTHER NATIONAL MEETINGS

Date/Time	Fall Meeting	Chair	Format	Additional Information
September 21-22 Monday/Tuesday 11:30-3:30 EST	Board of Trustees	Mrs. Charlotte Williams, Past Supreme Basileus	Zoom Virtual Meeting	To be provided by Chair
October 15-16 Thursday/Friday 10:00 – 3:30 Central	National Executive Council	Dr. Etta F. Carter, Supreme Basileus	Zoom Virtual Meeting	To be provided by Chair Lunch – 30 minutes
To Be Determined	National Perpetual Foundation Board	Ms. Lisa Frieson, President	To Be Determined	To be provided by President
August 13, 2020 - Th Sept. 10, 2020 - Th 6 PM Central -both days	2023 Centennial Planning Committee	Ms. Margarette Galloway, Chair	Zoom Virtual Meetings	Two meetings – Committee will report to NEC – 10/16/2020
To Be Determined	National Anthropos Board	Mr. Alexander Smith, Jr., Pres.	To Be Determined	To be provided by President

2021 One Day Regional Conferences and 98th Anniversary Conclave

Date	Meeting	Chair	Location
Fri-Sat, July 16-17, 2021	Pre-Conclave – National Executive Council	Dr. Etta F. Carter, Supreme Basileus	Omni Orlando Resort @Champions Gate
Monday, July 19, 2021	One-Day Regional Conferences	Regional Directors	Omni Orlando Resort
Tue -Thu, July 20-22	98th Anniversary Conclave	Dr. Etta F. Carter	Omni Orlando Resorts
Friday, July 23, 2021	Post-Conclave - NEC	Dr. Etta F. Carter	Omni Orlando Resorts

National Anthropos Board and Perpetual Board Meetings – To Be Determined

THIS PICTURE IS WORTH MORE THAN A 1,000 WORDS...



Jarian R. Graham, M. ED
National Public Relations Director
nspdk.pr@gmail.com

