

the

NATIONAL SORORITY OF PHI DELTA KAPPA, INCORPORATED

KRINON

DYNAMIC CHANGE: THE TRANSFORMATION OF EDUCATION



THE ALCHEMIST

The alchemist, not of metal, but of mind,
Within the classroom walls, a treasure find.
No lead to gold, but futures they transmute,
A scholar's universe, to bear new fruit.

With passion's fire, a genuine bright gleam,
They make the driest subject feel a dream.
Their eyes alight with stories yet untold,
A love for learning, making spirits bold.

Unwavering belief, a steady, guiding hand,
They see the giant where the seedling stand.
High expectations, whispered, not a shout,
To banish every lingering, small doubt.

With empathy's soft touch, they understand
The silent struggles in that learning land.
A safe space built where fears can be confessed,
And vulnerabilities are gently blessed.

They challenge thoughts, to stretch and make them grow,
Yet nurture spirits when the pace is slow.
A balance struck, a delicate design,
Where intellect and heart can intertwine.



SCAN TO LISTEN

<https://youtu.be/YcbNU8fgI8c>

Founders Remembered

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



FRONT L-R

Gladys Cannon Nunnery, Julia Asbury Barnes,
Mother Founder Gladys Merritt Ross, Dr. Florence Steel Hunt

BACK L-R

Ella Wells Butler, Edna McConnell
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CHIEF EDITOR'S MESSAGE

ESTHER "PIXI" PHILLIPS



Dear Members of the National Sorority of Phi Delta Kappa,

The Krinon journey has been remarkable, marked by resilience and growth. In the wake of the COVID-19 pandemic, we found an opportunity to reevaluate our approach to education, returning to our classrooms with renewed vigor. Our commitment to impart knowledge to our scholars remained steadfast, as we diligently supported our educators who strived to make a meaningful impact, reassuring students and parents that brighter days are ahead. Under the guidance of our new Supreme Basileus, we charted a promising path forward, reaffirming our commitment to education.

In 2023, we celebrated a significant milestone—the **100th anniversary** of our beloved sorority. It was a joyous occasion as we honored all eight founders and celebrated the long-awaited addition of Edna McConnell's image to complete our cherished photo. A century had passed, yet our resolve remained unshaken; we stood united, serving our community with strength and purpose. This new century welcomes fresh regional directors, members at large, and five new national officers to our ranks, invigorating our mission.

As we reflect upon our reimagined vision for education, we see ourselves in the mirror—both the youthful and the seasoned Soror, each with unique experiences and insights. Our sisterhood once again inspired and rejuvenated our spirits through thoughtful and impactful articles. As we conclude this chapter of our journey, we remain committed to transforming education and refining our skills with emerging technologies that promise to streamline our endeavors.

Your generosity and support have been the bedrock of our success. Your unwavering commitment to our cause has left an indelible mark on my heart. Thank you, my sisters, for being the angels you genuinely are. Your contributions have made a significant difference to our journey.

I would like to extend a heartfelt "thank you" to the Krinon Committees for your diligent efforts in creating and producing such an outstanding journal of educational excellence: your hard work, dedication, and commitment to our mission shine through on every journal page. We are grateful for your contributions to our cause.

Warm regards.

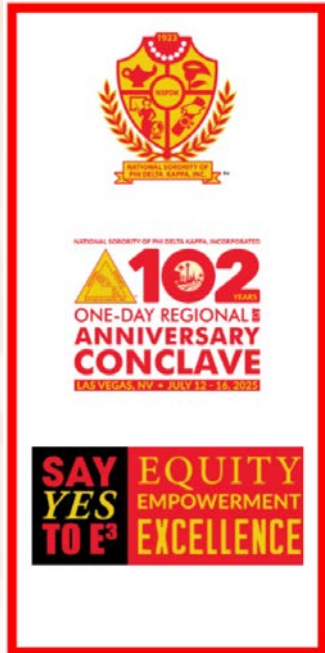




YOUTH	EDUCATION	SERVICE
Youth Guidance Xinos (High School Girls) Kudos (High School Boys)	Scholarship Reading Power African American History Computer Literacy Mathematics Teach a Rama Leadership Training Public Relations Academic Issues/Current Trends College Guidance - Kappa Omicron Tau (KOT) Commission on Civil Rights	International Projects National Projects Local Projects Nutrition, Health, and Hypertension Assault on Illiteracy Children & Adult Benefits Early Childhood Touch-a-Child Second Careers Retired Sorors/Volunteers Founders' Day Education/Human Rights

Celebrating the Legacy of 102 Years

The National Sorority of Phi Delta Kappa, Incorporated



As we celebrate the 102nd anniversary of the National Sorority of Phi Delta Kappa, Incorporated, we stand on the proud threshold of a legacy infused with a commitment to educational excellence, empowerment, and equality. Our journey, spanning over a century, has been one of transformation and unwavering dedication to the ideals encapsulated in our anniversary Conclave motto: “Say YES to E 3.” This guiding principle of equality, empowerment, and excellence continues to inspire our members as we advocate for educational reform and innovation across the globe.

In today’s interconnected world, education is a powerful catalyst for change. Our sorority recognizes the importance of a global perspective in driving educational transformation. By fostering international collaborations and embracing diverse cultural insights, we strive to create an inclusive and dynamic learning environment that meets the needs of all students. Our efforts to promote educational equality, a cause we have championed, have led to significant advancements in access to quality education, particularly for marginalized communities.

Sororities like ours play a pivotal role in education advocacy. Our collective efforts have championed policies prioritizing student success, teacher development, and community engagement. Our members have tirelessly worked to bridge the gap between policy and practice, ensuring that educational reforms are implemented and sustained. The National Sorority of Phi Delta Kappa, Incorporated, stands as a beacon of hope and inspiration, not just for educators and advocates, but for anyone who believes in the transformative power of education.

Reflecting on my term of office from 2021 to 2025, I am filled with immense gratitude for all my sorors. Your dedication and passion have been the cornerstone of our success, and together, we have impacted the educational landscape. Thank you for standing by me, your tireless efforts, and your unwavering commitment to our shared mission. Our journey continues, fueled by the strength of our sisterhood and the enduring legacy of the National Sorority of Phi Delta Kappa, Incorporated.



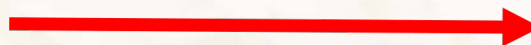
Transformation P.A.V.E.S. the Way



We're changin' the game, we're leadin' the way,
Education's movin', and we're here to stay.
From classrooms to Zoom, we rise and we shine,
With purpose and passion, it's our time!
We build and we teach, we serve and we grow,
Through every challenge, our legacy shows.
We're loud and we're proud, we uplift and inspire,
Our light is a torch, we set it on fire!



P.A.V.E.S. the way—watch us soar!
Transformation at the core.
Power in our voice, strong every day,
We're paving new paths the sisterly way!
Clap your hands, raise your voice,
Let the world hear our choice—
To teach, to reach, to boldly say:
We P.A.V.E. the way, we P.A.V.E. the way!



P.A.V.E.S. the way—watch us soar!
Transformation at the core.
Bold in our stride, bright like the day,
Together we rise—we P.A.V.E. the way!

🎓💡 A Salute to the Sorors of NSPDK, Inc. 💡🎓

"Transformation P.A.V.E.S. the Way" is more than a song—it's a musical tribute to the dynamic women of the **National Sorority of Phi Delta Kappa, Inc.**, and a celebration of the visionary leadership of **Supreme Basileus Margarette Galloway (2021–2025)**.

💖 P.A.V.E.S. = Providing Avenues of Visibility for our Educational Sorority

This powerful platform has guided our Sorority through four years of impact, elevating the voices and work of educators across the country. This anthem captures that spirit of purpose, perseverance, and pride.

🔥 Aligned with the 2025 *Krion Journal* theme—"Changing Dynamics: The Transformation of Education"—this video declares that we are not just witnessing change in education... we are leading it.

🎵 Lyrics that Resonate:

"Power in our voice, strong every day,
We're paving new paths the sisterly way!"

🌟 Whether you're a Soror, a *Krion* reader, or a fellow educator, let this anthem be a reminder that visibility, leadership, and transformation begin with us.



SCAN ME

(<https://bit.ly/4jWN0YK>)

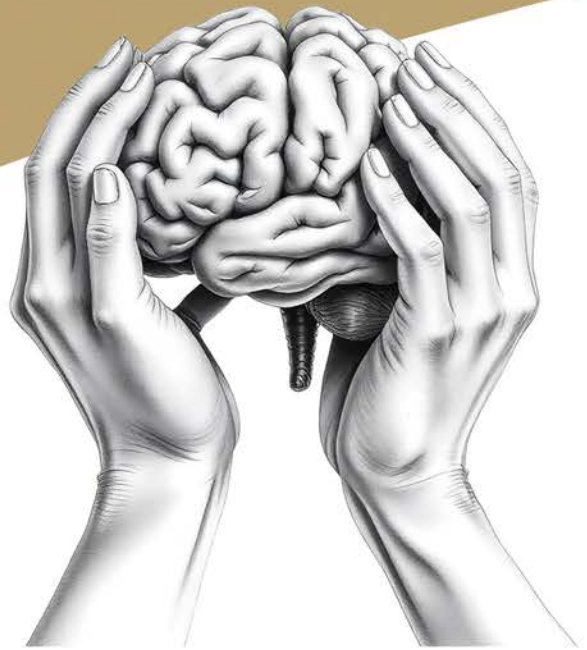
🎵 Lyrics by Pixi Phillips

🎵 Music & Video by Linda Lewis (using Suno)



Transformation P.A.V.E.S. the Way

Illuminating
Educational
Impact Through
Dynamic Change



In today's ever-evolving educational landscape, transformation is not just a goal — it is a necessity. As classrooms expand beyond walls and learning takes on new shapes through technology, inclusion, and innovation, the charge to remain visible, relevant, and impactful becomes even more pressing. Under the visionary leadership of our National President, the “P.A.V.E.S.” initiative — Providing Avenues of Visibility for our Educational Sorority — has become a bold response to this charge. Within the context of this year's journal theme, “Dynamic Change: The Transformation of Education,” we find that the P.A.V.E.S. initiative not only anticipates change but actively shapes it.

Laying the Foundation for Visibility

Visibility, in its most strategic sense, is more than just being seen — it is about being known for what matters most. For an educational sorority rooted in scholarship, service, and sisterhood, P.A.V.E.S. calls us to step forward with purpose and precision. Over the past four years, this initiative has encouraged chapters across the nation to showcase their unique contributions to education, equity, and empowerment. From public scholarship forums to mentorship programs, from community literacy events to online think tanks, our sorority has accepted the challenge to illuminate its mission in ways that resonate with today's shifting educational narrative.

This visibility is not vanity — it is vision. It ensures that our collective voice is part of crucial conversations around access, advocacy, and achievement. It also invites future educators, change-makers, and allies to walk beside us as we advance toward a more just and transformative educational future.

Responding to Dynamic Change

The phrase “dynamic change” implies motion, disruption, and growth — all of which are hallmarks of education today. Classrooms are no longer confined to chalkboards and textbooks. They are now digital hubs, intergenerational forums, and culturally diverse spaces where learning must be personalized and intentional. In response, our members have taken the tools provided by P.A.V.E.S. and turned them into mechanisms of dynamic influence.

For instance, members have embraced technology not just for efficiency, but for empowerment. Virtual book clubs, webinar series on curriculum reform, and digital storytelling initiatives have emerged from chapters nationwide. These efforts have not only expanded our reach but have deepened our relevance. They show that our sorority does not merely react to educational change — we drive it.

Moreover, we recognize that true transformation involves embracing intersectionality. As educators, we stand at the crossroads of race, gender, ability, and socioeconomic status. Dynamic change requires us to confront disparities, challenge traditional norms, and reimagine what inclusive education looks like. Through P.A.V.E.S., our visibility becomes a mirror to the world—reflecting both the urgency of the moment and the timeless values we uphold.

Education as Advocacy

One of the most powerful outcomes of the P.A.V.E.S. initiative has been the elevation of educational advocacy as a core expression of our mission. In this era of transformation, educators are no longer just deliverers of information—they are defenders of truth, champions for equity, and architects of future possibilities.

Our sorority has risen to this moment by launching initiatives that address the needs of underserved communities, support mental health for educators and students, and amplify the voices of historically marginalized groups. Whether organizing voter registration drives in schools, facilitating restorative justice workshops, or offering teacher appreciation grants, our members are making education personal and powerful.

This level of advocacy, framed within the structure of dynamic change, highlights why visibility matters. It's not enough to quietly do good work; we must make that work visible so that it inspires, instructs, and ignites others. Through platforms like The Krinon Journal, we document our legacy in real-time—ensuring that our contributions are not lost in the shuffle of change, but rather help define it.

A Legacy in Motion

As we reflect on the past four years of the P.A.V.E.S. initiative, we recognize that its success lies in its adaptability and alignment with the very forces shaping education today. It has given our sorority a blueprint for strategic engagement, public presence, and meaningful service. It has also affirmed that visibility is not just about who sees us—but about what they see when they do.

Are they seeing leaders who speak truth to power? Are they seeing scholars who mentor the next generation? Are they seeing sisters who serve with grace, grit, and generosity?

Thanks to P.A.V.E.S., the answer is a resounding yes.

As we move forward into another year of dynamic change, we do so with clarity and confidence. Our educational sorority is not standing on the sidelines of transformation—we are in the heart of it, paving new paths, raising new voices, and shaping the future of learning for generations to come.

DeJeanetta Williams
Alpha Nu



FIRST SUPREME ANTI-BASILEUS



Greetings to the Esteemed Members and Friends of the National Sorority of Phi Delta Kappa, Incorporated,

Since becoming an educator, I have seen education serve as the great equalizer and the catalyst for generational transformation. Today, I see that same potential magnified by the dynamic shifts we are experiencing.

Sorors, this is not the time to retreat—not even to the comfort of the familiar “Three Rs” of reading, ’riting, and ’rithmetic. As foundational as these are, we now face a broader, more complex landscape that demands we stretch beyond the basics. The dynamic shifts we are experiencing require dynamic responses that are grounded in legacy but forward-focused in approach.

Now is the time to Reimagine, to Realign, and to Rise.

As the very foundation of how we teach and learn continues to evolve, we are presented with a unique and urgent opportunity. The call to action is clear: We must adapt to and help define the changing dynamics of education. Our role as educators, mentors, and leaders has never been more vital.

To reimagine is to think beyond the boundaries of tradition. It is to ask, “What could be?” and embrace new visions for student engagement, instructional delivery, and inclusive learning environments. Reimagining demands creativity, courage, and a willingness to challenge the status quo. It is the work of dreamers and doers—roles we know well.

To realign is to return with renewed clarity to our Purpose:

- To stimulate personal growth among teachers.
- To foster a true spirit of sisterhood.
- To promote the highest ideals of the teaching profession.
- To encourage the development of the potential of our youth.

Realignment calls us to ensure that our practices, priorities, and partnerships reflect our mission in every season—especially in times of change. It is not about discarding our legacy but anchoring ourselves in it as we move forward.

To rise is to respond to this transformative moment with excellence and intention. Rising means standing in the gap, lifting others as we climb, and championing equity, access, and advancement for all students. It means leading with conviction, even when the path is uncertain. It means remembering that the future is not something we await—it is something we help create.

Under this year’s theme, “Changing Dynamics: the Transformation of Education,” we are reminded that transformation is not a destination but a process. And we, as members and friends of the National Sorority of Phi Delta Kappa, Inc., are not bystanders in that process. We are its engine. So let us:

Reimagine with boldness
Realign with Purpose
Rise—unified in spirit, unwavering in service, and undaunted in vision.

With sisterly love and deepest admiration,

Patsy O. Shire, Ed.D.
1st Supreme Anti-Basileus
2023-2027

The Evolution of the e-Learning Academy

During the COVID-19 pandemic, a pressing question arose when public schools across the United States closed: How should children be taught? How were we to teach from home? Our esteemed Supreme Basileus, Etta Carter, proposed a site listing the electronic platforms teachers, parents, and students can access for learning. This visionary idea led to the birth of the e-Learning Academy, with the 1st Supreme Anti-Basileus, Noreen Little, taking on the responsibility of starting the program.



Our journey began with the collective effort of sorors from each of the five regions, who joined as committee members. Together, we compiled electronic programs for grades pre-k through college, and set up our website by grade level. This inclusive approach ensured that our resources catered to all, including special needs students, with dedicated Black History and Women's History reading lists. The Academy was introduced to the sorors on Founder's Day 2020, marking a significant milestone in our shared journey.

As in-person teaching and learning resumed in 2021, the e-Learning Academy reaffirmed its commitment to supporting teachers, parents, and students. We held Town Hall meetings to address the question, 'Are we ready to return to in-person School?' And to understand the impact of COVID-19 on different regions, states, and school systems, we also prioritized the social-emotional well-being of all involved. Since 2022, we have continued addressing a wide range of topics, including Critical Race Theory, A.I., and Project 2025, to ensure everyone feels supported and valued in our learning community.

Our mission is to keep the members of NSPDK, Inc. informed about the latest educational issues and their implications for the teaching profession. Technology has been instrumental in achieving this goal, making information readily available. Our meetings serve as a platform for sharing information across regions and with a broader audience. We are committed to presenting and promoting using Learning Management Systems, Video Conferencing, Assessment, and Interactive Content Creation Tools. The widespread adoption of these technologies has significantly enhanced our classrooms, and we must continue to embrace them to ensure maximum efficiency.

Educational leaders must navigate the dynamic landscape of electronic teaching and learning; this is essential for making decisions and fostering effective digital learning environments.

Your continued support and active participation are crucial for the e-Learning Academy's success. There is much work to be done, and we value your input. Please send us topics for discussion and join the conversations. Your contributions are what make our Academy a vibrant and dynamic learning community.

Sisterly,

Noreen Little, Co-Founder
e-Learning Academy



ASSOCIATE EDITORS

Progress, Discovery, Knowledge: Education's Constant Transformation

Introduction

Cavett Robert, an American lawyer and motivational speaker, once said:

*"Life is like a grindstone:
it can polish you, or pulverize you,
depending on how you position yourself."*

This quote holds particular relevance in the realm of education. Like a grindstone, the tools and challenges we face shape our journey – sometimes enhancing our development, other times presenting obstacles. As educators and learners, we must carefully navigate these forces to ensure that we are polished, not pulverized.

The Grindstones of Transformation

In the context of Phi Delta Kappa, an organization dedicated to advancing educational excellence, the grindstones serve as metaphors for the key components that drive the educational experience. These elements not only refine the individual but also shape the larger educational landscape. Each grindstone represents a different facet of this process – **Progress**, **Discovery**, and **Knowledge** – all contributing to the continuous cycle of growth and transformation.



Linda D. Lewis
Southeast Region
Alpha Beta Chapter

Φ = Progress, Perspective, Purpose, Potential, Passion

These grindstones shape the educational journey, influencing both educators and learners:

Progress can propel growth or create pressure if misaligned with individual readiness.

Perspective allows for broader understanding, but without openness, it can lead to narrow thinking.

Purpose gives direction and meaning, yet if misguided, it can cause burnout.

Potential offers limitless opportunities, but without proper guidance, it may remain untapped.

Passion fuels enthusiasm and innovation but can overwhelm if not balanced with patience and resilience.



Novella M. Page
Southeast Region
Alpha Beta Chapter

Δ = Discovery, Determination, Development, Discipline, Direction

These grindstones refine both character and intellect in the learning process.

Discovery brings excitement and new insights, but it can be overwhelming without focus.

Determination drives perseverance, yet rigidity in its pursuit can lead to exhaustion.

Development fosters growth and transformation, though unchecked growth can create instability.

Discipline establishes structure and consistency, but excessive rigidity can stifle creativity.

Direction provides a clear path, but without flexibility, it can limit exploration and adaptation.



Sharon Washington
Southwest Region
Alpha Rho Chapter
Dallas Texas

K = Knowledge, Kindness, Keeness, Kinship, Kaleidoscope

These grindstones influence how individuals interact with and interpret the world around them:

Knowledge empowers and enlightens, but without critical thinking, it can overwhelm.

Kindness nurtures relationships and fosters supportive environments, though unchecked, it can lead to self-neglect.

Keeness sharpens insight and enthusiasm, yet without moderation, it can cause burnout.

Kinship builds strong, supportive communities, but unhealthy dependencies can hinder personal growth.

Kaleidoscopes symbolize the ever-changing perspectives in education, offering beauty and diversity, but without adaptability, the constant change can feel disorienting.

Just as a grindstone's force can both refine and reshape, the elements of education have the power to challenge and elevate us. By aligning our approach to progress, discovery, and knowledge with the values embodied by Phi Delta Kappa, we ensure that we are continually polished, never pulverized, on our educational journey.

Where to From Here?

In the world of education, the grindstones are not only tools of development but also reminders of the delicate balance we must strike in our pursuit of excellence. They guide us, shape us, and refine our understanding of both ourselves and the world. By embracing these grindstones with mindfulness, flexibility, and resilience, we position ourselves to navigate the complexities of learning and growth – allowing us to polish our potential and leave an enduring impact on those we teach and mentor.

Submitted by the Associate Editors

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Novella Page

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BARBARA NETTLES
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EASTERN REGION

The "Exemplary" Eastern Region

CHAPTERS

1001 Alpha	Jersey City, NJ
1002 Beta	Washington, DC
1003 Gamma	Baltimore, MD
1005 Epsilon	Charleston, WV
1006 Zeta	Philadelphia, PA
1007 Eta	Camden, NJ
1008 Theta	Brooklyn, NY
1009 Iota	Atlantic City, NJ
1011 Lambda	Charlotte, NC
1014 Xi	Chester, PA
1016 Pi	Trenton, NJ
1017 Rho	Wilmington, DE
1021 Phi	York, PA
1029 Alpha Zeta	Richmond, VA
1032 Alpha Iota	Concord, NC
1034 Alpha Lambda	Norfolk, VA
1035 Alpha Mu	Annapolis, MD
1039 Alpha Pi	Dover, DE
1042 Alpha Tau	Roanoke, VA
1045 Alpha Chi	Portsmouth, VA
1046 Alpha Psi	Beckley, WV
1051 Beta Epsilon	New York, NY
1052 Beta Zeta	Durham, NC
1057 Beta Lambda	Winston-Salem, NC
1061 Beta Omicron	Jamaica, NY
1065 Beta Tau	Salisbury, MD
1066 Beta Upsilon	Pittsburgh, PA
1075 Gamma Zeta	Monrovia, Liberia, W. Africa
1081 Gamma Mu	Virginia Beach, VA
1095 Delta Gamma	Virginia Beach, VA
1103 Delta Lambda	Egg Harbor Twsp., NJ
1105 Delta Nu	South Hackensack, NJ
1108 Delta Pi	Hillside, NJ
1113 Delta Phi	North Haven, CT
1116 Epsilon Alpha	Somerset, NJ
1122 Epsilon Eta	New Bern, NC
1125 Epsilon Kappa	Barbados, West Indies
1133 Epsilon Sigma	Gastonia, NC
1135 Epsilon Upsilon	Greensboro, NC
1137 Epsilon Chi	Spring Valley, NY
1143 Zeta Epsilon	Neptune, NJ
1144 Zeta Zeta	Rochester, NY
1145 Zeta Eta	Westchester, NY
1147 Zeta Iota	Upper Marlboro, MD



Anona Huntley
Eastern Region Director
2023 - 2027



Tiffany Ladson-Lang
Member-at-Large
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Budget and Finance
2023 - 2027

STATES

Connecticut	North Carolina
Delaware	Pennsylvania
Maryland	Virginia
New Jersey	Washington, DC
New York	West Virginia



EASTERN REGIONAL DIRECTOR

Regional Director

Greetings from the Enchanted Eastern Region!

It is with great pleasure that I, as the Eastern Regional Director, extend greetings from the Eastern Region, the first Region and the home of our Founders, the Great Eight.

It is also an honor to represent Alpha Chapter, the Mother Chapter, where this great organization had its origin. In 1923, those eight young educators were true visionaries who sought to impact the field of education and truly change the dynamic of how we view teaching.

The numerous and pressing changes in education demand our immediate attention. The effects of global warming, the losses in democracy, inequalities in access to technology, the devastation of the Pandemic, the significant shortage of teachers, and the acceleration of the digital revolution have created urgent challenges that we must confront in our current educational landscape.

"Our current global education system fails to address these alarming challenges and provide quality learning for everyone throughout life. We know that education today is not fulfilling its promise to help us shape peaceful, just, and sustainable societies.... That is why it has never been more crucial than ever to reimagine how we learn, what we learn, and how we learn...." UNESCO April 2023

All learners must be empowered with the skills they need to reach their full potential, regardless of their level of disadvantage or marginalization. They must be given the opportunities to learn throughout their lifetime; in other words, we must produce lifelong learners.

Reshaping education in today's world must address the continued high rates of poverty, gender inequality, and exclusion.

COVID-19 highlighted the existing educational inequalities and the lack of access to quality education. It drove unprecedented innovations in remote learning through the use of digital technologies. However, many were excluded from learning due to the lack of access. Over 463 million kids did not have access to distance learning. We must make digital technology more accessible, equitable, and relevant to transform and change education, creating more lifelong learners. This will require a steadfast commitment to provide the necessary resources to change the current dynamic.

"Education is our passport to the future, for tomorrow belongs to the people who prepare for it today." ~ Malcolm X

Sisterly,

Anona Huntley

Regional Member-at-Large

"The future of education doesn't belong to those who know all the answers—it belongs to those willing to keep learning through every change."

Greetings, Beloved Sorors of the Enchanted Eastern Region!

As we embrace the 2025 Krinon Journal's theme, "Dynamic Change: The Transformation of Education," we are reminded that change is not a disruption—it is an invitation. An invitation to grow, to adapt, and to rise to the challenge of shaping futures in uncertain times.

In a world where societal shifts, technological advancements, and educational demands evolve at a rapid pace, our commitment to excellence in teaching must remain unwavering. Today's educators are not only instructors; they are innovators, mentors, and lifelong learners. To meet the moment, we must equip them with more than just strategies – we must empower them with resilience, flexibility, and the courage to lead through the unknown.

Professional development must extend beyond the present moment and anticipate tomorrow's needs. By fostering a mindset rooted in problem-solving and continuous growth, we prepare our teachers not only to survive change but also to lead it with grace and purpose.

Let us continue to champion dynamic transformation within education, ensuring that the next generation of learners and leaders is nurtured by educators who are ready, resilient, and inspired.

With Purpose and Pride,
Tiffany Ladson-Lang

NATIONAL SORORITY OF PHI DELTA KAPPA, INCORPORATED

EMBERS OF CHANGE

IGNITING THE MIND:

A JOURNEY THROUGH EDUCATIONAL STRUGGLE AND TRIUMPH

FEATURE ARTICLE

From whispers in the fields where knowledge was denied,
To dreams that soared though shackles still confined.
A thirst for learning, bold and bright,
A silent fire in the darkest night.

Through secret books and whispered lore,
They carved a path, they dared for more.
Denied the right to read or write,
Yet wisdom flourished out of sight.

Then voices rose, fierce and strong,
Frederick's words, a freedom song.
Mary's schools, a guiding light,
Bridging dawn from endless night.

The classroom doors, once locked so tight,
Creaked open with determined might.
Brown v. Board, a thunderous call,
Breaking chains, dismantling walls.

Through every struggle, every fight,
Came scholars draped in robes of white.
Carver's hands in nature's hold,
Brilliant minds, both fierce and bold.

From Ruby's steps to protest lines,
From segregated days to changing times,
We rise, we learn, we claim our space,
In every book, in every place.

Yet still the work is not yet done,
The race continues, like we've just begun.
For every child in every land,
Deserves a chance, a helping hand.

A future built on justice true,
Where knowledge lifts both me and you.
Through Black history, we reclaim,
The power of learning, the torch burns aflame.

*Peta-Gaye Williams,
Epsilon Chi*



THE TRANSFORMATIVE POWER OF TRUST

IN EDUCATION

In today's dynamic educational landscape, sweeping reforms like the Next Generation Science Standards (NGSS), No Child Left Behind, and comprehensive teacher and principal evaluation systems are reshaping classrooms. Yet beneath these policy frameworks lies an often-overlooked element crucial to their success: trust. Every educational initiative can achieve its full potential when schools nurture genuine trust among teachers, school leaders, parents, and students.

The Social Fabric and Dimensions of Trust

Innovative educational approaches such as the Next Generation Science Standards (NGSS) require more than just structured curricula or accountability measures; they depend on an inquiry-driven classroom that fosters hands-on learning and collaborative problem-solving. To succeed, these pedagogies necessitate a foundation of mutual trust, enabling educators and students to take risks and experiment with new ideas, benefiting the entire school community. Scholars like Hoy and Tschannen-Moran (1999) define trust with their "Five Faces of Trust"—benevolence, reliability, competence, honesty, and openness—describing it as a willingness to be vulnerable based on confidence in others' integrity. Organizational trust, rooted in institutional norms, differs from relational trust, which develops through daily interactions. As Covey (2009) emphasizes, trust is not an abstract concept but a key driver of authentic engagement and a positive school culture.

Leadership: Building Bridges with Trust

Effective leadership is crucial to fostering an environment where trust can flourish. Studies by Bryk, A., & Schneider, B. (2002) have demonstrated that high levels of trust are associated with improved student outcomes and more innovative teaching practices. When school leaders adopt behaviors such as transparency, accountability, and proactive trust extension—as highlighted by Covey (2009)—they not only create a

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supportive environment but also empower educators to collaborate, share best practices, and experiment without fear of harsh criticism.

Restoring and Reinforcing Trust

Trust, however, is not static; it must be actively maintained and promptly restored when breached. School leaders can do this effectively by openly confronting breakdowns, identifying underlying causes, and implementing clear, strategic repairs. They also prevent defensiveness and conflict by encouraging honest dialogue, actively seeking feedback, and modeling accountability. This proactive approach ensures that the focus remains on fostering creativity and continuous improvement rather than guarding vulnerabilities, ultimately reinforcing a resilient and innovative school culture.

The Impact on All Stakeholders

The effects of a trust-rich environment extend to every corner of the school community. For students, particularly those in high-poverty areas, trust in their teachers fosters a secure, motivating classroom climate that enhances engagement and academic performance, making them feel safe and engaged. Likewise, when parents are confident that schools are genuinely committed to their children's success, they are more likely to support educational initiatives actively.

Building a Future on Trust: Transformative Change in Education

As educational reforms evolve, it becomes clear that policy changes alone are insufficient. Trust is the vital social capital that empowers educators, engages students, and unites communities in a shared commitment to excellence. When schools deliberately nurture and sustain trust, they can transform policies into meaningful, lasting change, inspiring every stakeholder to contribute to the continuous pursuit of educational success.

Deeply embedded trust drives transformative changes in schools. It fosters a collaborative environment where

educators share ideas and experiment with innovative teaching methods, leading to continuous professional growth. Trust also enables teachers to build strong, supportive relationships with students, creating safe classrooms that encourage risk-taking and academic excellence. School leaders who model transparency and accountability nurture inclusive cultures that reduce teacher attrition and promote collective commitment. Moreover, trust empowers educators to innovate and adapt, ensuring schools remain responsive to evolving demands. Beyond the classroom, it strengthens community and parental engagement, enhancing academic achievement and social-emotional development.

Summary of Trust's Transformative Impacts:

- **Collaboration & Professional Learning:** Trust inspires educators to share ideas and try new teaching methods, driving continuous improvement.
- **Student Outcomes & Engagement:** Trust fosters strong teacher-student relationships and safe, risk-friendly classrooms that boost academic excellence.
- **Empowered Leadership & School Culture:** Transparent leadership creates an inclusive culture that minimizes teacher attrition and encourages collective commitment.
- **Innovation & Adaptability:** A trusting environment empowers educators to innovate and respond to evolving educational needs.
- **Community & Parental Engagement:** Trust extends beyond school walls, involving parents and communities to support academic and social-emotional growth.
- **In the end, fostering trust is not just an add-on to educational reform—it is its beating heart, ensuring that every new policy translates into meaningful, lasting change in the lives of those who matter most, our scholars.**

Reference: Hoy, W. K., & Tschannen-Moran, M. (1999); Covey, S. (2009); Bryk, A., & Schneider, B. (2002)

Dr. Liza Ortiz
Epsilon Chi



PRIORITIZING SELF CARE



Self-care has gained significant attention in recent years. The World Health Organization defines Self-care as the ability of individuals, families and communities to promote health, prevent disease, maintain health and cope with illness with or without the support of a health worker (WHO, 2021). Amid our diverse roles and the current global events, it's crucial that we consciously prioritize our self-care. Educators are not just parents, caregivers, activists, and more. We are powerful self-care role models for our families, students, and community, influencing and empowering them through our actions.

As an Assistant Professor of Social Work, I know that self-care is an ingrained pillar of the profession, as the National Association of Social Workers (NASW) states.

"Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care."

As educators, it is our duty not only to model and teach self-care practices but also to integrate them into our society's culture. By doing so, we can maximize their effectiveness and promote healthy lifestyles. This article will explore ways to act as self-care ambassadors within and outside the classroom. It is crucial that teachers, students, families, and communities have a platform to learn and practice self-care methods, and our educational institutions are well-positioned to ensure this happens on a continuous and purposeful basis.

Strategies and Recommendations for Self-Care Ambassadors

For Teachers. Encourage Reflection and Mindfulness: Promote journaling, meditation, or deep breathing exercises that allow teachers to reflect on their day and manage stress.

For Students. Normalize Self-care Conversations: Discuss mental health, stress, and self-care openly to de-stigmatize these topics for students.

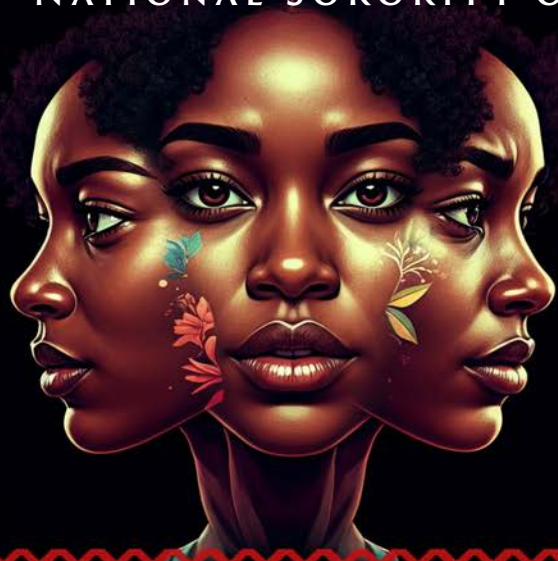
For Families. Open Communication Channels: Schools should encourage open lines of communication with families about mental health and well-being. Send resources about self-care, stress management, and time management for families to use at home.

For Community. Volunteer Opportunities: Encourage volunteering and giving back to the community. Organize community events such as wellness fairs, family yoga nights, or meditation sessions to promote overall well-being. As we can see, self-care is also recognized to be a complex process. All of the strategies mentioned above can be a part of what we are already doing in our different roles and using technology (i.e., social media, email, etc.) to enhance our reach. Self-care is a learning process, and self-care activities are often intentional, planned, and built on previous experiences (Odem, 2001 & Terry, G., & Gill, R. 2019). Educational institutions have long been a place for developing and sharing cultural norms and practices. We continue to be at the forefront as educators in doing the work!

References: National Association of Social Workers. (2017). NASW code of ethics. Social Workers. Retrieved February 20, 2025, from <https://www.socialworkers.org/about/ethics/code-of-ethics/code-of-ethics-english>. Orem, D. E. (2001). Nursing: Concepts of practice (6th ed.). Mosby. Terry, G., & Gill, R. (2019). The complexity of self-care in contemporary society: A review of research in health and education. Journal of Health Education Research & Development, 37(5), 145-156. <https://doi.org/10.1177/0973615919869245>. World Health Organization. (2019). Self-care for health: A handbook for community health workers and volunteers. World Health Organization. Retrieved February 20, 2025, from <https://www.who.int/publications/i/item/self-care-for-health>

Dr. Zenya Richardson
Epsilon Chi





They Can, You Can ...But Fear Not!

They can **A**bolish advocacy and applaud arrogance but Fear Not!
They can **B**lock borders and boycott businesses but Fear Not!
They can **C**ontrol congress and coordinate corruption but Fear Not!
They can **D**ictate deals and demolish democracy but Fear Not!
They can **E**liminate education and exploit equality but Fear Not!
They can **F**rustrate friendships and falsify freedom but Fear Not!
They can **G**uard grace and give gifts but Fear Not!
They can **H**alt humility and hide honor but Fear Not!
They can **I**gnore integrity and interrupt identity but Fear Not!
They can **J**eopardize justice and justify judgment but Fear Not!
They can **K**ill kindness and kindle karma but Fear Not!
They can **L**egalize loyalty and lack leadership but Fear Not!
They can **M**anipulate mindsets and monopolize millions but Fear Not!
They can **N**egate niceness and notarize nonsense but Fear Not!
They can **O**bstruct opportunity and offer offense but Fear Not!
They can **P**rivatize prosperity and promote popularity but Fear Not!
They can **Q**uantify quality and qualify questions but Fear Not!
They can **R**evoke rights and rescind rules but Fear Not!
They can **S**ilence songs and salute systems but Fear Not!
They can **T**erminate trust and tolerate tensions but Fear Not!
They can **U**ndermine unity and underestimate unions but Fear Not!
They can **V**oid votes and victimize voices but Fear Not!
They can **W**atch willingly and want wisdom but Fear Not!
They can **eX**onerate **eX**es and **eX**ploit **eX**pressions but Fear Not!
They can **Y**ield youthfulness and yearn yesterday but Fear Not!
They can **Z**ero zoning and zap zooms but Fear Not!
They can from A-Z

...BUT THERE IS A MESSAGE, FOR YOU, FROM ME. Dynamic Change begins with WE, They Can, You Can... But Fear Not! YOU CAN! LIVE A to Z VICTORIOUSLY, FEAR NOT!

Dr. Kimberly Crawford
Epsilon Chi

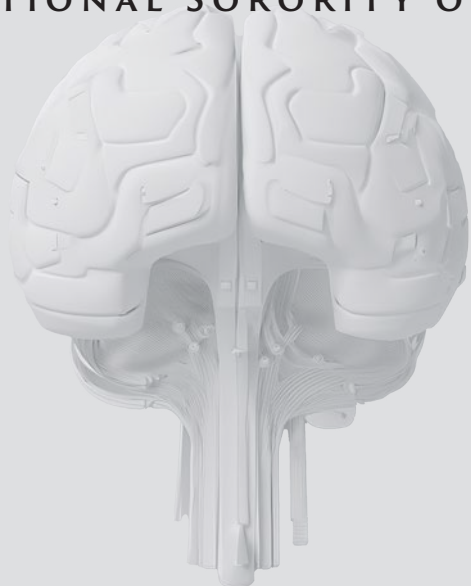


How Can We TRANSFORM the Way WE ADDRESS MENTAL HEALTH



The current mental health crisis is not a new phenomenon. However, recent years have brought it to the forefront, emphasizing the urgent need for intervention. While many focus on the experiences of adults, it's crucial to remember that our students are also grappling with these issues. As educators, we cannot consider ourselves successful if we do not take a stand to support our children in this critical time.

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In a 2020 survey of 1,000 parents around the country facilitated by the Ann & Robert H. Lurie Children's Hospital of Chicago, 71% of parents said the pandemic had taken a toll on their child's mental health, and 69% said the pandemic was the worst thing to happen to their child (Abramson, 2022). Since the pandemic, the rates of mental health issues have increased, and our students and children are suffering. Interestingly, many people attribute this to the pandemic or its aftermath. Still, we must realize that much of this happened before the pandemic. Social isolation and reliance on technology have contributed to the evolution of the issues students are experiencing.

In December 2019, the surgeon general noted a "mental health crisis" among young people. He made clear that rising numbers of children and young adults were struggling with anxiety and depression before COVID-19. Between 2013 and 2019, A.D.H.D. and anxiety were the most common mental disorders among those 3 to 17 years old, with each condition affecting roughly one in 11 children, according to the C.D.C. "Pre-Covid we had a mental health crisis," says John T. Walkup, chairman of the psychiatry and behavioral-health department at Lurie Children's Hospital of Chicago. "The biggest misconception is that Covid makes people mentally ill. From my point of view, COVID unmasked people with underlying vulnerabilities." This is so true. After experiencing the pandemic, people now look at things differently.

As you can see, this is happening all over the country. However, as an educator in the NYC school system, one of the largest school districts in America, how can we help move these numbers in the opposite direction? In NYC, this need is equally important as the need for students to demonstrate mastery or show proficiency in

their grade standards. The needs are high: approximately one-fifth of children aged 3 to 13 experienced one or more mental, emotional, developmental, or behavioral problems in 2021, according to health department data provided in the mayor's new plan, titled Care, Community, Action: A Mental Health Plan for New York City. (Chalkbeat, 2023). New York City Mayor Eric Adams is aiming to address this issue. In his blueprint, he is looking to expand school-based mental health clinics. This idea is terrific, but I don't believe it stops here. Suppose educators gained a better understanding of social-emotional learning. In that case, we can help make a difference in our classrooms and schools.

Social-emotional learning (often referred to as SEL) involves the development and application of social and emotional skills. While it is commonly thought that these skills are learned naturally by children, this isn't always the case. We are not born knowing how to manage our emotions, solve problems, or get along with others. These are things often taught at home or during the early years of education. Unfortunately, many of our students haven't been given this opportunity. Educators need to shift their thinking from the idea that teaching social and emotional learning should be limited to a daily lesson. These skills should be practiced throughout the day in any class, regardless of the teacher or subject.

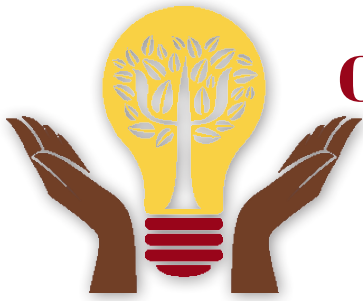
One thing we have implemented in our classrooms is mood meters. This allows students to open up about their feelings and express them. Children tend to keep things bottled up until they can no longer take them, then they explode. Last year, I had the opportunity to become a trained Brain Power Wellness Leader for my school. Brain Power Wellness teaches physical and mental brain breaks, mindfulness practices, and social-emotional wellness strategies that support teachers, students, parents, and administrators. I love this because this is not an isolated issue. It takes the community, and we must work together to create a sustainable, healthy, happy and focused school environment. If we can all come together to address mental health within our classrooms, we can genuinely transform education in the United States.

Recommended Reading

Special Children's Mental Health in Crisis, <https://tinyurl.com/1137Straws>; *Addressing Mental Health in the Classroom*, <https://tinyurl.com/1137Straws2>; *There's a Mental Health Crisis Among American Children. Why?* <https://tinyurl.com/1137STRAW53>

Veronica Straws-Malone
Epsilon Chi





One Piece of Advice for New Teachers

Embrace Balance and Authenticity
To Help You Transform Your Life!

If I could turn back time and share one crucial piece of advice with my first-year self, it would be this: embody the qualities you expect from your students! As teachers, we often preach respect, diligence, and punctuality, but it's essential to reflect those traits in our own practice. So, let's dive into some motivational insights that can help you navigate the rewarding yet challenging world of teaching!

Practice What You Preach

It's easy to get caught up in the hustle and bustle of school life, but remember that your students are always watching. When you model the behaviors you want to see, like being punctual and respectful, you create a classroom culture that thrives on those values. It's not just about what you say; it's about what you do!

Prioritize Your Loved Ones

Teaching can be all-consuming, but don't let it overshadow the needs of your loved ones. Balance is key! Make sure to set aside quality time for family and friends. Remember, your health, happiness, and relationships are just as important as your responsibilities at school.

Clear Procedures and Expectations

One practical tip that worked wonders for me was assigning students numbers based on the attendance roster. This small adjustment made it easier for them to identify their work and helped streamline the grading process. Having clear expectations sets everyone up for success!

Don't Grade Everything

This might sound a bit radical, but seriously, don't feel the need to grade every single assignment. Focus on meaningful assessments that truly reflect your students' understanding. This not only saves you time but also

encourages students to take ownership of their learning.

Enjoy Your Time with Students

Your classroom is a vibrant place of learning and growth. Make sure to soak in every moment! Engage with your students, learn from them, and let their curiosity inspire you. Teaching isn't just about delivering content; it's about building connections.

Manage Your Work-Life Balance

Let's be real: it's easy to lose track of time when you're caught up in lesson planning or grading. Make it a point to head home at a decent hour. Establishing boundaries will prevent burnout and keep your passion for teaching alive.

Don't Let Disgruntled Parents Get You Down

Every teacher faces challenging interactions with parents at some point. It's important not to let those experiences weigh you down. Stay focused on your mission and remember that you're making a difference in your students' lives!

In conclusion, teaching is a journey filled with ups and downs, but by practicing these insights, you can create a positive environment for both yourself and your students. Embrace authenticity, prioritize balance, and enjoy the ride! You've got this!

Patricia Randolph
Alpha Pi



New Teacher: Teaching with Heart

*In the classroom, you stand tall,
Modeling respect, you give our all.
What you teach, you must also show,
Embody the values, let them flow!
Balance your life, don't lose sight,
Of loved ones waiting, hearts so bright.
Make time for laughter, make time for play,
For family and friends, don't drift away.
Clear expectations, set the stage,
With numbers and kindness, turn the page.
Not every paper needs a grade,
Focus on growth, let joy invade!
Enjoy each moment, let curiosity lead,
Your students are teachers; they plant the seed.
A vibrant classroom, a shared delight,
Together you'll learn, together take flight!
Manage your hours, don't let them blend,
Go home, recharge, and be a true friend.
When challenges rise, don't feel the weight,
You're making a difference, oh, isn't it great?
So take this advice, let your heart steer,
Teaching is magic, let's hold it dear!
With passion and care, you'll light up the way,
For each shining future, let's seize the day!*



Motivated by: Learning Glass Poem: Where Tradition Meets Transformation

No More Teaching From the Eyes in the Back of Your Head

VERSE 1 Hey there, educators! Let's take a stand,
No more teaching like we're in a one-room band!
With Learning Glass shining bright,
We'll transform our classrooms, oh what a sight!

CHORUS So, here's to the future, where teaching is fun,
With every lesson, together we run.
Let's embrace this change, and watch them thrive,
With Learning Glass, our classrooms come alive!

VERSE 2 No more turning to see who's in the back,
Facing our students, we'll keep on track.
With every stroke on that glass so clear,
We'll engage their minds and bring them near!

BRIDGE Let's draw our ideas and let the creativity flow,
While making eye contact, our passion will show.
No more glances over shoulders, feeling confined,
With Learning Glass, we'll leave that behind!

By Krinon Publication Staff (Using Suno)



SCAN TO LISTEN

SOUTHEAST REGION

The "Spirited" Southeast Region

CHAPTERS

2013 Nu	Birmingham, AL
2015 Omicron	Ensley, AL
2020 Upsilon	Tuskegee, AL
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2025 Alpha Beta	Nashville, TN
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2027 Alpha Delta	Miami, FL
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2038 Alpha Omicron	Tampa, FL
2043 Alpha Upsilon	Danville, KY
2044 Alpha Phi	Pensacola, FL
2048 Beta Beta	Montgomery, AL
2053 Beta Eta	Memphis, TN
2056 Beta Kappa	West Palm Beach, FL
2060 Beta Xi	Orlando, FL
2062 Beta Pi	Chattanooga, TN
2064 Beta Sigma	Lakeland, FL
2069 Beta Psi	Knoxville, TN
2072 Gamma Gamma	Panama City, FL
2076 Gamma Eta	St. Augustine, FL
2077 Gamma Theta	Brewton, AL
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2104 Delta Mu	Memphis, TN
2115 Delta Psi	Gainesville, FL
2127 Epsilon Mu	Bainbridge, GA
2134 Epsilon Tau	Decatur, GA
2138 Epsilon Psi	Jackson, MS
2142 Zeta Delta	Selma, AL

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Member-at-Large,
National Chairperson for
Constitution and Bylaws



SOUTHEAST REGION

Greetings from the Regional Director and Regional Member-at-Large of the Spirited Southeast Region

Regional Director

The words of Thomas More ring with profound truth in our present moment:

“One of the greatest problems of our time is that many are schooled but few are educated.”

As we reflect on this, we are challenged to look beyond traditional instruction and step into transformative, culturally relevant teaching that reaches the heart as well as the mind.

In the Southeast Region, we proudly celebrate the power of education that affirms identity, uplifts culture, and connects deeply with the lived experiences of every learner. Culturally relevant teaching (CRT) is more than a method – it is a mindset. It is a commitment to equity, empathy, and excellence in our classrooms. When students see their stories, traditions, and values reflected in the curriculum, their confidence grows, their engagement deepens, and their possibilities expand.

As leaders in education and service, we must continue to equip and inspire our teachers to create inclusive learning environments where every child is seen, respected, and empowered to succeed. This is how we truly educate – by honoring who our students are while guiding them toward who they are destined to become.

Let us continue leading with intention, compassion, and an unshakable belief in the power of culturally grounded education to transform lives.

In Sisterhood and Service,
Dr. Bonita G. Durrah
Southeast Regional Director
2023 - 2027

Regional Member-at-Large

“When technology meets heart, Education becomes a powerful force for change.”

Greetings Sorors of the Spirited Southeast Region,

In this season of dynamic change, we stand at the threshold of transformation like never before. The integration of Artificial Intelligence (AI) into teacher training is not just a futuristic concept—it is our present reality, opening new pathways to empower educators in innovative and meaningful ways.

AI enables the tailoring of professional development to each educator's unique needs through data-driven insights and personalized support. Whether through virtual coaching or simulated classrooms, teachers now have access to tools that help them refine their skills before entering real-world scenarios. Beyond instruction, AI can alleviate administrative burdens, enabling teachers to focus on what matters most – students.

As this technology continues to evolve, so too must our vision of what it means to teach, lead, and inspire. By embracing AI as a partner in education, we unlock the potential to improve not only teaching outcomes but also career satisfaction and longevity for our educators.

Let us continue to champion innovation with intentionality, ensuring that every educator is prepared, supported, and inspired in this transformative era.

In Service and Sisterhood,
Gwendolyn Walton

A TALE OF TWO INSTRUCTIONAL ENVIRONMENTS

Last school year was a transformative journey, marked by challenges and triumphs as a seven-year elementary school principal. The biggest hurdle I faced as an instructional leader was the lack of a full staff due to unforeseen illnesses. At one point during the school year, seven adults were on extended leave. The situation was so dire that I had to pivot and skillfully find creative ways to lead through mayhem. Despite facing a critical staff shortage, including the assistant principal, several teachers, and key support staff, our team's resilience was truly inspiring. We drew upon our collective strength and determination, rearranged the master schedule, provided job-embedded professional development for new teachers, and adjusted our schedules. The results were remarkable, with our students achieving a 5.5-point gain and growing an entire letter grade, earning our school recognition as a Top Gains School in Louisiana. To God be the glory for the incredible strides we made!

I embarked on an exciting new challenge this school year, transitioning from an elementary school leader to an alternative school principal, serving students in grades six through twelve. This move pushed me out of my comfort zone, requiring me to adapt and grow. Although I had thrived in leading an elementary school, I was eager to discover whether my skills would translate to an alternative setting. After conducting a SWOT Analysis, I realized that despite the new environment, we faced many of the same challenges and opportunities that I had encountered at the elementary level. In fact, it became clear that a key theme throughout K12 education is the need to enhance instructional practices

to ensure all students succeed, regardless of their setting. Embracing these familiar challenges, I assessed the leadership style that would empower all students and staff to reach their full potential. As I navigated this new context, I evolved into a multifaceted leader, adapting my approach to meet the unique needs of each situation.

As we navigate the challenges faced by many campuses, including the silent but impactful 'quiet quitting syndrome' where teachers leave without notice, and teacher shortages, we are reminded of the unique needs of our student population, who have experienced trauma or behavioral issues that led to their placement in our alternative setting. Despite these challenges, we are driven by the urgent need to provide stability and support to our most vulnerable students. By leveraging creative solutions and community resources, we are bridging gaps in our support system, including the absence of an assistant principal and mental health counselor.

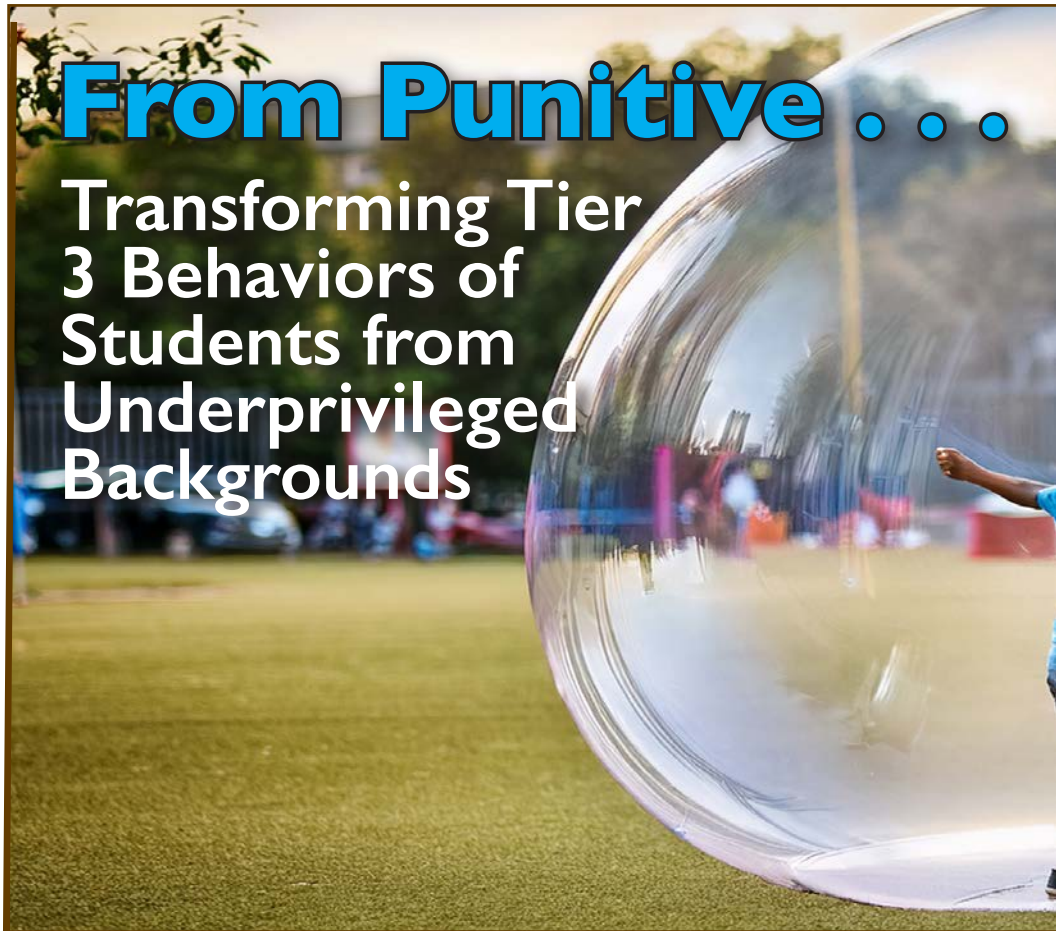
Nevertheless, our dedicated staff wear many hats to ensure the well-being of our students. Recognizing the importance of social-emotional support, we have established a calming studio, generously funded by donors, which offers a safe space for students to express themselves and manage their emotions. This enriching environment features a range of activities, including yoga classes led by our certified counselor, to help students manage stress and build resilience. We are fostering a culture of hope, empowerment, and possibility

by working together. We believe in maintaining a safe, orderly, calm, and aesthetically pleasing environment.

Our staff and students flourish in an environment of consistency and positivity, so we are dedicated to creating a safe and orderly space where everyone feels valued and respected. We proudly celebrate our students and staff through various channels, including our Morning Show, social media pages, newsletters, shout-outs, and face-to-face interactions. Every student deserves recognition, and we honor their achievements with an ice cream social upon completing our program.

Ultimately, our vision is for students to return to home-based campuses empowered with the knowledge and skills necessary to thrive. We discovered that the most effective way to inspire our students to take ownership of their learning is to engage them in crafting a social contract that outlines expectations for behavior on our campus and in their individual classrooms. This practice has been instrumental in fostering a sense of accountability and responsibility among our students. After our students return to their home-based schools, we share the strategies that led to their success and continue to provide ongoing support through regular check-ins. Moreover, social contracts have been equally effective in supporting our new teachers, providing them with the guidance and mentorship they need to succeed. As I support and empower my teachers, I am confident that our students will reap the benefits, profoundly impacting their future success.

Dr. Stacey-Ann Barrett
Alpha Theta



From Punitive . . . Transforming Tier 3 Behaviors of Students from Underprivileged Backgrounds

INTRODUCTION

Traditional school discipline—suspensions, expulsions, and zero-tolerance policies—often fails to address why students misbehave. These approaches disproportionately impact underprivileged students and increase their risk of justice system involvement. Restorative justice (RJ) offers a transformative shift, focusing on accountability, healing, and connection.

THE LIMITS OF PUNITIVE DISCIPLINE

Punitive policies are linked to:

- Higher Dropout Rates: Suspended students are more likely to disengage academically.
- Disproportionate Impact: Black, Latino, and low-income students face harsher consequences.
- Lost Learning Time: Classroom removal rarely improves behavior.

Such practices isolate students and reinforce patterns of misbehavior.

to Restorative



- Reducing Racial Discipline Gaps: RJ narrows disparities in suspension rates.
- Fostering Belonging: Inclusive discipline helps students feel seen and supported.

A 2021 study by Lodi et al. showed that RJ schools reported fewer suspensions and stronger student-teacher relationships.

CHALLENGES TO IMPLEMENTATION

RJ requires:

- Training and Resources: Educators need guidance and time to lead effective circles and mediations.
- Equitable Application: All students must have consistent access to RJ.
- Policy Alignment: RJ must integrate with broader school frameworks.

Despite these challenges, schools that embrace RJ report improved behavior and engagement (Darling-Hammond, 2023).

CONCLUSION

Replacing punitive discipline with restorative practices helps address the deeper needs behind student misbehavior—especially for those from disadvantaged backgrounds. By focusing on healing and connection, RJ creates fairer, more supportive school communities. With proper training and commitment, restorative justice can transform discipline into a tool for growth and equity.

References. Darling-Hammond, S. (2023). Fostering belonging, transforming schools: The impact of restorative practices. Learning Policy Institute. <https://bit.ly/3DZEmJe>. Lodi, E., Perrella, L., Lepri, G. L., Scarpa, M. L., & Patrizi, P. (2021). Use of restorative justice and restorative practices at school: A systematic literature review. International Journal of Environmental Research and Public Health, 19(1), 96. <https://bit.ly/4iLCfj2>

Dr. Mashika Tempero Culliver
Zeta Delta



RESTORATIVE JUSTICE: A CONSTRUCTIVE ALTERNATIVE

Restorative justice prioritizes community, empathy, and accountability.

Core practices include:

1. Repairing Harm: Students reflect on the effects of their actions.
2. Engaging Stakeholders: Students, teachers, and families work together to resolve issues.
3. Strengthening Relationships: RJ fosters open communication and trust.

Techniques like restorative circles and peer mediation give students a voice and a chance to make amends. These practices build a sense of responsibility without shame or exclusion.

IMPACT ON UNDERPRIVILEGED STUDENTS

RJ particularly benefits historically marginalized students by:

- Interrupting the School-to-Prison Pipeline: Keeping students in school lowers justice involvement.

TRANSFORMING EDUCATION

Building Critical Thinkers Through Differentiated Instruction

Many children in the United States, particularly in urban areas, struggle with critical thinking and the ability to make logical, informed decisions. Educators and researchers have explored ways to develop this skill by focusing on how students acquire knowledge and implementing strategies that support learning. One key approach is *Differentiated Instruction*.

(Tomlinson, 2001)



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Carol Tomlinson, a leading researcher in Differentiated Instruction, identifies four areas for differentiation: Content, Process, Product, and Learning Environment, all based on individual student needs. Content refers to the curriculum taught to all students. The process involves instructional strategies that engage a diverse range of learners. A product is how students demonstrate their learning, ideally through choices that align with their strengths. The learning environment should be student-centered, promoting collaboration. Planning activities that balance mastery of objectives with student variability is essential (Tomlinson, 2001). Hands-on, real-life, applicable lessons should be prioritized over Whole-Group Instruction, emphasizing small groups, cooperative learning, flexible grouping, and technology-based activities.

A starting point for implementing Differentiated Instruction, as noted by Allan (n.d.), is understanding what it is and is not:

Differentiated Instruction — What It Is and What It Isn't

What It Is:

- Designing varied assignments to accommodate different achievement levels.
- With teacher guidance, students can choose how they learn and demonstrate understanding.
- Letting students skip material they have mastered and progress at their own pace.
- Structuring assignments to encourage critical thinking and allow diverse responses.
- Setting high expectations for all students.
- Establishing learning centers tailored to different learning styles and interests.
- Providing opportunities for students to explore topics of personal significance.

What It Isn't:

- Assigning extra work at the same level to high-achieving students.
- Expecting students to teach mastered material to peers.
- Giving all students the same work most of the time.
- Grouping students without ensuring accountability or new learning.
- Focusing only on weaknesses while ignoring strengths.
- Using only varied student responses to the same assignment as differentiation.

Allan and Goodard (2010) note that Differentiated Instruction aligns with models like Multiple Intelligences, Learning Styles, and Response to Intervention (RTI). RTI aligns assessments with purposeful instruction and provides a four-tier framework that delivers progressively intensive interventions. All students receive standards-based instruction (Tier 1), while additional support is provided through Tiers 2-4 as needed. Differentiated Instruction is embedded within RTI, though RTI requires more documentation and assessments (Allan & Goodard, 2010).

Differentiated Instruction helps struggling students improve when implemented effectively while challenging advanced learners. Teachers must assess students' academic levels to tailor instruction accordingly. Universal screeners, benchmark tests, and ongoing assessments, often used within RTI, guide instructional decisions. Though Differentiated Instruction requires significant planning, once teachers master the process, they create student-centered classrooms where all learners thrive.

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Dr. Lillian M. Harris
Alpha Epsilon



A ^{SAFE} PLACE TO LEARN

To bright greetings at the door,
To bites of toasty bread and cheesy grits,
To the warmth of a familiar voice
That whispered, "You've got this. Keep going."
To tying my shoes with patient hands,
Walking me to class as if I truly mattered,
As if my small footsteps carried great purpose.

To watching me write with all my might,
Struggling to make sense of the letters,
Yet never once did you let me feel small.
Your encouragement sat beside me,
Guiding my hands when they trembled,
Lifting my spirit when it wavered.

To never letting me quit until I won the fight—
The fight against doubt, shame, and hurt.
Because doubt told me I wasn't enough.

Shame made me shrink into the shadows.
And hurt tried to steal my voice.
But you saw past the mask I wore.

Trauma didn't win because you were there,
Spilling over with kindness,
Overflowing with patience,
Filling the empty spaces where love was missing.

Instead of yelling, you gently corrected.
Your words were never sharp,
Never meant to cut me down—
They were bridges, lifting me higher.
Your compassionate guidance helped me face the day,
Even when the night before had left me broken.

You made school a safe place when home suffocated me.
When home was a battlefield,
You turned school into a sanctuary.
A space where my laughter could rise,
Where my heart could rest,
Where my dreams were not met with destruction
But with possibility.

The memories of school became my refuge,
A quiet hope I carried with me.
Each lesson taught me more than math and words—
They taught me that I was seen,
That I was valued,
That I was more than the pain I had endured.

The memories of school reminded me
That one day, I could truly be free—
Free from violence, hurt, and sadness.

Free from the weight of silence,
From the fear of footsteps approaching in anger,
From the sting of words meant to wound.

Because of you, I learned that kindness exists.
That love can be gentle,
That correction doesn't have to be cruel,
That people can care without expectation.

Thank you for seeing beyond my smile,
For looking past the mask of "I'm fine,"
For recognizing the quiet cries in my eyes.

For reaching the champion in my soul,
Even when I could not see it myself.

Because of you, I made it to the other side.
Because of you, I found a place where love is real,
Where peace is not a dream but a home.

And now I know what it's like
To live in a safe, peaceful, fun, and loving place.
A place where laughter is not forced,
Where love is not earned through pain,
Where I am not just surviving—
But truly, finally living.



Transformation Starts with YOU: Preserving the Integrity of Teaching and Learning

Our educational landscape is constantly shifting. Legislative changes continue to reshape funding, authority, and the way instruction is delivered. The question is: Can we survive the disruption of education as we know it? Can we afford to let bureaucrats — often disconnected from classroom realities—determine what quality education looks like?

These are not new challenges. As educators, we have always faced adversity and change. But now more than ever, we must each choose to take action to preserve the integrity of teaching and learning, whether we are actively working or retired.

Become an Educational Activist

Being an educational activist isn't extreme — it's necessary. An activist sheds light on disparities, reforms broken policies, and launches initiatives to ensure every student has access to quality education.

Focus areas include:

- Making sure all students — regardless of background — have equal learning opportunities.
- Creating school environments that center on students' needs, voices, and well-being.
- Advocating for fair salaries, improved working conditions, and strong professional development for educators.

Linda Darling-Hammond reminds us that transformation happens when educators are empowered to collaborate and take responsibility for student learning. We can't wait for change to come from above — it must start with us.

Start Where You Are

If you want to make a difference, the first step is cultivating a genuine desire to improve education. Here are a few ways to begin your journey as an educational advocate:

1. The Issues: Learn about inequality, systemic bias, and the policies impacting education. Staying informed helps you speak with credibility and confidence.



2. Get Involved Locally: Attend school board meetings. Raise your voice. Push for meaningful change in your own district.
3. Collaborate: Join forces with parents, students, educators, and community leaders. You don't have to do this alone—strong networks amplify impact.

Recalibrate for Systemic Change

Take a moment to reflect on your “why”—your reason for choosing this profession. Whether you're a teacher, principal, coach, librarian, bus driver, or consultant, your role matters. Are you committed to nurturing the whole child? To lifelong learning?

Real transformation doesn't begin with mandates. It begins with us—educators who live with purpose, who model integrity and foster collaboration. Systemic change requires deeper shifts—not just reforms, but a complete rethinking of how schools function, how learning happens, and what values drive education.

Michael Fullan, a leader in education reform, stresses that sustainable change is rooted in shifting the hearts and minds of stakeholders—not just tweaking structures. This kind of transformation takes time, persistence, and a clear vision.

Keep Growing, Keep Challenging

We contribute to lasting change when we stay informed and challenge outdated methods. Here are three practical strategies:

- Stay Current: Keep learning. Read research. Embrace best practices that improve student outcomes.
- Collaborate Intentionally: Participate in workshops and professional learning communities. Share ideas and learn from one another.
- Question the Status Quo: Don't be afraid to disrupt old habits. Progress often comes through innovation and risk-taking.

Each day, you have the opportunity to show up with purpose, passion, and the willingness to grow. By encouraging students to take risks and learn from failure, you model resilience and courage. By advocating for better practices and policies, you help shape a future where education truly serves all.

Transformation starts with you. Let's make it count.

References: Darling-Hammond, Linda. The Right to Learn: A Blueprint for Creating Schools that Work. Jossey-Bass, 1997. Fullan, Michael. Leading in a Culture of Change. Jossey-Bass, 2001.

Zella R. Ford
Zeta Delta



From *the*



to the Classroom

REDEFINING EDUCATIONAL SUCCESS THROUGH PARENT PARTNERSHIPS

As back-to-school season rolls around, teachers are setting up classrooms, reviewing lesson plans, and prepping for another busy year. But there's one key part of student success we can't afford to overlook — Families.

While we focus on getting students ready, helping parents feel prepared is just as important. When families are equipped and informed, it creates a strong partnership that truly benefits the child. And yet, many parents

Living Room

aren't sure how to support their child's learning. About one-third reported feeling unsure about what to do. That uncertainty can lead to frustration for everyone involved.

WHY PARENTS NEED PREP TOO

So how do we bridge the gap?

The answer is simple — communication. This isn't just about sending school supply lists. It's about real, intentional communication that gives families the tools they need to stay involved and support learning at home.

When families feel in the loop, it builds trust and lays the foundation for a smoother, more successful school year.

5 WAYS TO STRENGTHEN THE SCHOOL-HOME CONNECTION

Here are five practical ways to help families feel ready and confident:

1. START EARLY AND KEEP IT GOING

Reach out before the year begins. A welcome message, short video, or quick call can go a long way. Keep up regular contact, especially in those first few weeks. Consistent updates help parents feel connected and reduce stress.

2. SHARE A CLEAR CALENDAR

Give families a calendar that includes key events, deadlines, testing dates, and field trips. Whether printed or digital, a clear schedule helps parents plan ahead and feel more involved in their child's learning journey.

3. BE TRANSPARENT ABOUT EXPECTATIONS

Let families know what their children will be learning and what's expected. Share classroom rules, curriculum

highlights, and major assignments. When parents understand what's happening, they can better support their child at home.

4. OFFER SIMPLE WAYS TO ENGAGE

Involvement doesn't have to mean volunteering during the day. Share quick at-home activities, online resources, or occasional evening workshops. When families feel included, they're more likely to stay engaged—and students benefit from that support.

5. USE MULTIPLE COMMUNICATION CHANNELS

Not all families check email. Some prefer texts or printed notes. Use a variety of methods—texts, calls, apps, or newsletters—to make sure everyone stays informed. A flexible approach helps reach more families effectively.

IT'S ABOUT PARTNERSHIP

At the heart of this is partnership. When schools and families work together, students thrive. Parents gain confidence. Teachers feel supported. Everyone's working toward the same goal.

Preparing families isn't just about sending information—it's about building relationships. And that takes intention, trust, and teamwork.

FINAL THOUGHTS

Educational success doesn't start in the classroom—it starts at home. By including and empowering families, we build a strong foundation for learning. With clear communication, transparency, and simple ways to engage, we help parents step confidently into their role as partners in education.

Together, we create a learning environment where every student feels supported—both at school and at home.

References: Akimoff, K. (1996). Parental Involvement: An Essential Ingredient for a Successful School. (pp. 1–29) [Review of Parental Involvement: An Essential Ingredient for a Successful School.]. <https://files.eric.ed.gov/fulltext/ED400930.pdf>; (2022). Apa.org. <https://www.apa.org/pi/lgbt/programs/safe-supportive/parental-engagement/>



Andrea
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Dynamic Change in Action

Replacing Zero Tolerance with Restorative Justice

Rethinking School Discipline in Tennessee

Looking back through the history of our school disciplinary systems, it's clear that discipline remains one of the most pressing challenges in education today. For many educators, the key to transformation lies in seeing each student as an individual and responding to their specific needs.

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In Tennessee, K–12 schools have traditionally relied on punitive measures, such as in-school suspensions, expulsions, and classroom removals, to address behavior. Most recently, the Governor's adoption of Zero Tolerance Policies has resulted in students being removed from regular classrooms for an entire academic year, equivalent to 180 days. These strict measures have raised an urgent question among parents and educators: Do these policies actually serve the educational and developmental needs of students?

A Shift Toward Restorative Practices

In response, Franklin Special District has embraced a dramatically different path—one rooted in restorative approaches rather than punishment. These practices proactively build healthy relationships and a sense of community, aiming to prevent conflict before it escalates and to address wrongdoing through dialogue and healing rather than removal.

Unlike zero-tolerance policies, restorative approaches emphasize accountability through connection. Students are given the opportunity to reflect on their actions, take responsibility, and make amends in ways that strengthen the school community rather than fracture it. As highlighted by The Arts of Learning and Development, students are far more likely to demonstrate positive behavior when their environment fosters trust, safety, and belonging.

Rather than relying on systems of reward and punishment, restorative schools prioritize student investment in shared norms and values. This signals a powerful cultural shift: discipline becomes a tool for growth, not exclusion.

From Justice to Culture: Expanding the Framework

Originally conceptualized within the framework of restorative justice, these methods focused on conflict resolution through mediation and reconciliation. Over time, however, the vision has expanded. Restorative practices now support broader cultural transformation within schools, infusing daily routines with social-emotional learning and community-building activities that shape both individual behavior and collective identity.

Such a transformation doesn't happen overnight. It requires educators and administrators to unlearn deeply ingrained disciplinary mindsets and replace them with approaches that

build connection, empathy, and communication skills among both staff and students.

A Case Study in Change: Freedom Middle School

Franklin Special District's commitment is exemplified by Freedom Middle School, where restorative practices have reshaped school culture from the ground up. With intentional investments – including a full-time restorative coordinator and three dedicated teacher assistants – the school has implemented systems designed to foster meaningful relationships.

Key strategies include:

- Small class sizes to encourage stronger teacher-student relationships.
- A student advisory program that meets several times per month, ensuring each student is assigned to a supportive adult.
- A daily peer check-in/check-out system, guided by two teachers per student, which reinforces behavioral expectations and creates consistency.

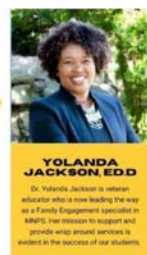
These practices cultivate a sense of belonging and mutual responsibility that forms the foundation for restorative discipline. Restorative Schools: A Model for Transformational Education School should be a place where no student feels excluded and where every student has access to a caring adult in moments of need. The shift toward restorative discipline reflects a universal truth: all people thrive in environments rooted in supportive relationships.

Restorative practices represent more than a disciplinary strategy – they embody a dynamic change in how we understand and facilitate learning. Grounded in the science of development, these practices recognize that strong relationships with adults are critical to students' academic success and emotional well-being.

Moving Forward: From Policy to Possibility

As schools across the country grapple with behavior challenges, restorative discipline offers a transformative path forward. It replaces exclusion with inclusion, punishment with accountability, and disconnection with community. In doing so, it exemplifies the very heart of this year's Krinon Journal theme: Dynamic Change – the Transformation of Education.

Alpha Beta Krinon Club Spring 2025





Schooled But Not Educated

VERSE 1 They taught me numbers they taught me dates
But no one showed me how to break the gates
The world is spinning I stand in line
Schooled but not educated what's mine is mine

They gave me rules they gave me charts
But never told me how to follow my heart
The clock is ticking the bell will chime
Schooled but not educated it's my time to climb

VERSE 2 They drew the lines but I'll paint them wild
Reclaim the spark I had as a child
They boxed me in but I'll rearrange
Schooled but not educated time to make a
change

We're more than numbers on a page
We're the writers of a brand new age
Turn the lessons into our own song
Schooled but not educated we've been strong
all along

CHORUS Oh we're breaking out we're tearing through
Building dreams from what they never knew
It's not the grades it's the life we create
Schooled but not educated let's elevate



SCAN TO LISTEN

By Krinon Publication Staff
Words and Music created using ChatGPT and Suno.com

MIDWEST REGION

The "Magnificent" Midwest Region

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Michigan
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Dr. Cynthia D. Warren
Midwest Region Director
2023 - 2027



Vikki Pruitte-Sorrells
Member-at-Large,
National Chairperson for
Scholarship and Research



MIDWEST REGIONAL DIRECTOR

Regional Director

I hope this message reaches you filled with purpose and passion! As we stand on the threshold of powerful transformation, I am thrilled to share a bold and uplifting vision for our collective pursuit of educational excellence.

We are not simply responding to change—we are leading it. In this vibrant and evolving landscape, we hold the extraordinary power to shape futures, spark innovation, and elevate minds. As Sorors, we are more than educators; we are trailblazers, torchbearers, and architects of a brighter tomorrow.

As we rise to this moment with courage and unity, we are building spaces where brilliance flourishes, where diversity is embraced, and where every student feels seen, heard, and empowered to succeed. Our legacy is not written in intention, but in action—and the time to act is now.

I urge each of you to lean in with conviction, to use your voice boldly, and to step forward as champions of change. Together, we will inspire, transform, and leave an indelible mark on every life we touch.

Thank you for your unwavering commitment to this noble calling. I am energized by the road ahead – and honored to walk it with each of you.

With sisterly love and unstoppable spirit,
Dr. Cynthia D. Warren

Regional Member-at-Large

“Strong classrooms aren’t built by control – they’re built by connection, creativity, and consistency – even in the digital age.”

Esteemed Sorors of the Magnificent Midwest,

As we explore the theme “Dynamic Change: The Transformation of Education,” we find ourselves reimagining the heart of every learning experience – the classroom. But in today’s world, that classroom might be physical, virtual, or somewhere in between. And with that shift comes a call for new strategies, deeper understanding, and fresh creativity.

The digital age has reshaped how we teach and how our students engage. Managing a modern classroom now means more than keeping order – it means cultivating safe, inclusive spaces that foster curiosity, discipline, and respect across screens and seats alike. From setting clear expectations to navigating digital distractions and encouraging responsible online behavior, today’s educators must be equipped to lead with both structure and empathy.

By embracing innovation and building strong foundations rooted in intentionality, teachers can transform any learning environment into a space where students not only succeed, but thrive.

Together, let us continue to uplift and empower educators with the tools they need to lead confidently and compassionately in this new era.

With Sisterly Commitment,
Vicki Pruitte-Sorrells

FROM LEADERSHIP
TO LEARNING

How Transformational Leaders are Reshaping Education



As educational institutions navigate complex challenges in a rapidly changing world, transformational leadership has emerged as a robust framework for driving innovation, equity, and engagement. This article explores the core principles of transformational leadership and demonstrates how they can be applied to promote meaningful change in schools, colleges, and other educational settings by inspiring and empowering educators and learners alike. Transformational leaders foster environments where excellence, growth, and collaboration thrive.

Introduction

In today's educational landscape, the pace of change is unprecedented. Shifting student needs, technological advancements, and pushing for more inclusive, student-centered practices require adaptive and visionary leadership. Transformational leadership, a model emphasizing inspiration, collaboration, and innovation, offers a compelling approach to navigating these transitions. This article explores how transformational leadership can catalyze change within educational communities, enabling schools and institutions to flourish in uncertainty (Leithwood & Jantzi, 2005).

What is Transformational Leadership?

James MacGregor Burns first conceptualized transformational leadership (1978), which was later expanded by Bernard Bass and Bruce Avolio (1994). At its core, this leadership model motivates individuals to transcend their self-interests for a shared vision. It encourages leaders to engage authentically with their teams, fostering creativity, commitment, and collective responsibility.

In educational settings, transformational leaders do not merely manage schools—they cultivate learning cultures. They empower teachers to experiment with new instructional methods, support students in ownership of their learning journeys, and lead entire communities toward common goals (Leithwood & Jantzi, 2005). This empowerment of educators is a testament to their value and integral role in the educational process.

NATIONAL SORORITY OF PHI DELTA KAPPA, INCORPORATED

THE “4 I S” IN EDUCATION

Transformational leadership is characterized by four key components, commonly known as the “4 I is” (Bass & Avolio, 1994):

1. Inspirational Motivation

Educational leaders inspire staff and students through a compelling vision of success. For instance, a principal who unites a faculty team around closing achievement gaps does more than set goals—they ignite purpose. This fosters unity and a shared belief that meaningful change is possible.

2. Idealized Influence

School leaders serve as ethical role models who embody the values they promote. A department chair who consistently upholds equity in grading and discipline becomes a standard-bearer for integrity, encouraging others to follow suit.

3. Intellectual Stimulation

Transformational educators challenge conventional thinking. A curriculum director who supports project-based learning, even when it disrupts traditional models, invites teachers and students to explore, question, and innovate.

4. Individualized Consideration

Effective leaders recognize that educators and learners have unique needs and aspirations. Whether mentoring a novice teacher or tailoring support for a struggling student, transformational leaders invest in personalized development (Leithwood & Jantzi, 2005).

TRANSFORMATIONAL LEADERSHIP IN ACTION

Imagine a high school navigating low teacher morale and declining student performance. A transformational leader steps in—not with blame, but with vision and listening. The leader sparks a cultural shift by involving teachers in redesigning professional development, encouraging student voice in curriculum decisions, and celebrating small victories. For instance, the leader could implement a peer mentoring program for struggling teachers, involve students in selecting elective courses, and publicly recognize teachers' innovative

teaching methods. Academic engagement and staff retention improve within a year, not because of rigid directives, but because individuals feel seen, heard, and empowered.

Similarly, in higher education, transformational leadership can redefine campus culture. A university dean who champions inclusive hiring, supports interdisciplinary teaching, and models collaborative decision-making can revitalize a stagnant academic department into an innovation hub (Bass & Avolio, 1994).

WHY IT MATTERS NOW

As education evolves, the need for transformational leadership becomes more urgent. Post-pandemic recovery, digital learning integration, mental health concerns, and equity reform require leaders who are not only administrators but also change agents. Transformational leadership enables schools to move beyond compliance and toward mission-driven transformation (Leithwood & Jantzi, 2005). This emphasis on mission-driven transformation helps the audience feel purposeful and motivated in their roles.

When educators feel connected to their leaders and believe in the vision they share, they are more likely to take initiative, think creatively, and persist through challenges. This, in turn, leads to deeper student engagement and better learning outcomes.

THE TAKEAWAY

Transformational leadership is more than a theory—it is a mindset and practice that has the power to reshape education. Transformational leaders can guide educational communities through dynamic change by fostering trust, modeling ethical behavior, encouraging innovation, and supporting individual growth. This emphasis on trust-building helps create inclusive, responsive, and thriving environments where teachers and students can excel, making the audience feel secure and confident in their roles.

References: Bass, B. M., & Avolio, B. J. (1994). Improving organizational effectiveness through transformational leadership. Sage Publications., Burns, J. M. (1978). Leadership. Harper & Row. Leithwood, K., & Jantzi, D. (2005). Transformational leadership. In B. Davies (Ed.), The essentials of school leadership (pp. 31–43). Paul Chapman Publishing.

Loretta Gray,
Alpha Xi

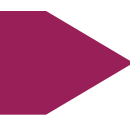




Lifelong Learning Retired Educators

Still Shaping the Future

The bell may have rung for the last time of your formal teaching career, but for retired educators, the pursuit of knowledge and the drive to contribute remain vibrant. This evolution in education isn't confined to current classrooms; it deeply involves the ongoing engagement and intellectual vitality of those who have dedicated their lives to learning and growth. As the educational landscape continues its dynamic shift, retired educators stand in a unique position to stay informed and actively shape the future of learning.



Retirement from teaching doesn't signal an end to professional growth; rather, it opens new avenues for intellectual exploration. Lifelong learning isn't just beneficial for retired educators; it's a vital link to maintaining intellectual sharpness and contributing meaningfully to the evolving educational landscape. Your seasoned perspective, coupled with an understanding of contemporary approaches, offers a unique and invaluable contribution to educational discussions. By engaging in continuous learning, you can stay abreast of new educational trends like personalized learning or the integration of social-emotional learning, and remain informed about the latest advancements in educational technology, such as AI-powered assessment tools or immersive virtual reality in learning. This ensures your voice remains a valuable asset in shaping the initiatives that drive education forward.

The opportunities for retired educators to embrace lifelong learning are as diverse as their experiences. Online courses offered by platforms like Coursera and edX provide flexible ways to delve into new subjects or deepen existing knowledge. Engaging workshops, perhaps focusing on topics like "Integrating AI in Education for Beginners" or "Mindfulness in Educational Practices," offer focused learning experiences. Professional development programs, potentially offered by educational associations, can keep you connected to current pedagogical approaches. Advances in digital learning platforms, such as interactive learning tools and simulations, enhance the learning experience, making it easier to engage with new content. Furthermore, hybrid models that blend online coursework with in-person components offer the best of both worlds, fostering deeper engagement and valuable collaboration.

Lifelong learning is also a powerful tool for staying connected to the vibrant educational community you helped build. By participating in professional development opportunities, attending conferences, and joining educational organizations, retired teachers can continue to share their expertise by leading workshops for new teachers, contributing to curriculum review committees, or writing articles for educational blogs. Mentorship programs, volunteer roles within schools or educational nonprofits, and consulting opportunities allow you to directly guide and support the next generation of teachers, fostering a legacy of excellence in education. This reciprocal relationship not only provides personal fulfillment but also injects invaluable experience and historical context into the ongoing evolution of teaching practices.

The rapid influx of new technologies can feel daunting, but it also presents exciting avenues for continued learning and engagement for retired educators. From AI-powered personalized learning systems – platforms that adapt to individual student needs – to virtual and augmented reality experiences offering immersive learning opportunities like virtual field trips, technology is revolutionizing education. By embracing these innovations, you can enhance your digital literacy skills and stay relevant in discussions about the future of education, even understanding the tools your grandchildren might be using in their classrooms.

Having witnessed the ebb and flow of educational trends over your careers, retired educators possess a unique and invaluable perspective on the current transformation. By staying engaged and informed, you can contribute to the ongoing dialogue about educational reform, advocating for policies and practices that benefit both students and educators. Your involvement in research projects, curriculum development initiatives, and educational publishing can help shape the future of education, ensuring it remains accessible, relevant, and effective for all learners.

Looking ahead, educational institutions and organizations have a crucial role to play in actively engaging retired educators in lifelong learning. This could involve creating tailored workshops and online communities specifically for retired professionals, offering advisory roles on educational initiatives, or establishing mentorship programs that leverage their extensive experience. By fostering a culture of lifelong learning that includes and values the contributions of retired educators, society can ensure that the wisdom and experience of these seasoned professionals continue to enrich the educational landscape for generations to come.

The transformation of education is a dynamic and ongoing process that extends far beyond the walls of a classroom. Lifelong learning for retired educators is not just about staying current; it's about continuing a lifelong commitment to growth and contributing your invaluable experience to the future of education. By embracing opportunities for continuous learning, staying connected to the educational community, and adapting to technological advancements, you can continue to make a meaningful and lasting impact on the field you have so passionately served. The journey of an educator never truly ends. By embracing lifelong learning, retired educators not only stay vibrant and engaged but also continue to shape the future of a field they have so passionately served, leaving an enduring legacy of knowledge and growth.

*Rownia Watson
Beta Iota*



CHARACTERISTICS OF “Transformation Specialists”

TENACIOUS

THEY PERSIST THROUGH CHALLENGES
AND ARE COMMITTED TO SEEING CHANGE
THROUGH.

RESILIENT

THEY ARE ABLE TO BOUNCE BACK
FROM SETBACKS AND ADAPT TO NEW
SITUATIONS.

ADAPTABLE

THEY ARE FLEXIBLE IN APPROACH, OPEN
TO NEW IDEAS AND METHODS.

NURTURING

THEY ENCOURAGE GROWTH AND
DEVELOPMENT IN OTHERS.

STRATEGIC

THEY PLAN THOUGHTFULLY TO ACHIEVE
LONG-TERM TRANSFORMATION GOALS.

FORWARD THINKING

THEY ARE FOCUSED ON FUTURE
POSSIBILITIES AND INNOVATIONS.

OPTIMISTIC

THEY MAINTAIN A POSITIVE OUTLOOK,
INSPIRING OTHERS DURING CHANGE.

RESOURCEFUL

THEY FIND CREATIVE SOLUTIONS TO
UNEXPECTED PROBLEMS.

MOTIVATIONAL

THEY INSPIRE AND ENERGIZE OTHERS TO
EMBRACE TRANSFORMATION.

AUTHENTIC

THEY ARE GENUINE IN ACTIONS AND
WORDS, BUILDING TRUST THROUGH
INTEGRITY.

THOUGHTFUL

THEY CONSIDER THE IMPACT OF CHANGE
ON PEOPLE AND SYSTEMS.

INNOVATIVE

THEY BRING FRESH IDEAS AND
APPROACHES TO DRIVE TRANSFORMATION.

OBSERVANT

THEY PAY ATTENTION TO DETAILS AND
UNDERLYING PATTERNS.

NETWORKED

THEY BUILD STRONG RELATIONSHIPS TO
SUPPORT AND SUSTAIN TRANSFORMATION.

Kimberly D. Mitchell-Chi
Chi Chapter



DYNAMIC CHANGE Demands Dynamic Support RETHINKING

Boston Latin School was founded in 1635, the first public school in the United States. The school's mission was to prepare its all-white male student population to attend college. Over the past nearly four hundred years, thousands of public schools have opened their doors across the United States to females, Black students, and Hispanic students. Over the past nearly four hundred years, the mission of public education has expanded to not just address completion of college but also to focus on sustaining the American workforce, values, and ethics by preparing adolescents and adults for various roles in specific trades and industries throughout communities in the United States of America. Yes, change is a noted element of education.

However, one constant element in education is the classroom teacher's role. The importance of the classroom teacher is the adult in the room who (after years of com-

EDUCATOR SELF-CARE

mitting oneself to a rigorous, highly evaluated course of study to obtain not just a degree but a host of additional certificates and credentials to qualify to plan, monitor, assess, and supervise the education of children and adults) has not changed. Research shows that one of the highest indicators of a student's success is the quality of the training of that student's classroom teacher(s).

Why, then, have we not changed how we mentor and support novice and veteran educators? Why, then, have we not placed a higher priority on cultivating and strengthening the social-emotional well-being of novice and veteran educators? According to the IES National Center for Education Statistics, 44% of educators leave the profession within 5 years of earning their professional educator's license and "teachers with 10 or fewer years of experience now constitute over 52 percent of our teaching force" (Department of Education, February 26, 2025, Facts about the Teaching Profession for A National Conversation about Teaching, <https://www.ed.gov/teaching-profession-facts>). Lack of professional development and support are rated among the highest reasons new teachers leave the profession.

The vital role of classroom teachers speaks not only to their skill set but also to their mindset and social-emotional well-being. In a society in which our youth are faced with mounds of mental, physical, and emotional traumas in their private lives, we need to eradicate the lack of support

teachers feel so that they can provide the appropriate level of support to our youth. Classroom teachers can either provide a learning environment that will cultivate positive social-emotional development in youth or, if a classroom teacher's own social-emotional health is unattended, they can promote an environment that will exacerbate toxicity.

School leaders, colleagues, and the community can positively impact this lack of professional development and support, riddling the experience of classroom teachers. School leaders should not design or support school cultures rooted in punitive accountability or that promote dogmatic compliance. Instead, school leaders should have school cultures that empathize with today's challenges and provide opportunities for teachers to overcome those challenges. Actively promote opportunities for teacher self-care. Self-care is not distributing free coffee or placing treats in the teacher's mailbox. Promoting self-care is covering a teacher's class after a difficult conversation with a student or parent that the teacher can mentally reset. Or, instead of the weekly staff meeting being focused on reviewing school data, use one meeting to allow grade levels to check in with each other or have lunch together. School leaders must remember the adage, "hurt people, hurt people."

Likewise, colleagues (fellow classroom teachers) need not mimic nor engage in practices or routines that do not promote healthy camaraderie or seek to categorize individuals based on their skill set. Just as it is best practice to utilize mixed-ability grouping in several learning environments and instructional lessons, it is also best practice to provide novice educators with the same opportunities and interactions as allotted to veteran educators.

As much as education has changed over the past four hundred years, it is important for us to consistently and unapologetically sustain not only the skill sets and knowledge of educators but also to prioritize, develop, and nurture their social-emotional well-being. Change has come, but the need for self-care remains the same.

Dr. Evelyn Murdock
Mu Chapter





Mentorship, Mobility, and Momentum: *a Sisterhood's Vision for* Transformative Education

Hello, Dynamic Change sisters and community readers!

I'm thrilled to share a few reflections on our ongoing commitment to education within our sisterhood – a commitment that continues to grow more vibrant each year. At the heart of our work is a belief that knowledge is power. Through our educational initiatives, we're not just opening doors – we're shining a light on the incredible talents and dreams we each carry.

Today, education is no longer confined to textbooks and classrooms. It's about equipping ourselves with the tools we need to thrive — personally, professionally, and collectively. In our fast-paced, ever-changing world, ongoing learning keeps us relevant, resilient, and ready. It strengthens our visibility, giving us the confidence to step forward and the capacity to uplift others.

Why Prioritizing Education Matters

- **It Boosts Confidence.** When we grow in knowledge, we also grow in courage — believing in ourselves and what we have to offer.
- **It Opens Doors.** Education leads to new opportunities, from internships to job placements. The more we know, the more paths we can walk.
- **It Builds Stronger Communities.** When we share what we learn, we create a circle of support, motivation, and collective progress.

Our Educational Initiatives in Action

To meet the diverse needs of our members and our broader community, we've developed a variety of learning programs. Here's a glimpse into what we've been building together:

Workshops and Seminars

Our interactive sessions cover topics like leadership, financial literacy, wellness, and career development. These aren't just lectures — they're spaces for connection, dialogue, and growth.

Mentorship Programs

We believe in the power of guidance. By pairing experienced members with those eager to learn, we're cultivating a network of support that reaches beyond the present and into the future.

Online Resource Library

Learning doesn't stop when the event ends. Our digital library is open 24/7, filled with articles, videos, and courses. Whether you're polishing your resume or exploring a new career path, there's something here for you.

How You Can Get Involved

No matter where you are on your educational journey, there's a place for you in this work:

- **Join a Workshop.** Check our calendar and sign up for a session that sparks your interest.
- **Mentor or Be Mentored.** Contact our mentorship coordinator to get started.
- **Explore Our Library.** Dive into resources designed with your growth in mind.
- **Lighting the Way — Together**

When we invest in our own learning, we're not just bettering ourselves — we're strengthening our community. Each step forward we take creates space for others to rise with us. That's the beauty of dynamic change — it begins with a single spark and spreads through shared growth and visibility.

Let's keep shining. Let's keep learning. Let's keep paving those avenues of transformation — together.

Pandra Taylor
Beta Gamma



TRANSFORMATION STARTS WITH YOU!

VERSE 1

The landscape's shifting, challenges appear
But we won't wait for change from above, no fear
Seeing each student, responding to needs
Planting seeds of lifelong success, planting seeds
We're driven by purpose, balanced and true
A transformative path forward for me and for you

CHORUS

Oh, transformation starts with YOU!
Dynamic Change, it's coming through!
Building connection, strengthening ties
Lifting spirits, reaching the champion in their eyes
A learning environment, safe and supported
Where staff and students thrive, completely transported

VERSE 2

Culturally relevant teaching, a mindset deep
Affirming identity, secrets we keep
Empower educators in meaningful ways
Refine their skills for brighter days
Restorative justice, healing and light
Addressing needs, doing what's right

VERSE 3

Differentiated instruction, tailored with care
Allowing choice, potential to share
Parent partnerships, bridging the gap
Consistent updates, putting us on the map
Questioning the status quo, taking a risk
Embracing innovation, making it brisk

BRIDGE

It takes intention, trust, and teamwork, it's true
Unlearn old ways, build connections new
Committing to equity, empathy, excellence wide
Advocating for better practices, with courage inside



SCAN TO LISTEN

*By Krinon Publication
Staff (Using Suno)*



SOUTHWEST REGION

The "Stellar" Southwest Region

CHAPTERS

4033	Alpha Kappa	Tulsa, OK
4040	Alpha Rho	Dallas, TX
4041	Alpha Sigma	Fort Worth, TX
4047	Beta Alpha	Shreveport, LA
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4074	Gamma Epsilon	Oklahoma City, OK
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4088	Gamma Tau	San Antonio, TX
4089	Gamma Upsilon	Waco, TX
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4107	Delta Omicron	Muskogee, OK
4114	Delta Chi	Houston, TX
4117	Epsilon Beta	Tyler, TX
4118	Epsilon Gamma	Plano, TX
4119	Epsilon Delta	Lawton, OK
4120	Epsilon Epsilon	Langston, OK
4121	Epsilon Zeta	Ennis, TX
4123	Epsilon Theta	Beaumont, TX
4124	Epsilon Iota	Galveston, TX
4126	Epsilon Lambda	Orange, TX
4131	Epsilon Pi	Arlington, TX
4132	Epsilon Rho	Homer, LA
4132	Epsilon Rho	Minden, LA
4139	Zeta Alpha	Mesquite, TX
4140	Zeta Beta	Port Arthur, TX

STATES

Arkansas
Oklahoma
North Louisiana
(Shreveport)
Texas



Dr. Cheryl Monts
Regional Director
2023 - 2027



Marion Wilson
Member-at-Large
National Chairperson for
Youth Guidance
2023 - 2027



SOUTHWEST REGIONAL DIRECTOR

Regional Director

Greetings from the Stellar Southwest Region!

Welcome to a Bold New Era in Education!

Children of the twenty-first century are not just adjusting—they're thriving amid an educational revolution. Yesterday's classroom, where a single teacher attempted to meet a wide range of student needs using a one-size-fits-all curriculum, is rapidly becoming a relic of the past. Today's educational landscape is vibrant, dynamic, and constantly evolving.

As we prepare for the 102nd Anniversary Conclave, the National Sorority of Phi Delta Kappa, Incorporated, proudly celebrates the transformative changes shaping the future of education. From the rise of artificial intelligence to the power of personalized instruction, education is no longer confined to chalkboards and textbooks – it's interactive, inclusive, and innovation-driven.

These new formations in education are breaking boundaries and opening doors. With technology enhancing access and alternative credentials expanding opportunities, learning has become more flexible, more focused, and more relevant than ever before.

In the face of this exciting transformation, our commitment remains strong: to equip, empower, and elevate the next generation. Now is the time to champion a future where every child is prepared, every educator is supported, and every community is inspired.

The future of education is here—and we're ready to lead the way.

Dr. Cheryl Monts
Southwest Regional Director

Regional Member-at-Large

“Diversity in the classroom is not a challenge to overcome—it is a gift to embrace, a strength to celebrate, and a future to prepare for.”

Radiant Greetings to My Stellar Sorors,

In an era of dynamic educational change, one truth remains steadfast: our classrooms are vibrant, diverse reflections of the world we live in. As we embrace this year's Krinon Journal theme, “Dynamic Change: The Transformation of Education,” we are reminded that transformation begins with inclusion, understanding, and the unwavering belief that every student deserves to be seen, heard, and valued.

Educators today must be more than instructors—they must be culturally responsive leaders who honor the richness of their students' backgrounds and experiences. Preparing teachers to navigate the increasing diversity of our classrooms requires intentional training in cultural competence, differentiated instruction, and anti-bias education. It also demands empathy, creativity, and a steadfast commitment to equity.

When we equip educators with these tools, we're not only helping them teach—we're empowering them to uplift. We're ensuring that every child, regardless of language, culture, or ability, has the opportunity to thrive.

Together, let us champion diversity as a driving force for transformation and continue to shape learning spaces where every student belongs.

With Sisterly Love and Stellar Spirit,

Marian Wilson
Southwest

WHAT is a TEACHER

A Blueprint for Holistic Education

What is the teacher? *A guide, not a guard.*
What is learning? *A journey, not a destination.*
What is discovery? *Questioning the answer, not answering the question.*
What is the process? *Discovering ideas, not covering content.*
What is the goal? *Open minds, not closed issues.*
What is the test? *Being and becoming, not remembering and reviewing.*
What is the school? *It is whatever we, as educators, choose to make it.*

From Guard to Guide: Redefining the Teacher's Role. Allen Glatthorn opens with a bold challenge to the traditional image of the teacher: "a guide, not a guard." The role of the educator is no longer to enforce or control, but to mentor, support, and walk alongside students. This reframing sets the tone for a more relational, student-centered education model.

From Finish Line to Footsteps: Embracing the Learning Journey. When Glatthorn calls learning "a journey, not a destination," he reminds us that proper education is not about reaching an end but walking a path. This view encourages educators and learners to see growth as continuous and personal, rather than a final score or diploma.

From Answers to Inquiry: Awakening Critical Thinking. The poem promotes a culture of inquiry by describing discovery as "questioning the answer, not answering the question." "It shifts the goal from simply knowing the 'right' answer to exploring the why and how behind every idea. This is where curiosity and independent thought come alive.

From Coverage to Connection: Rethinking Classroom Content. With the line "discovering ideas, not covering content," Glatthorn critiques the overload of facts and standards that often crowd out meaningful exploration. Instead, he advocates for learning that prioritizes deep understanding, engagement, and relevance over sheer volume.

From Closure to Curiosity: Opening the Mind Through Dialogue. "Open minds, not closed issues." This phrase invites educators to create classrooms that welcome diverse perspectives and encourage respectful disagreement. In this light, education becomes a launching pad for conversation, growth, and deeper understanding rather than a tool for indoctrination or finality.

From Recall to Becoming: Transforming How We Measure Growth. Standardized tests often focus on memory and review, but Glatthorn challenges us to consider something deeper: how students are being and becoming. True learning transforms the learner—it shapes character, influences decisions, and inspires meaningful action. Therefore, assessments should go beyond measuring what students can recall; they should capture how students are growing, evolving, and becoming fuller versions of themselves through the learning experience.

From Institution to Imagination: Reimagining What School Can Be. "What is the school? Whatever we choose to make it." This powerful closing line reminds us that schools are not fixed institutions, but intentional communities shaped by the people within them. With vision and collaboration, we can transform them into spaces of equity, inspiration, and shared purpose.

From Reform to Renewal. Glatthorn's poem doesn't just critique outdated practices—it offers a vision for renewal. Each line beckons us toward a more human, hopeful form of education. In harmony with the theme of this year's Krinon Journal—Changing Dynamics: The Transformation of Education—his words serve as both mirror and map: reflecting where we've been and illuminating where we can go.

Poem by Allen Glatthorn, Jr.
Commentary by
Phyllis Garner, Beta Alpha



FEATURE ARTICLE

JINGLE OR BLAST?

A Discourse on the Changes in Education Over the Last 50 years

Jingle! Boom! Roar! Flip Flop! Ping! Mumble! Blast! All of these onomatopoeia words (figurative language that imitates sounds) could adequately describe the changes in education over the last half-century. All have been relevant, but not all have been significant. Not all have moved education in a more positive, progressive direction. For example, moving from first, second, and third place in competitions to everybody getting a participation ribbon was more of a jingle. It came and went. A more substantial jingle was the movement from regular 7-period days to block scheduling. It's still a jingle, and teachers are still waiting for adequate training on the teaching practices and techniques of a block schedule.

Equity in education is quite a boon! All children should have access to quality education. What a novel idea! It caused such a ruckus in the educational and political arenas. Still does! School choice vouchers are often touted as a means of promoting equity, but this is far from the truth. Jonathan Kozol in *Savage Inequalities: Children in America's Schools*, stated that "placing the burden on the individual to break down doors in finding better education for a child is attractive to conservatives because it reaffirms their faith in individual ambition and autonomy. But to ask an individual to break down doors that we have chained and bolted in advance of his arrival is unfair."

Moving from one-room schoolhouses to massive campuses caused quite a roar. It kept the construction industry in business, but also created significant problems, including discipline and safety issues that educators had to address. We also moved from a roar to a flip-flop. You know what I am talking about – the open classroom concept. They took down walls, and four or five teachers taught their classes in the same open space. That didn't work, so years later, the walls went back up. The most enormous roar was the debate between Phonics vs Whole Language, which are two contrasting approaches to teaching reading and language skills. Determining who wins depends on who you talk to.

Changing the school start time was just a minor adjustment. Title changes, such as from principal to instructional leader, caused just a little mumbling. These small changes had little impact on the academic achievement of all students. However, the introduction of technology has and is causing quite a stir in education, both from the educator's point of view and the students. Queen Rania of Jordan stated, "In education, technology can be a life-changer, a game changer, for kids who are both in school and out of school. Technology can bring textbooks to life. The Internet enables students to connect with their peers in other parts of the world. It can bridge the quality gaps." It can also help the educator in a myriad of ways. Please keep in mind that the tech desert still exists in many parts of the world.

While technology is a transformative game changer in the field of education, the upcoming artificial intelligence is a double-edged sword. And in this case, the students are ahead of the teachers. Students are turning in AI-generated essays, and teachers are not realizing that those essays are not the work of the students but of the computer.

THE **RIPPLE EFFECT** OF TRANSFORMATIVE TEACHING *HONORING SOROR ROBERTSON*

Another double blast to the field of education is moving from memorization to critical thinking. This dynamic change did and will continue to lead to improvement in academic achievement. This dynamic change, along with technology, will lead us successfully through the rest of the 21st century and beyond. Our students will be equipped for all that the future holds.

The third double blast is the current dismantling of the U.S. Department of Education. When you cut off the head, the institution, as we know it, dies, and our beloved field of education becomes “do whatever you want to do with no accountability or consequences”. Equity, Justice, and Quality will be words with no power. Diversity, Multiculturalism, and Culturally Relevant Pedagogy will become curse words. There will be no one looking out for achievement, equity, and access to quality education for students of color. The person who holds the purse strings to make you do right by all children no longer exists.

The power now lies within us. The National Sorority of Phi Delta Kappa, Incorporated is still standing. For one hundred years, we have stood by and with educators. NSPDK offered training on teaching in a block schedule, workshops on passing the numerous teacher certification tests, seminars on how to become an administrator, and numerous sessions on improving technology skills. Surrounded by other excellent educators, we supported and encouraged one another through all the changes in the field of education. It has not been an easy road, but when you have a calling, you press on. No matter what comes next, we stand together, we stand strong. The women of the National Sorority of Phi Delta Kappa, Incorporated embrace the words of Ralph Waldo Emerson. “What lies behind us and what lies before us are tiny matters compared to what lies within us.” We will press on.

Recommended Reading:
Kozol, Jonathan (1991) *Savage Inequalities Children in America's Schools.*
Crown Publishers, Inc.

Dr. Brenda Burrell
Delta Beta



As I reflect on my educational journey, it becomes increasingly evident that the influence of transformative educators is pivotal in shaping the future of education. Soror Gertrude Robertson, my seventh-grade teacher at K. B. Polk Elementary in Dallas, Texas, exemplified this transformative approach. Her dynamic and dramatic teaching style encouraged academic excellence and instilled a sense of purpose and community among her students.

In an era of significant educational reform, it is essential to recognize that transformative teaching extends beyond mere instruction. Soror Robertson approached her role with a profound sense of responsibility as if she were entrusted with the divine mission of guiding us toward success. This dedication is a hallmark of dynamic change in education, wherein educators foster knowledge and life lessons that resonate beyond the classroom.

The hallmark of Mrs. Robertson's 7A Class was its high caliber of students, who consistently triumphed in competitions such as the Spelling Bee and Oratorical Contest. This environment of high expectations and mutual respect cultivated a love for learning that remains with me today. Inspired by her example, I pursued a career in education, driven by the desire to emulate her commitment to student success.

Soror Robertson's influence extended beyond academics. She encouraged me to embrace opportunities, such as joining TOPS and becoming a debutante, which enriched my growth. Her pride in my achievements, including my tenure as a member of the Alpha Rho Chapter of NSPDK, INC., is a testament to the ripple effect of transformative teaching.

Reflecting on the twenty years I dedicated to serving as an educator and the subsequent sixteen years in administration, I am reminded that the essence of dynamic change lies in the educators who inspire, uplift, and challenge their students. In honoring Soror Gertrude Robertson, I pay tribute to all transformative educators who strive to redefine the educational experience.

Let us continue to advocate for dynamic change within our educational systems, ensuring that every student is inspired to reach their full potential. Our commitment to this cause is crucial in shaping the future of education and ensuring that transformative educators like Soror Robertson are honored and celebrated.

Regina Wyatt
Alpha Rho



EMPOWERING

BLACK MALE STUDENTS THROUGH EARLY COLLEGE HIGH SCHOOLS

HIGH EXPECTATIONS AND ACADEMIC SUCCESS



ECHS programs are designed to support underrepresented populations, including BMS. This model enables students to earn college credits while completing their high school education. It fosters an environment that prioritizes academic rigor and personalized support. By bridging secondary and postsecondary education, ECHS creates opportunities for educational excellence and future success. Research shows that ECHS improves grade point averages, attendance, and discipline records (Edmunds, et al., 2013). Addressing systemic inequities and promoting high expectations, ECHS empowers BMS to thrive academically and beyond.

The Role of High Expectations

High expectations are central to the success of Black male students (BMS) in Early College High

School (ECHS) programs. The Pygmalion Effect, a psychological phenomenon that suggests individuals rise to meet the expectations that others have of them, provides a framework for understanding how positive teacher behaviors influence student outcomes. Educators who convey belief in their students' potential through encouragement, rigorous instruction, and equitable practices inspire self-efficacy and resilience. When students perceive that their teachers and school leaders expect them to succeed, they internalize these expectations, fostering increased motivation and academic performance.

As a founding ECHS principal, I found that specific strategies such as goal-setting, self-reflection, challenging coursework, relationship-building, and multiple opportunities to master content were transformative. These strategies cultivated high

expectations, support, and empowerment, helping students thrive academically and personally in an asset-driven environment. For instance, goal-setting exercises helped students envision their future academic and career paths, while challenging coursework and self-reflection fostered a growth mindset and resilience.

Shifting to an Asset-Based Perspective

Historically, research on BMS has often focused on deficit-oriented narratives, emphasizing failure and underachievement (Harper, 2010). This perspective overlooks systemic factors contributing to disparities and fails to highlight strategies that foster success. Transforming this narrative requires an asset-based approach that celebrates the strengths and potential of this group of students.

For example, one effective practice is using affirmative feedback during classroom interactions. Teachers who highlight students' strengths, acknowledge their progress, and celebrate their achievements create a positive learning environment that reinforces students' belief in their capabilities. Another impactful strategy is embedding a culturally relevant curriculum that reflects BMS' identities and lived experiences. Educators foster engagement and a sense of belonging by incorporating literature, history, and examples that resonate with students.

Implications for Educators and Leaders

The success of BMS in ECHS programs underscores the importance of adopting high-expectation practices across educational settings. School leaders must actively work to cultivate professional development opportunities that equip teachers with the skills to set and communicate high expectations. For example, hosting workshops on the Pygmalion Effect and unconscious bias can provide educators with tools to reflect on and improve their practices. Furthermore, policies

should prioritize equitable access to advanced coursework, mentorship programs, and culturally responsive teaching practices to support BMS' academic success.

Additionally, school leaders must address systemic barriers that hinder the success of BMS in traditional high schools. For instance, implementing restorative disciplinary practices, such as peer mediation and conflict resolution programs, reduces exclusionary punishments like suspensions and fosters a supportive school climate. Creating mentorship initiatives where BMS are paired with role models who guide them through their academic journeys. By aligning these approaches with the lessons learned from ECHS, leaders can drive transformative change that uplifts all students.

Conclusion

Early College High Schools provide a model of excellence, demonstrating that high expectations significantly impact BMS' academic success. Through intentional practices that prioritize equity, foster self-efficacy, and challenge systemic barriers, ECHS programs empower students to achieve their full potential. As educators and leaders embrace transformative approaches like ECHS, they ensure equity and excellence are foundational principles in education. I urge all educators and leaders to adopt high-expectation practices and prioritize equity in their schools. By focusing on students' strengths and setting high expectations, we can reshape the future of education to celebrate and enhance the unlimited potential of each student.

References. 1. Edmunds, J. A., et al. (2013). The impact of Early College High Schools on student achievement and college readiness. Education Evaluation and Policy Analysis, 35(3), 316-336.; 2. Harper, S. R. (2010). An anti-deficit achievement framework for research on students of color in STEM. New Directions for Institutional Research, 148, 63-74; 3. Miller, T., et al. (2017). Educational attainment and societal outcomes: A longitudinal analysis. Journal of Education and Society, 25(2), 101-117.

Bridget N. Nevels
Delta Epsilon



The
Price of
Progress:

Has Educational Change Been Dynamic for All?

I have pondered this topic for quite some time, and I asked myself: What has made the changes in education during the 19th and 20th centuries so dynamic? Have these changes helped all students (white, black and brown)?

I grew up when there were only colored schools for black students. I grew up when there were separate entrances for colored and white patrons at various establishments. In 1954, the Supreme Court voted that all schools should be equal, and segregation was supposed to end. The Civil Rights Act of 1964 was to remove segregation. Nevertheless, the black schools remained separate but not equal.

Some of us were moved to all-white schools, but our black schools remained unfunded. We were told that the white schools would be better, and we would get a better education.

However, one element was missing during the transformation of our schools: the care that we received from our Black teachers. Our black teachers encouraged us to reach for the stars. They told us that we could become teachers, lawyers, doctors, and so on if we completed our education. Many of us found that this level of care was not present in other schools.

As I reflect on my life, I often wonder if desegregation helped our race. This is a rhetorical question, but one that I encourage everyone to consider.

Now, let me move to the transformation that I have seen in our schools. I'm not sure if I would label them as dynamic, because not all of the changes have been productive, according to the definition of dynamic. To be dynamic, change must be continuous and productive. Some of the changes I have observed have led to some of our students dropping out of school (for example, testing in Louisiana and Texas). If students don't pass these tests, they cannot receive their high school diplomas, which limits the types of jobs they can apply for. Hence, some programs in our schools are contributing to the nation's growing number of dropouts.

These are not dynamic results.

Please note that change can be beneficial, but it must be an improvement over what one is already doing. Changes are different in our country, but I would not label them as dynamic.

Louise Smith,
Beta Alpha, Golden Soror



WHAT DID YOU KNOW?

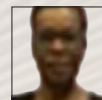
The first two months of the second Trump term have educators doing their best to keep up with the daily actions impacting public school teachers, students, and families. The Department of Education, established in 1979, is now set to be disbanded by the Education Secretary, Linda McMahon. As of March 2025, the Trump administration has reduced research spending and terminated DEI programs. DOE employees have been laid off, resigned or retired. The short- and long-term affects of the dismantling are unknown at this time, but we can predict that our students will suffer devastating harm as states, districts, and campuses work to make sense of the changes.

Test your knowledge of the changing education landscape by answering the questions below:

1. Which areas of the DOE have been impacted the most by the cuts?
 - a. Financial Aid
 - b. Civil Rights
 - c. Education Research
 - d. All of the Above
2. Which funding areas does the DOE overwhelmingly administer to schools?
 - a. Title I
 - b. Title IX
 - c. IDEA
 - d. A and C
 - e. A and B
3. Which statement is FALSE?
 - a. The DOE protects the rights of students with disabilities
 - b. The DOE provided federal funding for Pell Grants for college students
 - c. The DOE enforces Title IX protection from sex discrimination
 - d. The DOE controls what students are learning
4. The Office of Civil Rights (OCR) Division of the DOE is backlogged with how many complaints related to discrimination towards students with disabilities?
 - a. 2000
 - b. 3000
 - c. 4000
 - d. 5000
 - e. 6000
5. President Trump will need approval from the following to close the DOE:
 - a. Congress
 - b. Senate
 - c. School Districts
 - d. State Legislatures
6. President Trump stated that the primary reason he wants the DOE closed is:
 - a. Students receive enough support from their local districts
 - b. Students are not performing well on national tests
 - c. Recruitment of teachers is low
 - d. Public school enrollment is low
7. Nearly 130 staffers of this agency that designs the "National Report Card" has been fired. The agency is:
 - a. NEA (National Education Association)
 - b. PSA (Program for Student Assessment)
 - c. NCES (National Center for Education Statistics)
 - d. Office of Civil Rights
8. Under the DOE directive, schools that refuse to eliminate DEI initiatives risk losing federal funding. Examples of DEI initiatives that are under fire are:
 - a. Teacher training programs on racial bias
 - b. Equity-focused hiring practices
 - c. Culturally responsive curriculum
 - d. All of the above
9. What is the federal government's role in K-12 schools related to curriculum:
 - a. The federal government sets academic standards
 - b. The federal government has broad mandates for curriculum and school operations
 - c. The federal government does not have authority over curriculum and does not set academic standards
 - d. The federal government can set curriculum mandates with state approval
10. If Title I funding is withdrawn, what could be at stake for students?
 - a. Eliminating academic support programs
 - b. Overcrowded classrooms
 - c. Lack of qualified teachers
 - d. Loss of school counselors and social workers
 - e. All of the above

ANSWER KEY: 1. D, 2. D, 3. D, 4. E, 5. A, 6. B, 7. C, 8. D, 9. C, 10. E

Dr. Pamela Gray
Delta Beta





10 AI Tools That Will Save You Hours Every Week

Teachers, let's be honest—your time is invaluable! With lesson planning, grading, and maintaining a vibrant classroom, it often seems like there aren't enough hours in the day. The silver lining? AI can assist you in regaining some of that time! Here are ten AI tools aimed at helping you work more efficiently, not with more effort.

AI for Lesson Planning (*Because You Have a Life Outside of Work*)

- ChatGPT – Instantly generate lesson plans, discussion questions, and classroom activities! Imagine having engaging materials ready in seconds!
- Eduaide.Ai – Create standards-aligned lesson resources with just a few clicks. Say goodbye to endless searching!
- Diffit for Teachers – Easily adjust reading levels for any text, making differentiation a breeze. No more tedious tweaking!

Time Saved: Think of all those hours spent Googling lesson ideas and customizing materials—now, it's just a few clicks!

AI for Grading & Feedback (*Say Goodbye to Late-Night Paper Marking*)

- Grammarly AI – Provide instant grammar and writing feedback to students before they submit their work. Less time spent on revisions means more time for you!

- Turnitin AI – Detect plagiarism and AI-generated content in student essays swiftly and easily. Protect academic integrity without the stress!
- Quizizz AI – Create and auto-grade quizzes in no time. Imagine not having to sift through papers for hours!
- Time Saved: Grading that used to drag on for hours? Now it can take mere minutes!

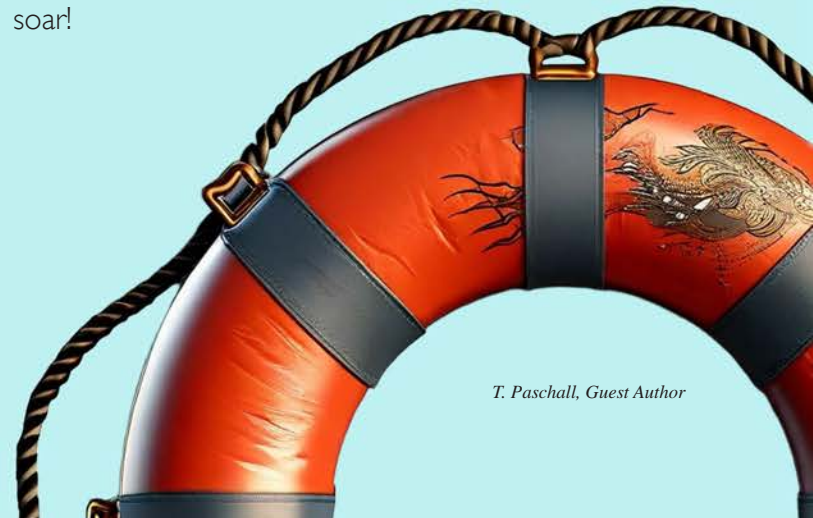
AI for Student Engagement (*Because Bored Students Are a Teacher's Nightmare*)

- Edpuzzle – Transform videos into interactive learning experiences with questions generated in seconds. Keep those students engaged!
- Kahoot! AI – Gamify learning with AI-powered quizzes that spark excitement in your classroom.
- Socratic by Google – An AI tutor that helps students research and understand complex topics. Empower your students to take charge of their learning!

Time Saved: Less prep time means more time for interactive and engaging lessons.

AI for Teacher Productivity (*Emails, Reports, and Everything Else That Eats Up Your Time*)

With these tools in your arsenal, you'll not only save time but also enhance your teaching effectiveness. Embrace the power of AI, and watch your productivity soar!



NATIONAL SORORITY OF PHI DELTA KAPPA, INCORPORATED

PROFESSIONAL DEVELOPMENT WORKSHOP

"ENGAGE, EXPLORE, EDUCATE: A SUPERINTENDENT'S AI TOOLKIT TO IMPACT LEARNING!"

Engage: Welcome everyone! This is your Superintendent speaking. As you ascend into higher heights, it is essential that you have access to this basic AI toolkit to impact learning in your district. Please ensure before take-off, the runway is clear and all administrators and teachers are trained on tools YOU decide to use according to YOUR goals.

Explore: Explore the exciting world of AI in education! Research each AI tool available to understand the impact. Become an AI ally! Seek to understand the AI tools teachers are already using. The district may need to catch up and support what teachers are already doing.

Educate: Discover and support through workshops and learning sessions how AI can enhance teacher instruction and student engagement to improve learning outcomes!

Engaging AI Tools to Consider

Understanding AI in Education: Define AI and how to apply in the classroom; highlight benefits for both teachers and students.

1. ChatGPT: Generate lesson plans and discussion points instantly;
2. Edpuzzle: Create interactive video lessons with built-in questions
3. Kahoot! AI: Gamify quizzes to spark excitement
4. Socratic by Google: Empower students to find answers and tackle complex topics independently; multiple choice or T/F quizzes/Exit ticket activities
5. Duolingo: Vocabulary Challenge: Students complete vocabulary exercises; Engage in simulated conversations to practice speaking and listening skills
6. ALEKS: Students complete Diagnostic Assessments followed by targeted lessons focused on student needs
7. Carnegie Learning: Provides interactive math workshops. Students solve problems with real-time feedback and personalized, adaptive homework assignments.

Words of Wisdom: First, an open mindset towards technology and AI must be adopted. Second, districts must set AI goals and objects. Next, implementation begins with one training session and one AI tool at a time. In a supportive environment, it is important to encourage collaboration, feedback, interaction, and motivation. As you continue in flight, rise higher with AI! Recap the potential of AI tools to create engaging, dynamic learning environments.

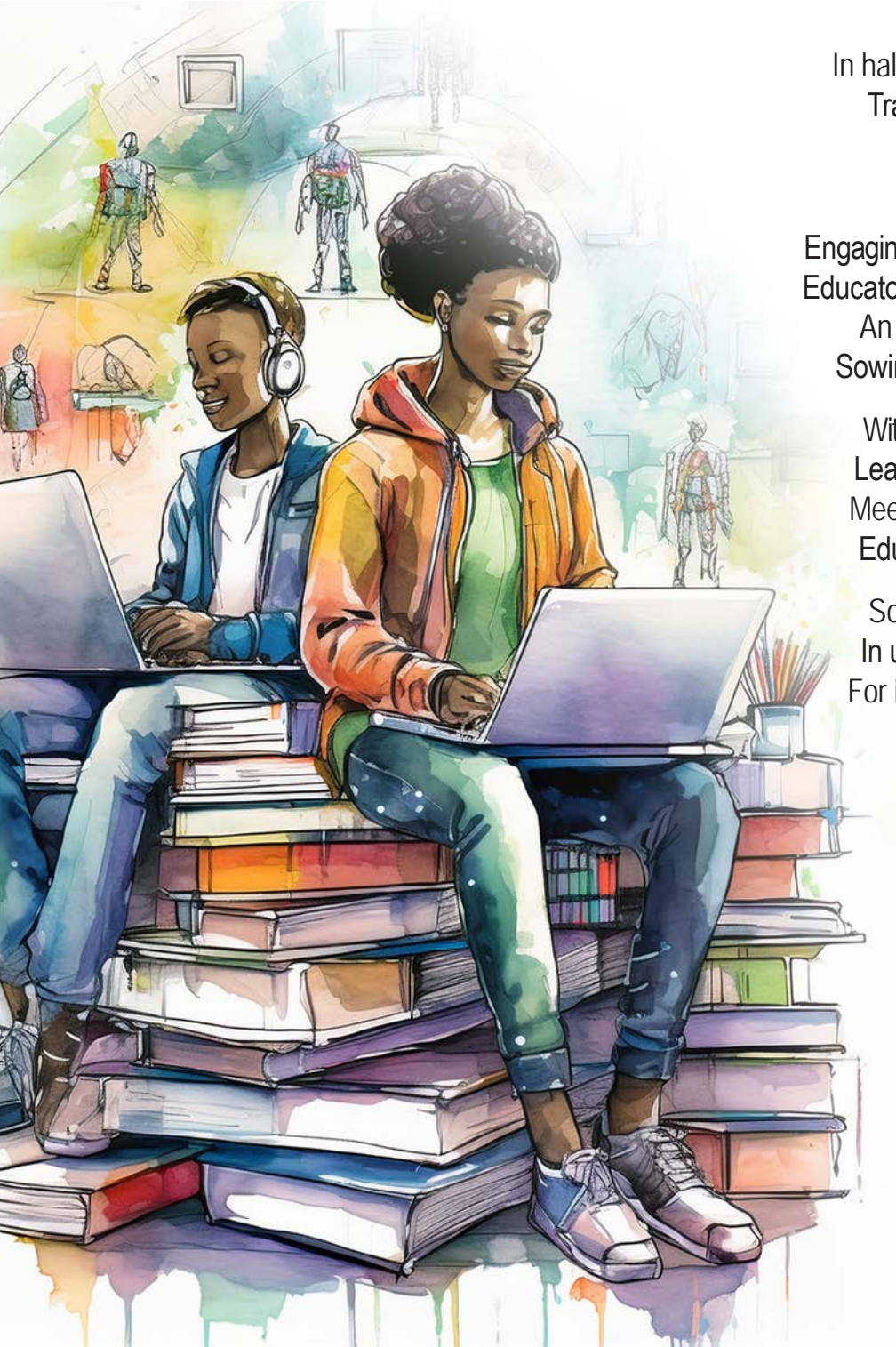
References: ChatGPT; and Paschall, T. (2024). *When AI goes to school*. Independently Published.

Dr. Sharon Ross
Epsilon Beta



Echoes and Evolution

(Where Tradition Meets Transformation)



In halls where echoes of the past softly dwell,
Traditions linger yet change casts its spell.
Methods once rigid now twirl and sway,
Innovative paths illuminate the way.

Engaging moments where bright minds take flight,
Educators and students together ignite the light.
An endless journey, hand in hand we grow,
Sowing seeds of the future, together we sow.

With each new initiative, a chance to enhance,
Learning experiences offer a vibrant dance.
Meeting the needs of a diverse, vibrant sea,
Education evolves, setting all learners free.

So let us embrace this transformative tide,
In unity, we flourish, with hearts open wide.
For in this grand journey, together we stand,
Transforming education, a bright future
we'll brand.

By Krinon Publication Staff (Using Suno)



SCAN TO LISTEN

FAR WEST REGION

The "Futuristic" Far West Region

CHAPTERS

5054 Beta Theta	Los Angeles, CA
5059 Beta Nu	San Francisco, CA
5067 Beta Phi	Compton, CA
5078 Gamma Iota	Sacramento, CA
5080 Gamma Lambda	Pasadena, CA
5083 Gamma Xi	El Cerrito, CA
5087 Gamma Sigma	Las Vegas, NV
5090 Gamma Phi	Fresno, CA
5102 Delta Kappa	Inglewood, CA
5106 Delta Xi	Long Beach/Carson, CA
5109 Delta Rho	San Bernardino, CA
5112 Delta Upsilon	San Diego, CA
5128 Epsilon Nu	Moreno Valley, CA
5130 Epsilon Omicron	Spokane, WA
5146 Zeta Theta	Phoenix, AZ
5148 Zeta Kappa	Cerritos, CA

STATES

Arizona
California
Nevada
Washington



Dr. Cheryl McClellan
Regional Director
2023-2027



Jean Biddle
Member-at-Large,
National Chairperson
for Internal Structure



FAR WEST REGIONAL DIRECTOR

Far West Regional Director

High-Energy Greetings from the Futuristic FarWest Region!

The Mirror's Mold Transformation

Sorors,

I hope you're radiating brilliance and boldness today! I'm thrilled to celebrate the power-packed journey of what it means to be a transformative woman—dynamic, determined, and deeply impactful. We are not just participants in change—we are the change, sparking movements in our communities, our states, across the nation, and far beyond our borders.

To be transformative is to lead with authenticity, to uplift without hesitation, and to embrace growth with fearless grace. It means stepping fully into who you are meant to be and daring to shine—even when the path isn't easy.

Think about the powerful stories that live among us—stories of perseverance, passion, and progress. Every obstacle we've turned into opportunity, every setback that set us up for a comeback, has shaped us. That mirror we look into? It reflects not only who we are but who we're becoming. And what a stunning reflection it is!

A transformative woman stands tall in truth, leans into service, and becomes a lighthouse for others navigating their own journeys. Our collective strength is unstoppable, and our unity is our superpower.

So, power up, Sorors! Keep evolving, keep igniting change, and keep pouring purpose into every stride. I can't wait to witness the brilliance you bring to your service through the National Sorority of Phi Delta Kappa, Incorporated. The mission is not only possible—it's inevitable, because we are making it happen, together.

Stay radiant and transformative,

Dr. Cheryl McClellan

Far West Member At Large

“Teachers don’t just prepare students for the future—they help shape the future through every lesson, every voice, and every vote.”

Trailblazing Greetings to My Visionary Sorors of the Far West,

In this transformative season, as we lean into the theme “Dynamic Change: The Transformation of Education,” we recognize that the classroom is only one sphere of an educator's influence. Teachers are not just guides for their students—they are advocates, architects, and activists in the ever-evolving landscape of education.

The intersection of policy, politics, and pedagogy is not a distant concern—it is a daily reality. Educators who understand this dynamic are better equipped to drive meaningful change in our schools and our communities. From championing equitable funding and fair labor practices to engaging in curriculum design and legislative advocacy, teachers are powerful agents of progress.

The future of education depends on bold voices—voices that speak up for justice, innovation, and equity. By stepping into leadership roles within the broader educational system, teachers can help ensure that learning environments are designed with all students in mind.

Let us continue to support and celebrate educators as they take their rightful place—not only at the head of the classroom, but at the table where decisions are made.

With Purpose and Power,

M. Jean Biddle



NATIONAL SORORITY OF PHI DELTA KAPPA, INCORPORATED

REBOOTING
EDUCATION FOR
THE FUTURE
”

The Courage to CHANGE

“

One of the most significant challenges in education is the continuous change occurring in the world around us. One can barely keep up with the constant changes in technology programs and tools, the ever-swinging pendulum of politics, and the forever shifting education beliefs around what matters in our schools. For our students, the challenging period between school and careers gets off track in the day-to-day focus on test scores, pacing guides, and standards.

Though accountability for what we teach and why we teach it is important, the real question is, are we truly preparing our students for the start-up of their working lives? What must we do to stimulate change or progress within the education system to ensure our students are ready for the future workforce?

According to Levine, M.D. (2005), "The culture of the modern world affords multiple ways to get lost or ambushed along the worn life-trail. More than ever, young adults are apt to confront job descriptions strikingly different from those familiar to elder members of their families." The notion that we are not preparing our students for the past but for a future that we do not even know what it will look like is daunting. But daunting or not, this is reality. Suppose we, as educators, are truly preparing our students for their future. In that case, we must continue transforming our practices, policies, and procedures.

To get our students "ready" for life, I offer three changes for a change.

Change #1: If I Only Had a Brain

We must continuously reprogram, reboot, and update our thinking about the real purpose of education. Suppose the goal is to ensure students have the skills to enter college and careers well prepared. In that case, we must first and foremost know what our colleges and universities require our students to learn and be able to do. We must exemplify what it means to be a lifelong learner as we continue to develop our knowledge and skills, keeping up with the latest technology programs and tools. We cannot afford to bury our heads in the sand or refuse to develop our technological knowledge and skills—this is what today's students need to be fully equipped for today's world. According to the web hosting company, [hostinger.com](https://www.hostinger.com), "AI is estimated to create 133 million new jobs by 2030 and is predicted to contribute over \$15.7 trillion to the global economy." If we want to ensure that the education we provide promotes access to the AI economy, we cannot ignore it; on the contrary, we must embrace it.

Change #2: If I Only Had a Heart

A TED Talk entitled "Every Kid Needs a Champion" by educator Rita F. Pierson profoundly impacted me. Ms.

Pierson noted that "the secret to teaching students is making personal connections with them." Transforming our education system requires educators to genuinely care about their students and what matters to them. When educators spend more time caring about what they teach instead of who they teach, they miss opportunities to make a difference in a student's educational experience. Dynamic change will require that we support our students in different ways than perhaps we have traditionally been taught. After all, today's world does not resemble or operate like the past. Our lessons must be infused with understanding "why," which is a change from past practices. Transformation in our school systems requires more than educating the mind; it also requires educating the heart. After all, we do not want our students to use their knowledge so that they can become "clever devils".

Change #3: If I Only Had the Nerve

Dynamic change requires courage. We must have the "nerve" to change our minds and be willing to engage in activities or make educational choices where the outcome is uncertain. This represents a significant shift in our educational thinking, as outcomes have been the primary focus of assessment and accountability systems. Educators must develop and maintain a "growth mindset," especially if we want our students to do the same. We must have the courage to learn with our students and be willing to model for them so that we can be resourceful when we don't have all the answers. We must be willing to take risks, think outside the box, or eliminate the box altogether.

The Heart of the Matter

Dynamic change in education isn't optional – it's essential. Transformation must be intentional, courageous, and human-centered to prepare students for an unpredictable future. By rethinking our purpose (brain), reigniting compassion (heart), and embracing uncertainty (nerve), we create learning experiences that are both rigorous and relevant. Ultimately, education must do more than inform—it must equip. This is not change for change's sake, but transformation with purpose.

*Dr. Debra McLaren
Delta Upsilon*

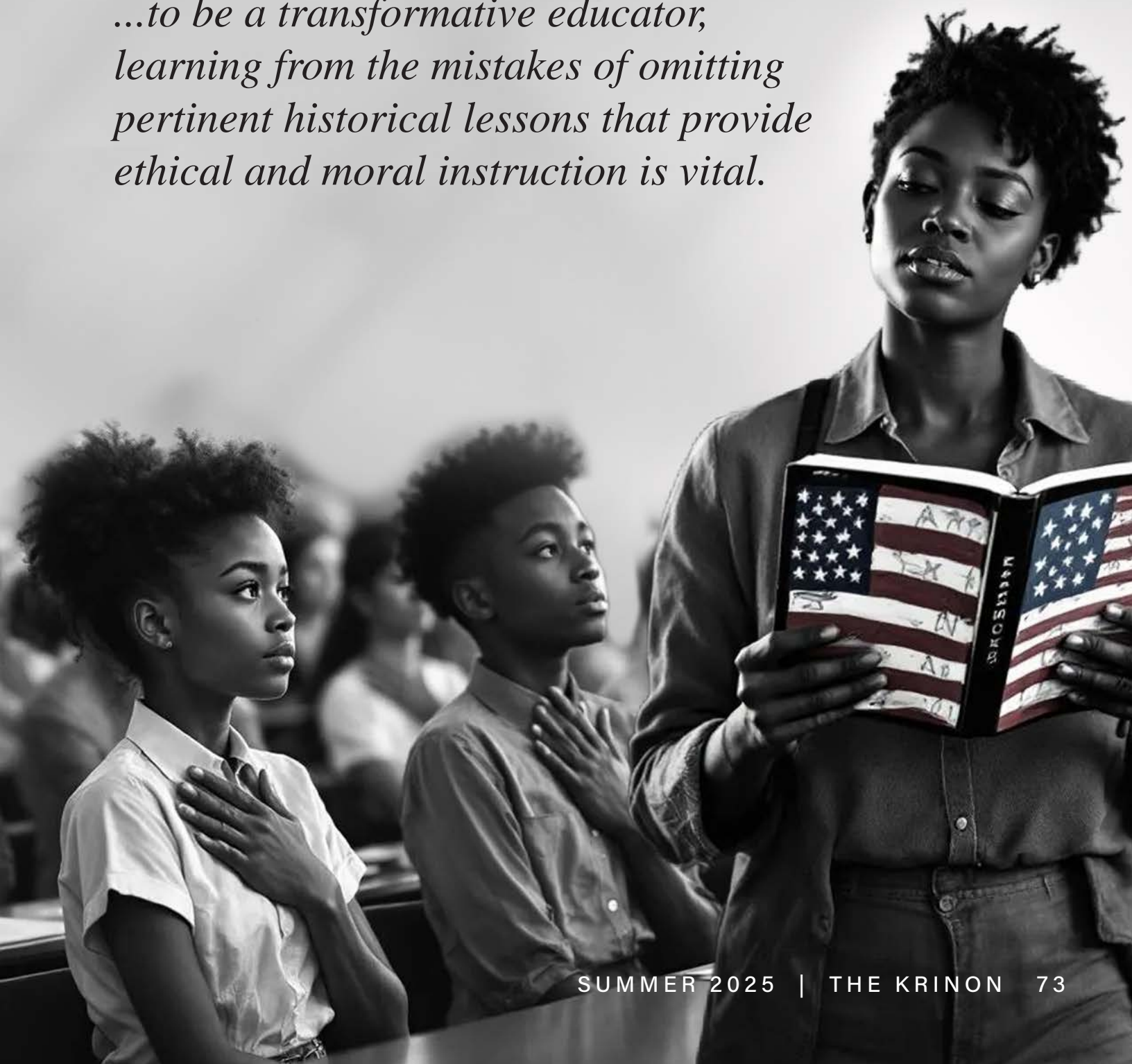


Teaching with Intention and Bravery: Utilizing the Past to *Transform the Future*

FEATURE ARTICLE

“

*...to be a transformative educator,
learning from the mistakes of omitting
pertinent historical lessons that provide
ethical and moral instruction is vital.*



NATIONAL SORORITY OF PHI DELTA KAPPA, INCORPORATED

On February 14, 2025, the Acting Assistant Secretary of the United States Department of Education, Office for Civil Rights generated a letter titled “Dear Colleague,” which outlines how Title VI of the Civil Rights Act of 1964 discriminates against White and Asian students within K-12 and higher educational institutions. Within the current academic climate, we, as African American female educators, find ourselves in a perilous time, teaching accurate and inclusive lessons with engaging pedagogical methodologies to meet the needs of all students, transcending race and gender. This article will examine the transformative power of education, particularly in the context of teaching about controversial events, to maintain accuracy, enhance memory, and foster critical thinking skills.

NECESSITY OF TRANSFORMATIVE EDUCATORS

Teaching truthfully is becoming increasingly complex as opinion and fact have merged into a single space. More individuals conflate the two, assuming they are the same, when in fact they are distinct. Not being able to determine what constitutes a fact makes teaching courses with diverse viewpoints on complex issues more challenging. The difficulty is more incredible on college campuses. It is even more complicated within political science courses, which can be a contentious space, as some students are required to take a political science course as part of their general education. Thus, the use of engaging pedagogical practices is not only necessary but also inspiring, making education a transformative space that facilitates difficult discussions, enabling students to learn, grow, and think critically.

The necessity of incorporating President Nixon’s Watergate scandal in the curriculum, Katz (1974) asserts there are eight lessons Americans should receive from Watergate that are not just for Republicans to learn; thus, Watergate should be included in all curriculum levels. According to Katz (1974), some valuable lessons individuals would learn are the freedom of the press and due process rights, including unwarranted searches. Reviewing Watergate will also help teach students moral lessons, such as determining right and wrong. Katz (1974) further wants teachers and professors to teach Watergate from a non-political perspective so the moral lessons could be practically applied to their real-life current situations (i.e., writing essays, submitting homework, and athletic competitions).

THE IMPORTANCE OF TACKLING CONTROVERSIAL EVENTS

Historically, some events have been labeled controversial when they are cult discussions that people may not be interested in confronting. There is a very long list of American historical events that have been sanitized or just

forgotten. President Richard Nixon’s Watergate scandal is largely missing from most textbooks and classrooms, yet law and journalism college professors were not timid about discussing and teaching about this important event; however, political science professors debated the necessity of teaching Watergate even though it led to a Constitutional crisis. Journalists and legal scholars find Watergate necessary to teach about ethics and how to guard against a broken and corrupted White House. However, to be a transformative educator, learning from the mistakes of omitting pertinent historical lessons that provide ethical and moral instruction is vital.

Before Nixon’s Watergate scandal, Professor Barger (1975) wrote that the presidency was taught as a highly respected position, one that is a benevolent and highly moral individual. Yet, Watergate shifted this outlook on the presidency. According to Barger (1975), college students were shifting their perspectives about the presidency, so college professors could not avoid the topic due to students being “skeptical or outright indifferent” towards the presidency being taught as a “saintly prince.” As saintly as the presidency is discussed in textbooks, Barger (1975) conducted a longitudinal survey from 1973 to 1974 in elementary and high school. College students to assess if they believed the president was honest, friendly, and likable. In all three categories, almost 75% of all students did not think the president was honest, amiable, or pleasant. Essentially, the eroding image of the presidency was mainly due to the Watergate scandal, making it crucial to teach about Watergate and to incorporate it into the curriculum. As a professor, Barger (1975) advocates for a curriculum redesign of the presidential image, shifting from a deity-like, faultless figure to a more realistic, flawed individual, because students do not believe the previous depiction.

Just as Katz (1974) and Barger (1975) assert the necessity of teaching Watergate, transformative educators should also teach about January 6 and the 2016 Presidential Election because it also provides further contexts on the limits of the presidency, the responsibility of the president, the checks and balances of the Supreme Court and Congress on presidential power and exposing the absence of proper accountability. These lessons are mainly found in political science classrooms. Still, all students should fully understand the historical event and its implications on our current political system.

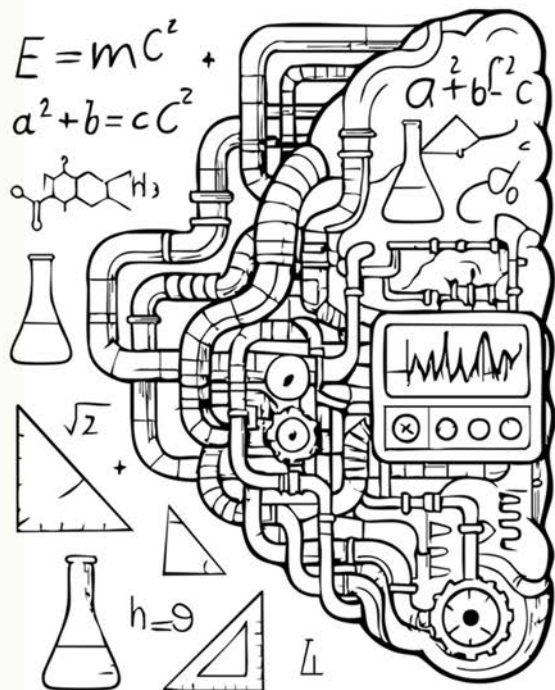
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Dr. Elizabeth A. Walker
Zeta Kappa



The Educational Transformative Power of STEM & STEAM

STEM



VS STEAM



The origins of STEM education can be traced back to the Morrill Act of 1862, which granted federal land so states could establish colleges focused on agriculture and mechanical arts. This early emphasis on practical, hands-on learning laid the foundation for the modern-day STEM—Science, Technology, Engineering, and Math—education framework. In the early 21st century, the National Science Foundation (NSF) created educational policies and frameworks that focused on fostering innovation, critical thinking, and problem-solving skills in students. These policies and frameworks "became a focus for educational reform and renewed global competitiveness for the United States" (Pearson, 2022).

Why STEAM?

With technological advances, the educational environment for STEM has changed; more focus is on STEAM (Science, Technology, Engineering, Arts, and Mathematics). In 2006, Georgette Yakman created STEAM because she felt that "an arts integration in the program allows educators to help students be creative and see

connections across discipline areas through hands-on experiences." Currently, there is a focus on nurturing the needs of the Whole Child, ensuring they are healthy, safe, engaged, supported, and challenged while at school. "STEAM programs coincide with the Whole Child approach as it allows educators to expand students critical thinking and problem-solving skills, build their social-emotional needs, and be prepared for the 21st-century workforce" (Pearson, 2022).

Why STEM/STEAM is Important?

Engaging students in today's classroom is challenging. Students today are often more focused on the social aspects of school. There is an overemphasis on standardized testing; many students no longer experience the joy

of learning they once did. They enter school with gaps in essential soft skills—empathy, collaboration, emotional intelligence, and creativity—critical for success. This can lead to disengagement, making it harder for students to grasp academic content. Schools emphasize soft skills to address these challenges, weaving them into the curriculum alongside traditional academic subjects. This is where STEAM education becomes especially relevant. STEAM fosters critical thinking and problem-solving and encourages creativity, communication, and collaboration, enlightening students and educators about the holistic approach to education.

As we prepare students for the ever-evolving job market, where adaptability, innovation, and creative problem-solving are essential, STEAM education becomes increasingly important. "A report from the United States Bureau of Labor Statistics projects growth in STEM and STEAM-related occupations of 8% between now and 2029, compared to 3.4% for non-STEM occupations. It also lists median annual wages of \$86,980 for STEM/STEAM jobs, compared to \$39,810 for all occupations" (Lathan, 2025). This data underscores the urgency for a proactive approach towards STEAM education in our schools and institutions.

STEAM in Practice

Whether through design, performance, or collaboration, STEAM taps into the diverse ways students learn and express themselves (Dahlem, 2023). For example, a science project incorporating art—such as designing a model of a sustainable energy system—could engage students on multiple levels. Students would learn about renewable energy and engineering principles and express their ideas through design, art, and presentation. This cross-disciplinary approach gives students a deeper understanding of the subject matter, making learning more enjoyable and meaningful. Since STEAM is not entirely written into educational policy at the district, state, or local level, there are ways that teachers can engage students in STEAM learning. Teachers could "carry out small-scale projects in the classroom, invite professionals in the field to speak to the students and provide hands-on activities, and plan lessons around student interest" (Pearson, 2022).

My Own Journey

I was born during the focus on STEM education. Reflecting on my own educational journey, I realized that the seeds of a STEAM-oriented mindset were planted long before I understood its significance. My parents emphasized the importance of extracurricular activities like music and sports. I ran track and took gymnastics in elementary school—activities that brought me joy and allowed me to excel in ways the classroom couldn't provide. Track, in particular, was where I felt I could truly shine, especially when I beat the boys who thought they were faster. Music and sports weren't just hobbies; they were an integral part of my development. These activities mattered, and they weren't just about having fun; they were about building skills that would serve me in school and beyond. While subjects like reading, writing, and math were important, track and music provided a sense of accomplishment that made school more enjoyable. These experiences reflected the principles that would later evolve into what we now call STEAM education.

Conclusion

The evolution from STEM to STEAM represents a shift in educational philosophy. Students need more than just technical knowledge to succeed in today's world. The current increase in AI (Artificial Intelligence) in education proves that evolving technologies are reshaping educational practices. Students will need creativity, emotional intelligence, and the ability to collaborate with others. With STEM/STEAM, we prepare students for a future that demands analytical thinking and creative problem-solving.

References: Dahlem, Stephen M. (2023) Student arts participation increases STEM motivation via self-efficacy. *The STEAM Journal*, Volume 5 (issue 1) article 7. <https://tinyurl.com/2yceasw3>; <https://scholarship.claremont.edu/steam/vol5/iss1/7>; Lathan PhD, Joseph (2025) What is STEAM? An Educator's Guide. <https://tinyurl.com/6d557akv>. <https://onlinedrees.sandiego.edu/steam-education-in-schools/>; Pearson, Rachel (2022) STEAM education and the whole child: examining policy and barriers. *International Journal of the Whole Child*, Volume 7 (No. 2).

Jill T. Reed
Beta Phi



The Jobs Our Students Will Have in Years

As the world rapidly changes, the job market is evolving in ways we can hardly imagine. What will the future of work look like for our students in the next ten years? Let's explore how we can prepare them for these exciting yet uncertain times!

A Glimpse into the Future Job Landscape
While we can't predict specific job titles, emerging trends will shape tomorrow's workforce:

- **Automation and AI Integration:** Expect roles like AI trainers and algorithm auditors as industries transform with technology.
- **Sustainability and Green Technologies:** Demand will rise for climate change analysts and renewable energy professionals as we tackle environmental challenges.
- **Digital Economy and Virtual Reality:** Opportunities for VR developers and digital content creators will grow as virtual reality reshapes our interactions.
- **Personalized Healthcare:** Advances in biotechnology will lead to roles like genetic counselors and personalized health coaches.
- **Data-Driven Decision-Making:** Data scientists and business intelligence analysts will be crucial as data analysis becomes vital across industries.

ESSENTIAL SKILLS FOR FUTURE SCHOLARS

To thrive, students need a diverse skill set, including:

- Critical Thinking and Problem-Solving
- Digital Literacy and Technological Fluency
- Communication and Collaboration
- Creativity and Innovation
- Emotional Intelligence and Social Skills
- Lifelong Learning and Adaptability
- Ethical Reasoning and Global Awareness
- Data Literacy

PREPARING STUDENTS FOR THE FUTURE

Educators and parents must work together to equip students with these essential skills by integrating technology, promoting project-based learning, and encouraging creativity.

While the future of work is uncertain, we can empower our students by focusing on adaptability, critical thinking, and a passion for learning. This way, they'll be ready to thrive in the jobs of tomorrow!

Dr. Ouida Brown
Gamma Sigma

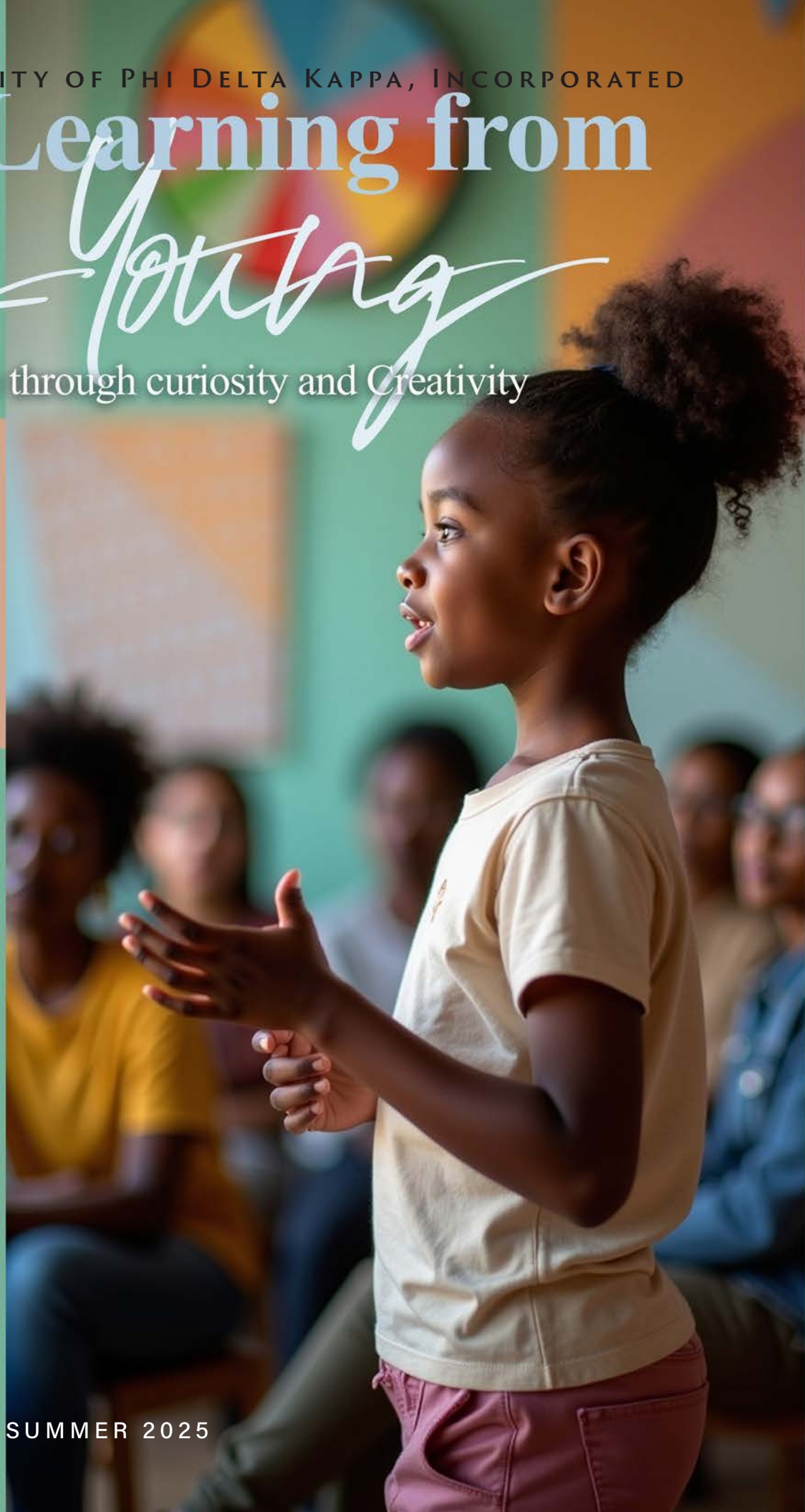


Learning from *The Young*

Building a future through curiosity and Creativity

Have you ever been stopped by a young child who asked you something unexpected, which made you pause and think? My daughter once asked, “Do mosquitoes have ears?” Another parent asked their child, “Do crabs have eyebrows?” These kinds of questions stay with you, not just because they’re funny or cute, but because they’re revealing. They show us that our children are always observing, always wondering, always leading with curiosity.

It’s easy to overlook just how much young people are paying attention and how much they’re capable of. In today’s rapidly changing world, with its evolving technologies and shifting job landscapes, it’s more important than ever to nurture this natural curiosity. And that begins not in the classroom, but at home.



PARENTS AS FIRST TEACHERS

Many of us grew up with the belief that teaching was the exclusive domain of schools. “That’s the teacher’s job,” parents would say. However, the truth is that parents are a child’s first teacher. If we don’t take the time to talk with our children and listen to them, they’ll turn to their friends or social media for answers. And believe me, children will find answers, one way or another.

We don’t need to be experts in artificial intelligence or the latest apps on our phones. Sometimes, our grandchildren can explain those things better than we can! What matters most is showing up and being present, allowing our children to lead conversations and honoring the thoughts they share. That simple shift – listening – can spark something powerful.

THE CHANGING NATURE OF LEARNING

Education today looks different from what it did even a few years ago. The pandemic compelled teachers to become more creative, flexible, and attuned to the emotional and social needs of their students. Virtual classrooms became the norm. Student achievement and engagement took a hit. But during all this, something remarkable happened: many students began thinking more critically, solving problems with fresh eyes, and learning how to adapt.

This is the generation growing up fluent in technology, in digital tools, and yes, even artificial intelligence. But beyond these skills, they’re learning to ask the kinds of questions that matter. They’re evaluating information, analyzing problems, and searching for solutions that benefit not only themselves but also their communities.

STARTING STEM EARLY – WITH JOY

So, how do we support this growth, especially in our youngest learners? One of the best ways is by creating open, joyful learning environments where exploration is encouraged. When teaching STEM – science, technology, engineering, and math – to young children, we must let them play, imagine, and try things out without fear of being wrong.

HERE ARE A FEW SIMPLE WAYS TO BEGIN

- Ask open-ended questions. Allow children to explain their ideas in their own words.
- Use games to teach vocabulary. Word games like “I Spy,” crosswords, and Bingo make learning fun.
- Encourage hands-on discovery. Children learn best when they engage in hands-on activities, such as touching, building, experimenting, and moving.
- Make room for unstructured play. Play is where creativity begins. It’s where inventors are born.
- Our role as adults is not to have all the answers, but to ask better questions – and make space for our young scholars to explore.

REAL-LIFE INSPIRATION, CLOSE TO HOME

In every classroom, in every home, there are young leaders forming. They may not have titles yet, but they’re already shaping the future. Some are tinkering with science kits. Others are writing stories, organizing toy drives, or building apps in their bedrooms. What they need from us is encouragement, visibility, and belief.

It doesn’t take a national spotlight to raise a leader. Sometimes, it just takes a grandmother who listens. A teacher who asks follow-up questions. A neighbor who says, “I see you.”

A VILLAGE EFFORT

Preparing our children for the future isn’t just an educator’s job or a parent’s job – it’s a village effort. Children need to know they are seen, heard, and loved. They need to know their ideas matter. When we tell our children they are special and show up for them day after day, we help them believe they were born to lead.

And they were.

Delorace Daniels
Beta Theta



THE CODE AHEAD SONG



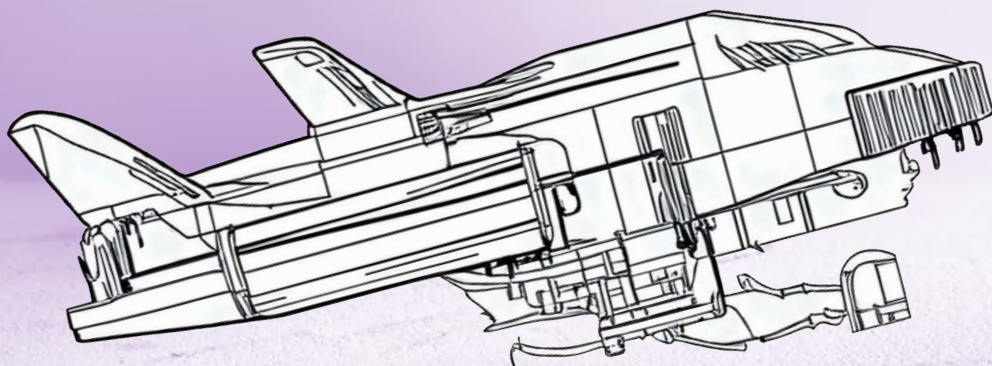
VERSE 1 The world keeps spinning round no pause no stop
Robots buzzing building dreams non-stop
Tommorw's kids coding stars in the sky
Writing futures in a blink watch them fly

CHORUS Engineers of tomorrow shaping the game
Jobs we can't imagine calling their name
AI dreamers painting life with code
A future paved in light on a brand-new road

VERSE 2 3D printers crafting cities anew
Bio-hackers changing lives breaking through
Space explorers charting starts unknown
Virtual architects uilding new homes

BRIDGE Farming in the clouds harvestiing rain
Curing sickness rewriting DNA chain
Eco-warriors healing Earth's scars
Flying taxis zooming past Mars

By Krinon Publication Staff (Using Suno)



SCAN TO LISTEN

Ready to bring your lyrics to life?



In this quick tutorial, Coach Lewis walks you through how to use Suno AI to turn your words into music — step by step!

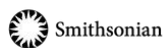
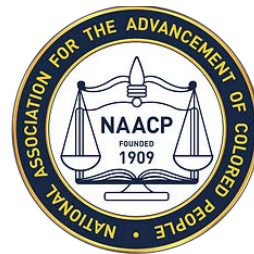
Whether you're an educator, songwriter, or creative explorer, you'll learn how simple and powerful this tool can be.



SCAN TO WATCH



“A Special Thanks to Our Affiliates”



INTERNATIONAL
AFRICAN AMERICAN
MUSEUM



NATIONAL SORORITY OF PHI DELTA KAPPA, INCORPORATED

About Us

The Sorority was founded in 1923 in Jersey City, New Jersey. Its purpose is:

- To stimulate professional growth among teachers;
- To foster a true spirit of sisterhood;
- To promote the highest ideals of the teaching profession; and
- To encourage the development of the potential of our youth.

There are over one hundred chapters across the United States.

Our Philosophy

The National Sorority of Phi Delta Kappa, Incorporated is a professional organization of teachers dedicated to the task of educating youth of America. We believe education to be a potent factor in maintaining and perpetuating democracy as the most ideal form of life. To remain in this position, modern education must provide youth with abilities for developing an integrated personality, assuming a successful place in a group and adjusting to the ever changing problems of society.

Through day by day instruction in the classroom and multiple contacts in the community, the National Sorority of Phi Delta Kappa, Incorporated seeks to inform all citizenry of the ever changing problems of our society and to equip them with the necessary social and academic skills to solve these problems according to a true democratic process. In addition, we are committed to celebrating success of individuals and groups and to honoring the legacy of those who have gone on before us. The National Sorority of Phi Delta Kappa, Incorporated shall continue to take its rightful place among those who point the way in establishing, maintaining and sustaining avenues of communication between and among all people and in fostering the pursuit of excellence in education.

Purpose

The Krinon is the official journal of the National Sorority of Phi Delta Kappa, Incorporated. It is published for the purposes of:

- Providing current, relevant facts regarding emerging initiatives, trends and issues which impact education, family, school, and community; and
- Promoting and advancing the interests of the members.

Publication Date

The magazine is published annually.

How to Reach The Krinon Staff

Correspondence, which includes your name, title, email or home address, and telephone number may be sent to the current Chief Editor at nspdkchiefkrinon@gmail.com.

Subscription

Please contact National Sorority of Phi Delta Kappa, Incorporated Headquarters at the address listed below or call the NSPDK Headquarters at 773.783.7379.

Publication

The National Sorority of Phi Delta Kappa, Incorporated, appreciates your dedication to the publishing of this Journal. Thanks to Frederick Burton Design, LLC for its service.

On behalf of The National Sorority of Phi Delta Kappa, Incorporated, we would like to thank **Frederick Burton Design, LLC**, for celebrating sixteen plus outstanding years of excellence in publishing The Krinon Magazine. Your unwavering commitment to quality and passion for your craft have truly made an impact. We are grateful for your invaluable contributions to our community.





OUR NOBLE PURPOSE

STIMULATE PERSONAL **GROWTH** *AMONG* **TEACHERS** **FOSTER** TRUE **SPIRIT** *of* **SISTERHOOD**

PROMOTE HIGHEST IDEALS **TEACHING** OF THE **DEVELOPMENT** OF THE **POTENTIAL** *of* OUR **YOUTH**

ENCOURAGE

