

EMBRACING THE STANDARDS, RAISING THE BAR

the NATIONAL SORORITY OF PHI DELTA KAPPA, INC.
KRINON

SPRING 2016

93RD ANNIVERSARY



NATIONAL SORORITY OF PHI DELTA KAPPA, INC.

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, Inc. 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, Inc. 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, Inc. 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, Inc. 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 bburrellpdk@gmail.com.

Subscription

Members who are financial before December 1st of the current sororal year will receive a free subscription. Non-member subscription cost \$10.00.

Publication Policy

Information submitted must adhere to the established guidelines of the magazine. All submissions are subject to editing for clarity and length. Photographs must be original. Full color, high quality photographs are acceptable.

Special thanks to Frederick Burton Design LLC for its services to this journal.



National Headquarters

8233 South King Drive, Chicago, Illinois 60619
Phone 773.783.7379 | Fax 773.783.7354



National Sorority of Phi Delta Kappa, Inc.

the
KRINON
93RD ANNIVERSARY

**Excellence
in
Education**

SPRING 2016

Dedication in Memoriam



Betty J. Dixon

24th Supreme Basileus
National Sorority of Phi Delta Kappa, Inc.

The 2016 Spring Edition of the Krinon is dedicated to our dearly beloved.



National Sorority of Phi Delta Kappa, Inc.

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

Resolution of Comfort, Love and Respect

Remember me when flowers bloom, early in the spring.
Remember me on sunny days, in the fun that summer brings.
Remember me in the fall, as you walk through the leaves of gold:
And in the wintertime, remember me in stories that are told.
But most of all, remember each day, right from the start
I will be forever near, for I live within your heart.

Unknown

According to His tender mercy, God, in His infinite wisdom, has seen fit to remove from our midst, our beloved soror, Betty Jean Dixon. We bow in humble submission to the will of God.

Today, January 9, 2016, the members of the National Sorority of Phi Delta Kappa, Incorporated, many friends and fellow educators join the family of Betty J. Dixon to pay a deserving tribute to the memory of our devoted soror.

LET IT BE KNOWN that Betty J. Dixon, a daughter, sister, aunt, friend and woman of God began her Christian walk at Roxanna Missionary Baptist Church in Rutledge, Alabama and continued at The First Baptist Church of Greater Cleveland in Cleveland, Ohio, leaves a legacy of faith, dignity and love.

LET IT BE KNOWN that Betty J. Dixon, an extraordinary and dedicated business education teacher in the Warrensville Heights School District for thirty-five years, she touched the lives of many students, fellow educators, families, community members and friends.

LET IT BE KNOWN that Betty J. Dixon, has provided continuous service as a devoted member of Gamma Rho Chapter and the Midwest Region of the National Sorority of Phi Delta Kappa, Incorporated, served in numerous support and leadership roles on the local, regional and national levels. Her leadership skills destined her to the national level where she served as Chief Editor of The Krinon, Supreme Grammateus, Second Supreme Basileus and the 24th Supreme Basileus.

LET IT BE KNOWN that in Soror Betty's passing, the members and affiliates of the National Sorority of Phi Delta Kappa, Incorporated feel a personal loss and can add to what many have said and will say – that she will surely be missed. Soror Betty now rests in peace, but her radiant spirit remains among us.

LET IT BE KNOWN that she leaves, not to mourn her death, but to celebrate her zest for life and love of family, loving siblings, adoring nieces and nephews and untold numbers of extended and adopted family members, sorority sisters and friends across the territory encompassing the five Regions of the National Sorority of Phi Delta Kappa, Incorporated and beyond.

LET IT BE KNOWN that it is with heartfelt grief that we conclude this tribute and pray that Almighty God grants comfort, peace and consolation to her dearly loved family, sorors and friends while she rests forever in His arms.

NOW FINALLY, BE IT KNOWN that the value of life lies not in the length of days, but in the use we make of each day.

BE IT RESOLVED that the 2016 Edition of The Krinon, the professional journal of the National Sorority of Phi Delta Kappa, Incorporated, be dedicated to her memory and in her honor.

BE IT FURTHER RESOLVED that a copy of this resolution will be given to the family and filed at Headquarters of the National Sorority of Phi Delta Kappa, Incorporated on this 9th Day of January 2016.

With assurance of deep sympathy
National Sorority of Phi Delta Kappa, Incorporated
Executive Council
Charlotte M. Williams, Supreme Basileus

INSIDE THIS ISSUE



- 4 Dedication in Memoriam for Betty J. Dixon
- 7 Our Founders
- 8 Supreme Basileus' Greeting
- 10 Brief Synopsis of Every Student Succeeds Act (ESSA)
- 11 Chief Editor's Message
- 12 National Directorate and Board of Trustees
- 14 Perpetual Scholarship Foundation
- 15 National Anthropolos
- 16 Krinon Editorial Staff
- 18 Greetings from Regional Directors
- 23 Conference Events
- 24 Chapters; Regional Locations; Regional Directors
- 26 National YES Program
- 27 Conclave 2017
- 28 Articles
- 62 Editorials
- 64 Lesson Plans

OUR FOUNDERS



Front Row L-R: Gladys Cannon Nunery, Julia Asbury Barnes, Gladys Merritt Ross (Mother founder), Florence Steele Hunt; Second Row L-R: Ella Wells Butler, Marguerite Gross, Mildred Morris Williams
Not pictured - Edna McConnell

Our Founders attending the 50th Anniversary Celebration of the National Sorority of Phi Delta Kappa, Inc. in New York City, New York.

L-R: Florence Steele Hunt, Ella Wells Butler, Gladys Merritt Ross, Gladys Cannon Nunery, Julia Asbury Barnes



SUPREME BASILEUS' GREETING



As the National Sorority of Phi Delta Kappa, Inc., an organization of professional women in the field of education, celebrates ninety-three years of continuous service, our mission continues to be “Pursuit of Excellence, A Challenge to Fulfill”.

During the last two years, we have examined Expectations in Teaching and Equity in Education. The focus of this edition, Excellence in Education, encompasses the foci from both past editions of The Krinon, the professional arm of the National Sorority of Phi Delta Kappa, Inc. This journal provides an opportunity for the members and affiliates of this organization to express their views, share research and to investigate and highlight our intent of our purpose – the pursuit of excellence, a challenge to fulfill as we strive promote the highest ideals of the teaching profession.

I recently received a copy of a letter reportedly written by a teacher from a major city, who after fourteen years in education decided to leave the profession. Through the letter, she expressed her passion for education and the students she faced daily. Unfortunately, she made the decision to “quit” due to circumstances she felt she could no longer live with, a decision that was very difficult for her to make. The question becomes, WHY?? Her message suggested that the emphasis on testing and accountability took precedence over what she came into the profession for – teaching her students and coaching, mentoring and supporting her fellow teachers.

As I read the articles in this journal, I was reminded of this teacher and hundreds of others I’ve encountered or read about over the years. The articles in this journal certainly provide encouragement to educators having the same goals and desires of the young woman mentioned. It occurs to me that we are indeed our sisters’ keepers. We must band together, encouraging and supporting one another, to stay the course. We must do it for ourselves and for the children.

Thank you to the members of the National Sorority of Phi Delta Kappa, Incorporated for providing this opportunity for members of this sorority and affiliate organizations to share their professional and experiential knowledge as it relates to the theme and the profession.

I extend thanks to the supporters of this organization and the readers of this publication who will continue to benefit from the information shared. It is our desire to learn and grow with you as well as attempt to enlighten ourselves and community members as we continue to pursue and achieve Excellence in Education.

Each reader of this journal is encouraged to utilize the information, strategies, and techniques shared as appropriate in your educational settings. Share the information in your professional learning communities through professional development and collaborative interactions and planning. I also encourage every reader to take the time to review The Reauthorization of the 1965 ESEA Act – “Every Student Succeeds Act”, designed to ensure that every child achieves, which replaces the 2002 “No Child Left Behind Act”. According to the U.S. Department of Education website, this new law builds upon recent successes and expands the nation’s national education law and longstanding commitment to equal opportunity for all students.

I encourage you to continue to seek information, knowledge and strategies that will improve decision making around educational issues, increase the desire and capacity of community and educational leaders to design pathways to success and excellence for all students and promote the teaching profession. Please share the information in this journal, but also continue to further your knowledge of our educational systems and progress, the Common Core and teacher and student expectations.

In closing, I extend a heartfelt thank you to the Chief Editor and Editorial Committee for their hard work and diligent efforts in the completion of this educational journal.

Your Servant Leader,
Charlotte M. Williams

BRIEF SYNOPSIS OF THE EVERY STUDENT SUCCEEDS ACT

“With this bill, we reaffirm that fundamentally American ideal—that every child, regardless of race, income, background, the zip code where they live, deserves the chance to make of their lives what they will.” — President Barack Obama

A New Education Law

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and represents good news for our nation’s schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students.

The previous version of the law, the No Child Left Behind (NCLB) Act, was enacted in 2002. NCLB represented a significant step forward for our nation’s children in many respects, particularly as it shined a light on where students were making progress and where they needed additional support, regardless of race, income, zip code, disability, home language, or background. The law was scheduled for revision in 2007, and, over time, NCLB’s prescriptive requirements became increasingly unworkable for schools and educators. Recognizing this fact, in 2010, the Obama administration joined a call from educators and families to create a better law that focused on the clear goal of fully preparing all students for success in college and careers. ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America’s disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students’ progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods.
- Sustains and expands this administration’s historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

WWW.ED.GOV.ESSA

CHIEF EDITOR'S MESSAGE



Greetings,

The National Sorority of Phi Delta Kappa, Inc. is a leading voice in the advancement of quality education for all children. Members of this astute organization sit on school boards, run colleges and schools, develop curriculum, conduct testing, provide a listening, guiding ear and, above all, teach. All these things and many more are done with one goal in mind — Excellence in Education.

Excellence is a habit of the mind; a way of thinking and a way of living. Excellence is being the best you every day; being who God purposed you to be. It is with this frame of mind that we go about our daily lives. Whether our professional expertise was used in the drafting of the new education law of the land, Every Student Succeeds Act, or our hands penned one of the articles in this journal, or our teachable moment was helping a teenager make the right change at the grocery store, we do the best we can and help others do the same. We strive for excellence.

With the focus of Excellence in Education, this edition of The Krinon has something for everyone. Technology, service learning, multicultural education, parental involvement, and culturally responsive leadership are all avenues to achieve excellence in education. We encourage you to begin or renew the conversation on quality education for all students. But more than that, we encourage you to take action. Do something that will better the lives of our children.

Pursuit of Excellence - A Challenge to Fulfill.

Sisterly,

Brenda J. Burrell, Ed.D.
Chief Editor

NATIONAL DIRECTORATE



Charlotte M. Williams
Supreme Basileus



Margarette Galloway
First Supreme Anti-Basileus



Dr. Sherelene A. Harris
Second Supreme Anti-Basileus



Cynthia Rosignon
Supreme Grammateus



Janice L. Mason
Supreme Epistoleus



Dr. Debra Wade
Supreme Tamiouchos



Myrna Robinson
Supreme Tamias



Dr. Brenda J. Burrell
Chief Editor, The Krinon



Queen Malone
Director, Public Relations



Noreen Little
Eastern Regional Director



Delores D. Hills
Southeast Regional Director



Francine E. Blake
Midwest Regional Director



Dr. Sylvia Williams
Southwest Regional Director



Velma Brown
Far West Regional Director



Marjorie McDaniel
Eastern Member-at-Large



Flora L. Parker
Southeast Member-at-Large



Aleen Donaldson
Midwest Member-at-Large



Anita O'Neal
Southwest Member-at-Large

NATIONAL DIRECTORATE



Dr. Elcendia Nord
Far West Member-at-Large



Betty J. Dixon *
Supreme Executive Advisor



Dr. Etta F. Carter
Supreme Parliamentarian



Ann D. Black
Past Supreme Basileus



Margaret C. Nelson
Past Supreme Basileus



Ardena S. Dixon
Past Supreme Basileus



Della H. Oliver
Past Supreme Basileus



Marguerite M. McClelland
Past Supreme Basileus



E. Lucille Minor
Past Supreme Basileus



Leatha Brooks
Office Manager- Headquarters



Dr. Bonita Durrah
Conclave Coordinator



Gwendolyn B. Watts
Conclave Coordinator

* Deceased

BOARD OF TRUSTEES



L-R: Charlotte M. Williams, Supreme Basileus; Cynthia Rosignon, Supreme Grammateus; Dr. Elcendia Nord, Far West Region Representative; Dr. Sherelene A. Harris, Midwest Region Representative; Ann Black, Southeast Region Representative; Marjorie McDaniel, Eastern Region Representative; Gwendolyn Watts, State of New Jersey Representative; and Dr. Brenda J. Burrell, Southwest Region Representative and Chair of Board of Trustees.

PERPETUAL SCHOLARSHIP FOUNDATION

The National Sorority of Phi Delta Kappa, Perpetual Scholarship Foundation, Inc. was founded in 1988 to help fund the scholarships which are awarded by the National Sorority of Phi Delta Kappa, Inc. The ongoing mission of Perpetual is to raise at least \$1 million to establish an endowment, and once that goal has been reached, to fully fund scholarships from the investment income of the endowment. As of the 2014-2015 Sororal Year, Perpetual has been able to fund 84% of the ten annual scholarships (two per Region) awarded nationally by the Sorority. Perpetual raises money from the generous gifts of the Sorors and the Chapters. Sorors are asked to donate \$25.00 annually to be considered members of the Perpetual Scholarship Foundation, Inc.



Seated (L-R): Harriett Crouch, Mary Jane McCoy, Mattie Woolen-Clay, Florence King, Dr. Jessie Muldrew, Opal Hampton, Kathleen Thomas.
Standing (L-R): June Day, Huberdean Lowe, Margaret Hope, Jessie Hopkins, Barbara Williams, Ernestine Moore, Joycelyn Hentley, Lisa Freison.

Officers

Florence O. King, President
E. Lucille Minor, President Emeritus
Charlotte M. Williams, Supreme Basileus, Ex Officio
Dr. Jessie Muldrew, Vice President
Mattie Woolen-Clay, Secretary
Opal J. Hampton, Treasurer
Kathleen T. Thomas, Financial Secretary
Mary Jane McCoy, Financial Advisor
Barbara A. Williams, Parliamentarian

Incorporators

Ruby Couche*
Opal Hampton
Ellen Heidt*
Ursula Howard*
Helen Johnson*
Marguerite McClelland
E. Lucille Minor
Della Oliver
Adrienne Pevvy*
Zeline Richard
Gertrude Robertson*

* Deceased

NATIONAL ANTHROPOS

The National Anthropolos, an Affiliate of the National Sorority of Phi Delta Kappa, Inc., was founded in 1979. It was the successor to the Sorority's "Men In Our Lives" which was formed in 1949. The intent of the National Anthropolos is to take part in, assist, and support the activities of the Sorority in the areas of education, youth development, social interaction, and other similar areas. Their allegiance is first and foremost to the National Sorority of Phi Delta Kappa, Inc. resulting from the very special relationship of its men to the women of the Sorority. Anthropolos membership is open to any male friend of Sorors in good standing, including spouse, relative, or friend. In particular, the Anthropolos welcome young men who have been Kudos who have shown interest in continued affiliation and who are sponsored by a Soror. The primary focus of the National Anthropolos over the next two years will be Recruitment, Retention, and Communication. The National Anthropolos are dependent on the Sorors for new Anthropolos. We are committed to develop compelling programs to keep Anthropolos engaged throughout the year. We are committed to improving the communication amongst our membership by improving our National Anthropolos web site (nationalanthropolos.com), and exploiting social media. The National Anthropolos look forward with excitement to expanding our ranks and continuing our support to the National Sorority of Phi Delta Kappa, Inc.



L-R: Derwin Sawyer-Boyd (East Region President); Joseph S. Daniels (National Treasurer & Far West Region President); Alexander Smith, Jr. (Southeast Region President); Fulton Nolen, Jr. (Midwest Region President); Gary M. King (National President); Timothy Bennett (National Recording Secretary)*; Charles W. Watts (National Parliamentarian); Delmar E. Nelson, Sr. (National Financial Secretary); and Rudolph S. Brown (National Executive Advisor).

Elected

Gary M. King, National President
Lee Barnes, Jr., National Vice-President
Timothy Bennett*, National Recording Secretary
Joseph S. Daniels, National Treasurer
Delmar E. Nelson, Sr., National Financial Secretary
Charles W. Watts, National Parliamentarian
Rudolph S. Brown, National Executive Advisor

Appointed

Evangel Strickland, National Corresponding Secretary
Freeman T. Wyche (Acting), National Chaplain
Darence F. Brown, National Public Relations Director
Edgar A. McCoy (Acting), National Scholarship Liaison
Garfield Johnson, Jr., National Historian

Regional Presidents

Derwin Sawyer-Boyd, East
Alexander Smith, Jr., Southeast
Fulton Nolen, Jr., Midwest
Leslie Alaman, Southwest
Joseph S. Daniels, Far West

* Deceased

ASSOCIATE EDITORS



Mary E. Ennon
Associate Editor
Alpha Chapter
Jersey City, NJ

Soror Mary Ennon is a Diamond Life Member of the National Sorority of Phi Delta Kappa, Inc. and an active member of Alpha Chapter for more than 40 years. She is a graduate of New Jersey City University receiving both her Bachelors and Masters Degrees. Mary is a retired educator of the Newark, NJ School System, where she worked in several capacities ranging from classroom teacher to Reading Recovery Teacher. Soror Ennon was Supervisor and Curriculum Specialist in the Department of Teaching and Learning Office of Early Childhood, Literacy Staff Developer, and a Success for All Literacy Program Facilitator. She was a recipient of the New Jersey Governor's Teacher Recognition Award, and a Fellowship to the Institute for Educational Leadership at Rutgers University, New Brunswick, NJ and Washington, DC. After retirement, Soror Ennon was Literacy Consultant in the Englewood, NJ School District and for the Catholic Arch Diocese of Newark. As a member of Alpha Chapter, Soror Ennon has functioned in numerous capacities including Basileus, First and Third Anti-Basileus, Tamiouchos, Tamias, Epistoleus and Executive Advisor. She was a sponsor for the chartering of Delta Nu Chapter in Bergen County, NJ. Soror Mary has served in several capacities in the Eastern Region: Eastern Region Retreat Chairperson, Epistoleus, Elections Chairperson, Tamiouchos and Chairperson of the Officers' Workshops. As Eastern Region Member-at-Large, Mary was National Chairperson of The Constitution and Bylaws Committee. She served as Second Supreme Anti-Basileus, National Membership Chairperson 2009-2013, and National Anthropolos Chairperson in 2013. She is an active member of Christ Episcopal Church, Teaneck, New Jersey.



Vikki Pruittte-Sorrells
Associate Editor
Alpha Xi Chapter
Cleveland, OH

Soror Vikki Pruittte-Sorrells is a native of Cleveland, Ohio and an active member of the Alpha Xi Chapter where she has been a member since 2002. She graduated from The University of Akron with a Bachelor of Arts in English and Case Western Reserve University with a Master of Science in Organizational Development and Analysis. In addition, Soror Pruittte-Sorrells holds a Master of Arts degree in Ministry from Ursuline College. As a part of her personal calling and ministry, Soror Pruittte-Sorrells is an educator who currently teaches in the South Euclid/Lyndhurst School District at Charles F. Brush High School in the Department of English/Language Arts. Her teaching career began in the Cleveland Metropolitan School District, where she taught English/Language Arts in Glenville High School and served as Team Leader and Testing Coordinator. Soror Pruittte-Sorrells is also a dual professional. She serves as Co-Pastor of Lee Heights Community Church in Cleveland, Ohio, where she has been serving since 2003. Soror Pruittte-Sorrells is a Life Member of Sigma Gamma Rho Sorority, Inc., and numerous other civic organizations. She has served as Basileus of Alpha Xi Chapter of the National Sorority of Phi Delta Kappa, Inc. and Midwest Regional Chaplain.



Dr. Lenora D. Waters
Associate Editor
Delta Beta Chapter
Austin, TX

Soror Dr. Lenora D. Waters is a Life Member of the National Sorority of Phi Delta Kappa, Inc. and a thirty-five year member of Delta Beta Chapter in Austin, Texas. She holds the following degrees: Doctor of Education from Baylor University, Waco, Texas; Master of Science from Oklahoma State University, Stillwater, Oklahoma; and Bachelor of Science from Langston University, Langston, Oklahoma. She has 45 professional years in education, including eleven in the Ponca City, Oklahoma public school system and 34 years at two Texas colleges. Soror Waters retired from Huston-Tillotson College, Austin Texas as Senior Vice President/Dean of the College in 2000. During her tenure at Huston-Tillotson College she also served as Counselor, Director of Basic Studies, Chairperson – Division of Education and Vice President of Academic Affairs. Soror Waters served two terms as Delta Beta Chapter's Basileus, 1987-1991 and 1995-1999. She also served as First-Anti Basileus and on numerous chapter committees. She served as Supreme Parliamentarian and Member of the Headquarters Committee, 1991-1993; National Chairman of International/National Projects, 1991-1992 and National Chair, Every Member Forum 1996-1997. She is presently Southwest Region Chairperson for Internal Structure and Delta Beta Chapter Parliamentarian. Soror Waters is an active Life Member of Delta Sigma Theta Sorority, Inc., and Langston University Alumni Association. She is also President of the Sanctuary Choir of Ebenezer Baptist Church, Austin, Texas.

CHIEF EDITOR AND KRINON COMMITTEES

Soror Dr. Brenda J. Burrell is a Life Member of the National Sorority of Phi Delta Kappa, Inc. and a thirty year member of Delta Beta Chapter in Austin, Texas. Her Bachelor of Science degree in Education, Masters of Education degree and Doctorate of Education in Educational Leadership and Policy were received from the University of Texas in Austin. She has taught in the Austin Independent School District, Austin, Texas and the Normandy School District, St. Louis, Missouri. After seventeen years in the classroom, she became an administrator and served as Assistant Principal, Principal of Casey Elementary and Principal of Lyndon Baines Johnson High School, Austin, Texas. While principal of LBJ, her school moved from low-performing to the ranking of 41st of the Top 100 High Schools in the nation.



Dr. Brenda J. Burrell
Chief Editor; The Krinon
Delta Beta Chapter
Austin, TX

Very active in the National Education Association, she has served as President of the Austin Association of Teachers, District XII President of Texas State Teachers Association, and a member of the National Resolutions Committee. Currently, she is an educational consultant in the areas of diversity, multiculturalism and culturally responsive pedagogy. Some of her publications include Not Yet, The Krinon 2011; Raising the Academic Achievement Levels of Ethnic Minority Students (2009); and Teaching in Segregated and Desegregated Schools: African American Female Teachers' Voices, National Journal of Urban Education and Practice 2008. Soror Burrell is a life member of Alpha Kappa Alpha Sorority, Inc., Mt. Sinai Baptist Church, and the American Association of University Women. A dedicated worker in the National Sorority of Phi Delta Kappa, Inc., she has served on numerous committees at all levels. She served as Parliamentarian and Basileus of Delta Beta Chapter, Southwest Regional Chaplain, Regional Parliamentarian, National Chair of the International Project and Supreme Parliamentarian.

National Krinon Committee

Dr. Brenda J. Burrell, National Chair
Dr. Sherelene A. Harris, Second Supreme Anti-Basileus
Cynthia Rosignon, Supreme Grammateus
Flora L. Parker, Southeast Member-at-Large
Mary E. Ennon, Associate Editor
Vikki Pruitt-Sorrells, Associate Editor
Dr. Lenora D. Waters, Associate Editor

Regional Krinon Chairmen

Patricia Randolph, Alpha Pi Chapter, Eastern Region
Lisa Frieson, Delta Mu Chapter, Southeast Region
Jeannette Webb, Mu Chapter, Midwest Region
Janice McDowell, Gamma Upsilon Chapter, Southwest Region
Jill Reed, Beta Phi Chapter, Far West Region

Local Krinon Committee

Elaine Benton
Estelle Brooks
Cardette Carroll
Hazel McCullough
Esther "Pixi" Phillips
Members of Delta Beta Chapter, Southwest Region

GREETINGS FROM THE EASTERN REGION



Greetings from the Energized Sorors of the Eastern Region!

The 2015-2016 sororal year began with the 92nd Anniversary Conclave in Winston-Salem, North Carolina. We were welcomed to the twin cities with true southern hospitality; flags on lampposts and signs in the windows of local businesses. The Conclave activities and workshops were just what we needed to get the year started.

Since Conclave, we have hosted four cluster meetings throughout the region from Durham, North Carolina to New Haven, Connecticut. The sorors enjoyed the fellowship and were involved in activities designed to reinforce the best practices of our Sorority. Together, we explored new ways to implement our programs to impact our stakeholders, children, teachers and communities.

One of our goals is full implementation of the YES program; that means working with all chapters to form or maintain Xinos/Kudos groups. The regional youth chairs are using technology such as Google docs to communicate with chapters.

Rho Chapter of Wilmington, Delaware will host the regional conference in Bucks County, Pennsylvania. The conference theme is "Enriching Lives: Pursuing Excellence for All." The activities will include The Teachers' Lounge and the Literacy Luncheon. Delta Nu Chapter of Hackensack, New Jersey will host the Xinos/Kudos Youth Leadership conference. The conference theme is "Paving the Way, Brick by Brick: Upholding the Legacy of Integrity, Greatness, and Perseverance." The focus will be on the academic competitions, in an effort to help our youth become "college and career ready."

Living the purposes of our founders will strengthen our sisterhood. We will improve our craft and share strategies with new teachers. We will be role models for our children. We have recommitted ourselves to sororal purposes.

The Eastern Region is leading the way to greater heights!

Sisterly,
Noreen E. Little
Eastern Regional Director

"Success is the sum of small efforts repeated day-in and day-out."
~ Robert Collier

GREETINGS FROM THE SOUTHEAST REGION

I am delighted to extend greetings to our esteemed Supreme Basileus, Soror Charlotte M. Williams, the Executive Council, Sorors, Affiliates and friends of the National Sorority of Phi Delta Kappa, Inc.

Our mission as educators is to provide quality education for all. Our Region's theme says "The Southeast Region Emphasizes EDUCATION: A Tool for Economic Prosperity." Both the mission statement and regional theme promotes the ideals and vision of our Founders.



There are innumerable challenging situations confronting our youth. We as Teachers / Leaders must construct avenues to help them eradicate these barriers. We must continue to provide quality education as a tool to supply our students with whatever is needed for successfully competing on a global scale.

The year 2016 marks the 49th year of existence for the Southeast Region. Our Regional conference will be held at the Sheraton Birmingham Hotel. The elegant Sorors of Nu Chapter, the FIRST chartered chapter in the Southeast Region serves as the hostess. The Youth Conference will be held at the Rosen Centre, Orlando, FL. The Sorors of Beta Xi Chapter will graciously receive our youth.

Remember that LIFE IS LIKE A COIN — Each side tells us something — One side carries the Value and the other side carries the Message.

With Passion & Purpose,

Delores D. Hills
Southeast Regional Director

GREETINGS FROM THE MIDWEST REGION



Greetings from the Mighty Midwest Regional Director,

It is an honor to extend a warm and heartfelt greeting to you from the M.A.D. Twenty Chapters, Making a Difference.

As your new Regional Director and in line with our mission, our focus has been on Recruiting, Reclaiming, and Retaining our sorors. I have traveled throughout the region and collaborated with many sorors and strategized what is best for our region. The information and knowledge I have obtained will make me an effective Regional Director, and I am ready and excited to accept to this great and wonderful challenge.

The Midwest Youth Conference will be held March 10 - 13, 2016, hosted by our Dayton Chapter Beta Delta. Our Xinos and Kudos conference theme, "Youth Uniting for a Better Tomorrow," embraces the importance of our youth as they must unite as one; they are our future. Our youth and hub-parents are eager to attend our conference, where our youth will be learning about flight and aerodynamics. This three day event will be filled with physical, emotional, intellectual, social and spiritual activities. We will also showcase our youth at their banquet.

Our Midwest Regional Conference will be in Indianapolis, IN, hosted by our Tau Chapter, April 28 through May 1st, 2016. We are looking to host 250 sorors. The focus of this conference is not only the three "R's," but we also plan to foster the true sisterhood of high cultural standards of our members, encourage them to develop their potential, increasing in membership and reclaiming and getting back to putting the "S" in Sisterhood. Without willing workers in our vineyard, we cannot flourish and grow.

Our illustrious and glorious sisterhood is as great as we, the willing workers, make it. Let us keep the sisterly spirit of the National Sorority of Phi Delta Kappa, Inc. high and ever present; energizing us to do all that needs to be done.

To the illustrious sisters of the National Sorority of Phi Delta Kappa, Inc., I wish you peace, joy and love.

Francine E. Blake
Regional Director, Midwest Region

GREETINGS FROM THE SOUTHWEST REGION

Greetings from the 'SOARING' SW Region.

It is with great pride and honor that I bring you greetings as the newly elected SW Regional Director. The Southwest Region is "SOARING" to new heights. We have clearly defined our goals and objectives for the next four years. As a Region, along with our Chapters, we are "Taking Action, Getting Results and Working Together to Achieve a Common Goal".



In recognition of our national theme: "Pursuit of Excellence, A Challenge to Fulfill," the strength of our organization is fortified in the faith of our Founders. The Southwest Region is committed to fulfilling their aspirations through Chapter and Regional YES programs.

As professional educators and members of this great organization, we must be mindful of our bond of sisterhood and the challenge to encourage youth to pursue excellence. Today's youth are entangled in a maze of options because of their intense exposure to technological advancement. The members and programs of the National Sorority of Phi Delta Kappa, Inc. provide our youth the opportunity of developing to their potential, realizing their purpose, and planning their direction.

I am ecstatic to share with you the success of the Southwest Region's 2015 Retreat held in Dallas, TX. The Southwest Region officers were elated to host 164 sorors to a retreat filled with enthusiasm, education, information and program activities. Basilei, sorors and committee chairpersons returned to their respective chapters fresh with new ideas to implement the National program in the 2015-2016 sororal year.

The "SOARING" Southwest Region Chapters are making a difference in their communities and impacting the lives of children by providing opportunities, getting actively involved and experiencing positive results.

Sisterly,

Dr. Sylvia M. Williams
Southwest Regional Director

"Remember: Life is like a book. Each day is a new page. May your book be a bestseller with adventures to tell, lessons to learn, and tales of good deeds to remember." ~ Author Unknown.

GREETINGS FROM THE FAR WEST REGION



Greetings from the Far West Regional Director:

It is my privilege to greet you and to extend a warm welcome. As the year progresses, I hope that each of you will be inspired to carry the torch of enlightenment along your life's path, illuminating the way for others.

As the newly elected Regional Director for the Far West Region, I deeply sense the great obligations of this position to which I have been elected, and I shall regard it a duty and privilege to advance the policies of this organization with the greatest vigor I possess. With the help of God and your cooperation, I shall devote myself unswervingly toward the attainment of our objectives.

Our regional theme is "Honoring the Past, Treasuring the Present and Shaping the Future." We must continue to be vigilant and strive to preserve the legacy of our founders. We must always give honor to our trailblazers, for surely we are proud to stand on the shoulders of those who came before us. We must be proud of where we are as an organization and try hard to shape the future of our youth, by encouraging them to: develop a positive SELF-IMAGE; ACHIEVE ACADEMIC EXCELLENCE; TAKE PRIDE IN THEMSELVES AND THEIR COMMUNITY; EXHIBIT OUTSTANDING CONDUCT; AND USE THEIR GOD-GIVEN TALENTS FOR THE BETTERMENT OF THEMSELVES AND THE SOCIETY IN WHICH THEY LIVE.

As we embrace the 21st century as educators, excellence in education should be our goal. Excellence is an attitude that educators, community leaders and students must pursue until it becomes a habit. In order for us to excel in education, we must reverse the trend of our students lagging behind in crucial subjects, such as math and science, by changing the course of America's schools. In doing so, our education system must focus on setting up classrooms appropriately by personalizing instruction, setting high expectations in the classroom for our students, holding schools accountable, providing incentives for success, increase parent involvement, give parents choice options for their child's education and last but not least, expect the best from all students.

Velma Brown,
Far West Regional Director

CONFERENCE EVENTS

Regional Conferences

EASTERN

April 21 - 24, 2016
Sheraton Bucks County Hotel
400 Oxford Valley Road
Langhorne, PA 19047
Host Chapter: Rho

SOUTHEAST

April 6 - 10, 2016
Sheraton Birmingham Hotel
2101 Richard Arrington Jr. Blvd
Birmingham, AL 35203
Host Chapter: Nu

MIDWEST

April 27 - May 1, 2016
Sheraton Indianapolis Hotel at Keystone Crossing
8787 Keystone Crossing
Indianapolis, IN 46240
Host Chapter: Tau

SOUTHWEST

March 31 - April 3, 2016
Holiday Inn South Broadway
5701 South Broadway
Tyler, TX 75703
Host Chapter: Epsilon Beta

FAR WEST

March 18 - 20, 2016
Four Points by Sheraton LAX
9750 Airport Blvd
Los Angeles, CA 90045
Host Chapter: Executive Board Far West Region

Youth Conferences

EASTERN

March 11 - 13, 2016
Park Ridge Marriott
300 Brae Blvd.
Park Ridge, NJ
Host Chapter: Delta Nu

SOUTHEAST

June 9 - 12, 2016
Rosen Centre Hotel
9840 International Drive
Orlando, FL 32819
Host Chapter: Beta Xi

MIDWEST

March 10 - 13, 2016
Dayton Marriott Hotel
1414 South Patterson Blvd
Dayton, OH 45409
Host Chapter: Beta Delta

SOUTHWEST

February 25 - 28, 2016
Tower Hotel
3233 NW Expressway
Oklahoma City, OK 73112
Host Chapter: Gamma Epsilon

FAR WEST

April 8 - 9, 2016
Holiday Inn
19800 South Vermont Avenue
Torrance, CA 90502
Host Chapter: Delta Xi

Chapters

Eastern Region

Alpha	Jersey City, NJ
Beta	Washington, DC
Gamma	Baltimore, MD
Epsilon	Charleston, WV
Zeta	Philadelphia, PA
Eta	Camden, NJ
Theta	Brooklyn, NY
Iota	Atlantic City, NJ
Xi	Chester, PA
Pi	Trenton, NJ
Rho	Wilmington, DE
Alpha Zeta	Richmond, VA
Alpha Lambda	Norfolk, VA
Alpha Mu	Annapolis, MD
Alpha Pi	Dover, DE
Alpha Tau	Roanoke, VA
Alpha Chi	Portsmouth, VA
Beta Epsilon	New York, NY
Beta Zeta	Durham, NC
Beta Lambda	Winston-Salem, NC
Beta Omicron	Jamaica, NY
Beta Tau	Salisbury, MD
Gamma Mu	Virginia Beach, VA
Delta Gamma	Virginia Beach, VA
Delta Lambda	Egg Harbor Twsp., NJ
Delta Nu	Bergen County, NJ
Delta Pi	Hillside, NJ
Delta Phi	North Haven, CT
Epsilon Alpha	Somerset, NJ
Epsilon Eta	New Bern, NC
Epsilon Sigma	Gastonia, NC
Epsilon Upsilon	Greensboro, NC
Epsilon Chi	Spring Valley, NY

Southeast Region

Nu	Birmingham, AL
Upsilon	Tuskegee, AL
Psi	Mobile, AL
Alpha Beta	Nashville, TN
Alpha Gamma	Jacksonville, FL
Alpha Delta	Miami, FL
Alpha Epsilon	Atlanta, GA

Alpha Theta	New Orleans, LA
Alpha Omicron	Tampa, FL
Alpha Phi	Pensacola, FL
Beta Beta	Montgomery, AL
Beta Eta	Memphis, TN
Beta Kappa	West Palm Beach, FL
Beta Xi	Orlando, FL
Beta Sigma	Lakeland, FL
Beta Pi	Chattanooga, TN
Gamma Gamma	Panama City, FL
Gamma Eta	St. Augustine, FL
Gamma Theta	Brewton, AL
Gamma Omicron	Miami, FL
Gamma Psi	Jackson, TN
Delta Delta	Jacksonville, FL
Delta Zeta	Waycross, GA
Delta Iota	Olustee, FL
Delta Mu	Memphis, TN
Epsilon Mu	Bainbridge, GA
Epsilon Tau	Stone Mountain, GA
Epsilon Psi	Jackson, MS

Midwest Region

Mu	Chicago, IL
Sigma	Cincinnati, OH
Tau	Indianapolis, IN
Chi	Detroit, MI
Alpha Alpha	Kansas City, MO
Alpha Eta	Evansville, IN
Alpha Nu	St. Louis, MO
Alpha Xi	Cleveland, OH
Beta Gamma	Toledo, OH
Beta Delta	Dayton, OH
Beta Iota	Akron, OH
Beta Mu	Gary, IN
Beta Chi	Milwaukee, WI
Gamma Alpha	Columbus, OH
Gamma Beta	Kansas City, KS
Gamma Delta	Flint, MI
Gamma Kappa	Saginaw, MI
Gamma Rho	Shaker Heights, OH
Epsilon Xi	Forest Park, OH
Zeta Gamma	Maywood, IL

Southwest Region

Alpha Kappa	Tulsa, OK
Alpha Rho	Dallas, TX
Alpha Sigma	Fort Worth, TX
Beta Alpha	Shreveport, LA
Beta Rho	Texarkana, TX
Gamma Epsilon	Oklahoma City, OK
Gamma Nu	Little Rock, AR
Gamma Tau	San Antonio, TX
Gamma Upsilon	Waco, TX
Delta Beta	Austin, TX
Delta Epsilon	Dallas, TX
Delta Omicron	Muskogee, OK
Delta Chi	Houston, TX
Epsilon Beta	Tyler, TX
Epsilon Gamma	Plano, TX
Epsilon Delta	Lawton, OK
Epsilon Epsilon	Edmond, OK
Epsilon Theta	Beaumont, TX
Epsilon Zeta	Ennis, TX
Epsilon Iota	Galveston, TX
Epsilon Lambda	Orange, TX
Epsilon Pi	Arlington, TX
Epsilon Rho	Minden, LA
Zeta Alpha	Mesquite, TX
Zeta Beta	Port Arthur, TX

Far West Region

Beta Theta	Los Angeles, CA
Beta Nu	San Francisco, CA
Beta Phi	Compton, CA
Gamma Lambda	Pasadena, CA
Gamma Xi	El Cerrito, CA
Gamma Sigma	Las Vegas, NV
Delta Kappa	Inglewood, CA
Delta Xi	Long Beach/Carson, CA
Delta Rho	San Bernardino, CA
Delta Upsilon	San Diego, CA
Epsilon Nu	Moreno Valley, CA
Epsilon Omicron	Spokane, WA

Regional Locations



Regional Directors

Eastern Region
Noreen Little
Regional Director

Southeast Region
Delores D. Hills
Regional Director

Midwest Region
Francine E. Blake
Regional Director

Southwest Region
Dr. Sylvia M. Williams
Regional Director

Far West Region
Velma Brown
Regional Director

NATIONAL YES Program

Youth

Y O U T H
G U I D A N C E
**XINOS (HIGH
SCHOOL GIRLS)**
KUDOS (HIGH
SCHOOL BOYS)
**C O L L E G E
G U I D A N C E**
K A P P A
OMICRON TAU
(KOT)

Education

SCHOLARSHIP **READING**
POWER AFRICAN
AMERICAN HISTORY
COMPUTER LITERACY
MATHEMATICS **TEACH-
A-RAMA** LEADERSHIP
TRAINING **PUBLIC**
RELATIONS ACADEMIC
ISSUES **CURRENT**
TRENDS COMMISSION
ON CIVIL RIGHTS

Service

I N T E R N A T I O N A L
P R O J E C T S **NATIONAL**
LOCAL PROJECTS
**NUTRITION, HEALTH
& HYPERTENSION**
ASSAULT ON
I L L I T E R A C Y
CHILDREN & ADULT
BENEFITS EARLY
CHILDHOOD **TOUCH-
A-CHILD** SECOND
CAREERS **RETIRED**
SORORS VOLUNTEERS
FOUNDERS DAY
EDUCATION **HUMAN**
RIGHTS

Little Rock WELCOMES THE NATIONAL SORORITY OF **PHI DELTA KAPPA** 2017 CONCLAVE



Celia Anderson
Director of National Accounts
501-255-3334
CAnderson@LittleRock.com
LittleRock.com



PREPARING FACULTY FOR



INSTRUCTING WITH TECHNOLOGY

CENTURY

"In a fast-evolving, ever-emerging technology environment, it is untenable for higher education to continue training instructors on how to "use" technology. Faculty need to learn "why" technology can aid teaching and learning based on theory and practice" (Johnson, Wisniewski, Kuhlemeyer, Isaacs, and Krzykowski, 2012). School administrators often decide to increase technology in the classroom. This decision is usually based on research and best practices; yet, many times the executives forget to have a plan for implementation. Further, in the effort to keep up with an ever changing technical society, educators tend to purchase beautiful, expensive equipment that only sits in the classroom. The equipment sits for the sole purpose to say that computers are in the building. The new technology usually collects a lot of dust until there is a walk-through of upper level administrators.

Somehow, many educators miss the mark to effectively incorporate technology in the classroom due to the lack of adequate planning. To better serve educators and students, a strategic technology plan should be in place in order to successfully integrate use of technology in the classroom. The strategic technology plan should include the following three



elements: technological infrastructure, development for instructors and development for students.

Technological Infrastructure

The technological infrastructure for purposes of this article refers mostly to the technology that supports instruction in the classroom through use of the overhead projector, the interactive teaching board, and web technology. The technological infrastructure should take into account the increased volume of Internet usage. Perhaps the volume increase may require a different Internet plan to support the spike in usage. For example, at one small college, the science teachers decided that they wanted to purchase tablets to provide students with virtual lab experiences. Although the tablets were on sale with a large company for \$0.99, the instructor did not consider the cost to provide Wi-Fi for all of the tablets. Nor did the instructor contemplate the installation of an additional modem that would support having 30 computers online at one time. For this reason, before purchasing new technological equipment, administrators and teachers must first conduct an inventory on what technological supports are already in place, what may be needed to support the new technology, and how to project repair cost for broken equipment.

Development for Instructors

Adegbenro and Gumbo (2014) states "Currently, an emphasis on skills development for the 21st century has increased expectations on teachers to take advantage of emerging technologies to support student learning as well as their own pedagogical practices." In order to prepare faculty for 21st century instructing, teachers must be trained on how to use the new equipment. Not only should instructors learn how to use technology, but they should also receive instruction on how to incorporate technology into their lessons. If instructors do not know how to incorporate technology effectively, classrooms will be full of beautiful computers and devices with no one using them to enhance learning.

Development of Students

Many students support student input in the learning process, especially in higher education. Students are also important to the implementation of technology because they are the purpose for technology integration. As faculty members in higher education, we tend to forget the value of student buy-in. Although adult learners may have many devices and already know how to use computers, they may not know how to use them for educational purposes. For example, if an instructor decides to use a new learning management system (LMS) and have his/her students to submit course assignments on the LMS, then the students will need to know how to use the LMS. The instructor should set up a class just to learn the LMS before requiring students to be graded for their assignments. Once the class has gone over the LMS, then one might start with a small project. Lesson objectives should be clearly stated so that the faculty member can later assess how well the student progressed through the task.

Strategies to minimize anxiety of instructors and students rests on the shoulders of administrators. Strategic technology

integration planning is the best approach when it comes to increasing use of technology in the classroom. This plan should include a needs-based analysis of what is needed in the classroom prior to purchasing equipment. Faculty members will need the proper training to incorporate teaching strategies that integrate use of technology. Allen states "Faculty development workshops will give instructors the technological instructional tools necessary to connect more effectively and efficiently with students and other faculty" (2014). Students also need development of skills in the use of technology. Once the technological infrastructure is in place, appropriate training for instructors and students, teachers will be prepared for 21st Century teaching with technology.

References

- Adegbenro, J., & Gumbo, M. (2014). *Assessing Computer Application Technology Teachers' e-Skills and Procedural Knowledge With Regard to Teaching With ICT Infrastructure. Proceedings Of The European Conference On E-Learning*, 687-691.
- Allen, N. R. (2014). *Technological challenges of faculty at a historically black college and university (Doctoral dissertation, WALDEN UNIVERSITY)*.
- Johnson, T., Wisniewski, M. A., Kuhlemeyer, G., Isaacs, G., & Krzykowski, J. (2012). *Technology Adoption in Higher Education: Overcoming Anxiety through Faculty Bootcamp. Journal Of Asynchronous Learning Networks*, 16(2), 63-72.

This article has been generously contributed by Soror Nedra R. Allen, Ed.D. She is a member of Gamma Nu Chapter, Little Rock, AR.



Transformational Leadership



Challenges in Creating An Inclusive School Culture

Urban public schools are changing to serve an increasingly diverse student population. With the number of students of color increasing and with fewer numbers of African American teachers, the teaching workforce continues to be dominated by White teachers. In order to create an inclusive school organization with leaders that focus on positive relationships between and among groups of teachers, it is crucial for the transformational leader to understand how these groups of teachers interact and respond to each other.

The transformational leader faces many challenges in creating an inclusive school environment for all students. The problems that occur between groups of teachers can be understood using the theoretical framework of embedded intergroup and properties of intergroup theories. The nine properties of intergroup conflict include competing goals, competition for resources, cultural differences, power differences, conformity versus identity affirmation, group boundaries, affective patterns,

cognitive formations and leadership behavior (Cox, 1994).

Using a cross-cultural analysis, based on the properties of intergroup conflict, the three major themes that emerged from the group of teachers' perceptions were **incompatible goals**, **group boundaries**, and **power differences**. The three themes were illustrated in the following teacher quotations:

“Well you know I try not to see color, I mean color, use it as an issue only if it comes up. To really be honest with you, I was looking at my grouping cards and you are supposed to put a check by the names of their ethnic origin and then I have never thought about any one of my students of color in that way.”

“I do know that everybody has difficulties in life. We all have our cross to bear, some more than others. But, it does not necessarily mean that it's because of our color. Sometimes, it seems as if nobody desires to help one another. You know, we are not compassionate enough to each other. Everybody is looking out for himself or herself. This is not necessary.”

“As an African American teacher, I always hear ‘give back to your community.’ And you get to a point that it is a strong feeling that you have to give back. I don't know why, but I know it is strong and it is real.”



Based on these quotations, it was apparent that both African American and White teacher groups struggled with addressing their perceptions of interactions. Teachers of color embraced the shared racially and culturally connection with children of color while White teachers' initial concerns focused on personal self issues. White teachers identified a power struggle between groups of teachers regarding the concept of "color blindness." It was obvious to teacher groups that positive communication existed between same ethnic group student-teacher interactions.

How can school leaders create a place where all groups of teachers are learning, growing, and working together to create an inclusive environment for all students? Transformational leaders must identify the organizational roadblocks that prohibit a culturally inclusive environment and develop strategies to eliminate these roadblocks (Madsen, 2004). First, the leader must understand how his/her own cultural identity affects relationships with all groups of teachers. Second, the leader must establish an organizational identity that influences how he/she responds to the school's image. Third, the leader must work hard to ensure that there is a relational identity orientation in which interpersonal interactions for addressing conflicts in a positive environment exists. Finally, the leaders need to create an organizational structure that develops a socialization process for all teachers in the school to feel safe and supportive during intergroup conflicts.

I suggest that there are strategies that groups of ethnically diverse teachers can use to respond to intergroup conflicts within an urban context. Teachers who find themselves interacting in diverse groups must consider the cultural experiences of others. These considered experiences can include: the different motivational needs and cultural values that may influence other teachers' decisions, the communication practices that affect how other

teachers are perceived and the leaders' expectations of who is empowered in school decisions.

In summary, when leading a diverse group of teachers and students in an urban environment, knowledge about school participants' ethnic and cultural differences become imperative. The insightful research of Lewis (2003) reflects how people construct and negotiate racial identity in schools. Lewis indicates that a racial ascription process takes place as individuals socially categorize differences, establish racial boundaries, and identify inclusive power practices. Cox, (2000) suggests that intercultural knowledge and experiences inform leader-teachers' interactions regarding problem solving, decision making and their perceptions of intergroup conflicts.

Therefore, the challenge of transformational leadership in diverse urban schools is to become cultural integrators and consensus builders who acquire a deep understanding of their students' backgrounds and perspectives, and establishes leader-teacher trust (Dovido et al., 2001). Transformational leaders have to create an inclusive environment where all groups of teachers within the system accept accountability for all students' achievement and perform better as a result of their collective and positive relationship endeavors.

References

- Cox, T. (1994). *Cultural diversity in organization: Theory, research, and practice*. San Francisco: Barrett-Koehler.
- Cox, T. (2001). *Creating the multicultural organization: A strategy for capturing the power of diversity*. San Francisco: Jossey-Bass.
- Dovido, J.F., Gaertner, S. I. & Bachman, B.A.. (2001). *Racial bias in organization: The role of group processes in its causes and cures*. In M.E. Turner Ed), *Groups at work: Theory and research* (pp.415-470). Mahwah, NJ:Lawrence Erlaum Associates.
- Lewis, A. (2003). *Race in the schoolyard: Negotiating the color line in classrooms and communication*. New Brunswick, NJ: Rutgers University Press.
- Madsen, J.A. , Marokela, R.O. (2005), *Culturally relevant schools*. Rutledge Press, New York, N.J.

This article has been generously contributed by Soror Stella Cook Bell, Ed.D. She is a member of Delta Beta Chapter, Austin, TX.





Parental Involvement Matters

Parental involvement is said to be parent reported participation at least once during the school year via attending a general school meeting, attending a scheduled meeting with their child's teacher, a school event, or volunteering in the school or serving on a school committee. Outside the home, parents can serve as advocates for the school, by taking an active role in the governance and decision making necessary for planning, developing, and providing an education for the community's children.

As a young child, I remember my mother and grandmother both being actively involved in my school. My grandmother, now a retired kindergarten teacher, would collaborate with my teachers providing them with strategies she would use at home to assist with my math difficulties. And my mother, a single, hard-working college student, always made time to help with various fundraisers and kept up a great rapport with my teachers to ensure that my grades, as well as behavior, were always great. My teachers constantly expressed how they enjoyed when my parents and others helped in the classroom; especially fundraisers, because they knew they could build relationships and foster support systems during these events. Not only did my mother build a relationship with my teachers, she was also able to build a relationship/friendship with the other parents that were involved.

Discourse amongst current administrators suggests that parent involvement just isn't the same as it used to be when we attended grade school. The reality is that students who have parents actively involved in their school are likely to have less behavioral issues and higher academic performance, compared to students whose parents are not actively involved in their school.

Positive effects of parental involvement have been demonstrated at both the elementary and secondary levels, with the largest effects often occurring at the elementary level. Studies indicate that parental involvement in school life with middle schoolers resulted in higher academic performance than helping with homework. Involvement allows the parent to closely monitor school and classroom activities, as well as collaborate their efforts with teachers to encourage acceptable classroom behavior and ensure that their child completes schoolwork. Often observed, many teachers of students with highly involved parents tend to provide more attention to those students, and they are more likely to identify at earlier stages problems that might impede student learning. Thusly, parental involvement promotes positive parent-teacher interactions, and can have a positive effect on a teacher's self-perception.

What Can Schools Do To Increase Parent Involvement?

Advertisement can be a strong tool to encourage parental involvement, and schools are their own best advertisement. What can a school advertise? A school mission can be advertised for campus visitors upon entrance into the school. Getting parents to buy into the school vision is paramount. What is written in the school vision should align with the culture as well as the expectations of the parents. When the vision can meet both goals, it will be an easier task for parents and visitors to want to donate, visit, or even volunteer in your building. The term often associated with school vision is “stakeholder”. A stakeholder could be considered as local businesses, clubs, local board members and, most importantly, parents.

So, what will it take to increase parental involvement? We must reach out to all parents in our schools and extend a personal invitation to everyone not just the ones who are easy to reach. Sponsor multicultural events and make every parent feel included and feel a part of our school's winning team. For those parents that speak English as a second language, all parent materials should be translated. Also, if resources are available, organize transportation for those who need it. The entire school, will benefit tremendously from this type of broad-based approach to induce parent involvement.

Yet, the strongest tool that a school may have in its arsenal is good old fashion gratitude. Encourage and praise your parents that are actively involved. No matter how small the involvement, it is important to make sure they are aware that you recognize and appreciate their contribution. When a parent donates an item to the school, put a plaque or sticker on it that gives them credit. When they raise money, make sure others know what it was able to buy for students. A little basic kindness can go a long way toward building your reputation with parents and encouraging parent involvement.

Families are relocating all the time, therefore new students will join your student body. When those parents are registering their children, make a



special effort to reach out to them. Parents new to the school need our help. Provide them with information about the school, teachers, schedules, and more. Reach out to them early and individually to give them a positive feeling about wanting to be involved in the school.

Getting parents involved is not an easy job, nevertheless someone has to do it. Creating the atmosphere for positive involvement is a must! Continually emphasize that parents are partners of the school and that their involvement is needed and valued. With the complexity of the world today, it will entail more than a great school and a good home environment to educate and motivate our students. It will require the parents and school working together, sending the right message to students, which is “We Care”.

This article has been generously contributed by Soror LaToshia S. Chism, Ed.D. She is a member of Gamma Psi Chapter, Jackson, TN.



Instructors Make a Difference!

It is impossible to understand the
difference you make for a student.

Work returned with comments speaks
volumes about the love we have for our work.

Dedicating our lives to work that is rewarded
by the progress of successful students.

Instructors make a Difference!

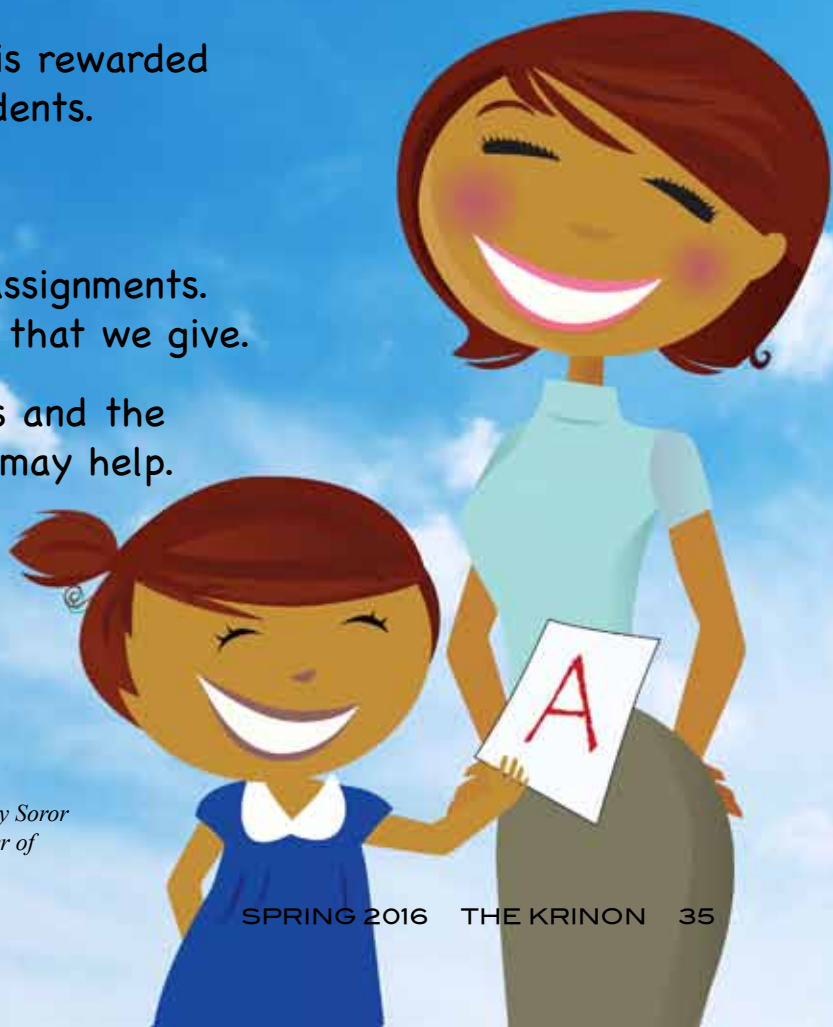
Lectures and lessons, exams and assignments.
All built to help guide the lessons that we give.

Research into students' references and the
referral of other references that may help.

Instructors make a difference!



*This poem has been generously contributed by Soror
Casandra L. Holliday, Ed.D. She is a member of
Zeta Gamma, Maywood, IL.*



THE PARENT VARIABLE/SOLVE FOR (P):

The Absence of Parental Presence, Involvement, and Advocacy in the Classroom





Until the early part of 2000, the parental presence within the classroom was significant and expected by every educator. Whether it was the father, or mother — or both — the visible involvement of parents in their child's education resonated both academically and behaviorally for everyone concerned. Over the last 50 years, however, numerous studies have shown that the number of parents making themselves an active participant within their child's classroom has dropped. This is alarming educators across the country and definitely affecting the quality and consistency of education and academic success for children, especially those in the early beginnings of their academic journey.



Every educator and administrator knows that the key for success educationally does not begin in the classroom or lie in the hands of teachers; true academic success begins long before the child reaches the traditional classroom setting—it begins at home. To put it in mathematical terms, the most important of the influencing factors in the equation Parent (P) + Teacher (T) + School (S) + Community (C) = Academic Success (AS) is the variable P, which represents the parent as participant. When the parent is absent from the equation due to work schedules, disinterest, presumption that the educator is completely responsible for the child's success—the other variables in the success equation cannot completely contribute, therefore rendering the equation, and a child's chance of true academic success, ineffective.

Ensuring that parents understand just how crucial their role is, and educating them on the myriad of ways they can both physically and cognitively contribute to their child's success in the classroom, would assist greatly in the improvement of current participation statistics. What should be first explained and understood is that the establishment of desired learning behaviors and expectations should begin before the first day of Kindergarten; even before birth, a parent's expectations for his/her child's academic success should be developed. It is well documented that children begin to reveal their

learning potential and behaviors during their formative years (ages 0-10); it is also during this time that their minds are most malleable, and able to absorb and master most forms of instruction, no matter how advanced (DCFS Publication, p.4), therefore the very early years (ages 0-5) are the most opportune time to begin their educational involvement.

Secondly, the phrase 'parental involvement' should be clearly defined and designed around the parent's understanding of his/her child and the child's specific learning approach. It can encompass such activities as assisting with homework, actively volunteering within the school, or ensuring that they are present and engaged during all scheduled parent/teacher conferences (Jeynes, 2010). It can also require the parent to have more of a designated educational role in their child's education, such as Case Manager, Educational Architect, or Child Advocate: all unique positions that may more positively affect a child's academic outcomes if employed by the parent. (Neblett, Chavous, Nguyen, & Sellers, 2009).

All three positions involve the establishing and the maintenance of clear and honest communication between all three entities—parent, teachers, and school administrators—as well as the proactive involvement of the child in his/her own educational experience. As defined by the Case Management Society of America, a successful manager/advocate must be completely involved in the “collaborative process of assessment, planning, facilitation and advocacy for options and services to meet an individual's...needs.” (Torres, Gill, Klaus-Taylor, pg. 15). The parent cannot assume a passive role if he/she wants to successfully advocate and manage the child's education. The parent must first design a program that takes into consideration the child's cognitive, emotional, social and physical development, and ensure that all learning routines, approaches, and behaviors are understood and established before the beginning of each school year.

Through creating and implementing the home learning environment early, setting expectations and ensuring that he/she understands them, and reinforcing educational concepts once the child returns

home, will ensure that the correct behaviors and habits manifest themselves when they enter the classroom (Segal, Smith pg. 1). Inclusion of the child's teachers and school administration in development and implementation of the program/approach will also assist in forming a cohesive unit of support all focused on the child and his/her academic experience (Trudisco, pg. 13).

Additionally, the child should be included in establishing learning routines and approaches, and allowed to assist with creating and maintaining an organized system for homework and study materials. This will set the positive tone toward the school year, and empower the child to be an active participant in his/her own success. This will also reinforce the organizational and study skills required within the classroom setting, enhance the child's learning abilities and allow him/her to thrive within the traditional learning environment (Segal, Smith, pg. 4).

Lastly, all parents should ensure that they are familiar with the policies and procedures governing their child's school system. They should remain current on teaching approaches, the acquisition and maintenance of supplies, textbooks, and equipment, and the attitudes and requirements for parental involvement. Parents should also ensure that meetings with teachers and school officials are

scheduled periodically and that all are in attendance and ready to discuss any changes made by the school systems' governing bodies. Being a vocal participant is just as important as being visible within the school itself, and will empower the parent to affect positive movement within the child's educational sphere when needed.

Every parent wants his/her child to attain academic success, at all levels of education, and should be encouraged to visibly and vocally advocate and participate in all aspects of the child's education. Work schedules, a seeming disinterest, or even the assumption that the educator and school administration have the only influence and control over the child's success, as well as other, yet unknown factors, have reduced critical participation and therefore have lowered the quality of education being offered. By re-educating parents on the importance of their presence, and giving them innovative approaches that assist with their implementation and the establishment of communication with all stakeholders, the critical factor of P in the success equation can again play its role in the academic success of all students.

References

- Jeynes, H., William (2003). *A Meta-Analysis: The Effects of Parental Involvement on Minority Children's Academic Achievement*. *Education and Urban Society*, Vol. 35, (2) 202-218.
- Department for Children, Schools, and Families (2008). *The Impact of Parental Involvement on Children's Education*. DCFS Publication, Nottingham, 2-10.
- Neblett, E. W., Chavous, T. M., Nguyen, H. X., & Sellers, R. M. (2009). "Say It Loud – I'm Black and I'm Proud": Parents' messages about race, racial discrimination, and academic achievement in African American boys. *The Journal of Negro Education*, 78(3), 246-259.
- Segal, J., Smith, M. (2015, July). *ADD/ADHD and School: Helping Children and Teens with ADHD Succeed at School*. 1-6 Retrieved from <http://www.HelpGuide.org>
- Torres, D., Gill, M., Klaus-Taylor, E., *The Parent's Role Makes a Difference*. (2013, October) 15
- Retrieved from <http://parentsascaemanagers.com>
- Trudisco, M., Robert (2007). *The Four ATE's of Effective Student Advocacy: Evaluate, Education, Communicate, and Advocate to Get your Child's Needs Met. Attention! 13-17*.

This article has been generously contributed by Soror Montia D. Gardner, M.Ed. She is a member of Beta Mu Chapter, Gary, IN.



A Sense of Urgency Excellence for Minority Students

The State of New Jersey declared a sense of urgency to improve student achievement by holding teachers and school building administrators accountable for student educational growth. TEACHNJ changed the tenure law for teachers and included in their performance evaluation student growth percentage. (N.J.S.A. 18A:6-117-123)

Do minority educators have a sense of urgency to improve minority student achievement? Who cares about ensuring that minority students obtain education excellence? According to New Jersey School Boards' data, there are approximately 604 school districts and less than 2% of these districts are led by minority superintendents. Who are the leaders of the school districts where the majority of students enrolled are minorities?

The data from the 2013 - 2014 New Jersey Department of Education School Fact Sheet should push the urgency button in those who are in the schools with a significant number of minority students. For 2013 - 2014 the grand total for statewide dropouts was 6,274. When the data is more closely analyzed, African American students compose 37%, Hispanic students 35.1%, and White students 23.3%. In Table 1, further analysis of the student data shows eight of the 21 state counties (Burlington, Camden, Essex, Hudson, Mercer, Middlesex, Passaic, and Union) have a significant number of minority students. When county dropout numbers are compared, there is a grand total of 4,562 dropouts: 584 White students, 2,035 Black Students, and 1,784 Hispanic students.

Table 1. 2013 - 2014 Dropout by County

County	# of Dropouts	White	Black	Hispanic
Burlington	224	109	74	31
Camden	489	100	188	174
Essex	1,338	55	976	326
Hudson	556	54	167	291
Mercer	499	46	270	164
Middlesex	366	96	63	167
Passaic	575	67	139	346
Union	515	57	158	285
Grand Total	4,562	584	2,035	1,784

The data speaks for itself. The graduation rate for 2013 - 2014 school year, also gives reason for urgency. Table 2 data details that 93.5% of the eligible White students graduated compared to 78.9% Black students and 80.6% Hispanic students. Our Black students are in trouble. Who is going to lead their school districts and be committed to ensuring that they receive education excellence? If the data is further analyzed, Black males lead all groups in the dropout rate and low graduation rate.

Table 2. 2013 - 2014 Graduation Rate

Race	Total # of Possible Graduates	% Who Graduated
White Students	56,764	93.5
Black Students	17,784	78.9
Hispanic Students	21,612	80.6

Our minority students deserve to have educational leaders who understand the challenges that

minority students face and who are committed to ensuring that they receive a quality education motivating them to develop to their fullest potential. An urgency exists for more minority educators to seek leadership positions that put them at the decision-making tables to determine educational programs for minority students. As minority males and females obtain success playing interscholastic sports, they should also thrive to obtain the same success academically. As for minority students, who dropped out of school in the 2013-2014 school year, where are they now? Who is laying the path for them to follow? More importantly, who are they following and what are they doing?

Minority students deserve to have educational leaders who look like them and care about their educational success. Additionally, minority students need to see minority educational leaders who are in any type of public school. Minority students need role models that give them hope and show them opportunities outside of their own communities.

Where are the minority educational leaders who will a) challenge the process; b) inspire a shared vision; c) enable others to act; d) model the way; and e) encourage the heart (Kouzes and Posner, 1995, pg. 318)? As transformational leaders, minority leaders must develop opportunities to change the status quo for minority students and develop collaborative and cooperative environments that accept change(s). Complacency should no longer be acceptable. Leaders must bring a passion that demonstrates that they can make a difference for minority students within the framework of improving student achievement for all students. Building relationships with others, developing respect, and creating an atmosphere of trust will enable others to buy into saving all children and committing to educational excellence for all students. Minority leaders can model the way to care about minority students, to be dedicated and committed to their education excellence. They should behave in a manner that all students' lives matter and that it is the school's responsibility to ensure that all students reach their respective educational potential. Minority leaders must have the heart to face the challenges

of obtaining administrative positions. Historically, minorities have had to fight for anything that was beneficial for them. This fight for leadership positions is no different. Minority students and their futures are worth the fight and the determination. Burns suggests that transformational leadership is when leaders change followers into leaders who others will follow and leaders become moral agents. The transformational leader shapes, alters, and elevates the motives, goals and values of followers (Couto, 1995, pg. 103).

There are many minorities who are in classrooms teaching and others who are serving as coaches, supervisors, and other pseudo-administrative positions who need to take the next step and become higher level leaders. It is time to reclaim our minority students and engage them in making educational excellence a priority. There is a need for minority educators to position themselves to make a difference in the systematic approach to educating minority students. The challenge is not too great for our minority students. There is leadership in all educators. Minority educators must take that leadership to a higher level and enhance the educational achievement of minority students. They need to embrace the standards by reaching towards a higher bar.

References

- Couto, R. (1995). *The Transformation of Transforming Leadership*. In J. T. Wren, Editor, *The Leader's Companion: Insights on Leadership Through the Ages* (pp. 102-103). New York: The Free Press.
- Kouzes, J. M. and Posner, B. Z. (1995). *The Leadership Challenge*. San Francisco, California: Jossey-Bass Inc. ISBN: 0-7879-0269-1
- New Jersey Department of Education. (2013-2014). *School Data Fact Sheet*. Retrieved November 14, 2015 from <http://www.state.nj.us/education/datafact.htm>

This article has been generously contributed by Soror Carolyn Gibson, Ed.D. She is a member of Pi Chapter, Trenton, NJ.



Becoming a Culturally Responsive School Leader

School leaders with the capacity to lead culturally diverse school communities are critical to the future of public education. Campus administrators are key in establishing and fostering the culture and climate of their schools. The personal and professional identities of each leader influences how race and culture impacts teaching and learning on the campus. An educational leader must be able to navigate the diversity of experiences on an urban school campus. As student bodies have become more ethnically and economically diverse, principal leadership has become more complex, taxing and social service oriented (Loder, 2005). Students need equity-oriented leaders – leaders who wish to provide equal educational opportunities and a high quality education to all students regardless of socioeconomic and cultural background (Cooper, 2009).

Various models of a “new” kind of principal leader has been studied from the concept of “social justice leadership” to “community leadership” to “transformative leadership.” (Khalifa, 2012).



Demographic shifts, deepening racial conflicts and more diverse students and families who are disengaged from the educational process reveal the need for more educational leaders who embrace a culturally relevant leadership style. In a case study of three female principals’ approach to parent and community involvement, Johnson (2007) defines culturally responsive leadership practices as “those actions that support academic achievement, work to affirm students’ home cultures, empower parents in culturally and economically diverse neighborhoods and to act as social activists who advocate for societal change to make their communities a better place to live.”

As political, societal and economic changes impact families and communities, principals must have the courage to change the mindsets of communities so that they feel connected and encouraged to bring

their talents, interests and concerns from the home into the school environment. Educational administrators are key in establishing the culture and climate of their schools as well as the attitudes concerning race and culture and their implications for learning (Horsford, et al, 2011). School leaders can promote equity, engagement and excellence in education through culturally relevant leadership.



To describe the components of culturally relevant leadership, Horsford, et. al. (2011) created a framework emphasizing four dimensions critical to the successful leadership of schools in diverse settings. The four dimensions of culturally relevant leadership are: 1) political context; 2) pedagogical approach; 3) personal journey; and 4) professional duty.

The first dimension of the framework, political context, describes the overarching social and political context of public education in the United States. Achievement gaps, racial disparities, and federal and district policies frame the work of school leaders. Understanding the various needs of urban students, whether they be the overidentification of African American students in special education, closing the achievement gap, the education of undocumented students, and programs for English language learners, are examples of the important issues facing public schools (Horsford, et al., 2011). Culturally relevant school leaders must be attuned to the political environment that surrounds their work. The second dimension, pedagogical approach, highlights the need for school leaders to establish a school culture and climate that advances student learning while valuing each students' learning style, culture and ethnic heritage. The personal journey, the third dimension, challenges the principal to measure

and assess her/his own beliefs and assumptions concerning students who represent different backgrounds or experiences than their own. The last dimension, a professional duty, highlights the need for school leaders to successfully monitor and mediate cultural conflicts by modeling effective cross-cultural communication through dialogue and mediation (Horsford, et al., 2011). This framework for culturally relevant leadership informs the practice of educational leadership and speaks to the perspectives of urban school leaders with the aim of increasing academic achievement for all students.

References

- Cooper, C. (2009). *Performing cultural work in demographically changing schools: implications for expanding transformative leadership frameworks*. *Educational Administration Quarterly*, 45:694.
- Horsford, S.D., Grosland, T., Gunn, K. (2011). *Pedagogy of the personal and professional: Toward a framework for culturally relevant leadership*. *Journal of School Leadership*, 21, 582-602.
- Johnson, L. (2007). *Rethinking successful school leadership in challenging U.S. schools: Culturally responsive practices in school-community relationships*. *ISEA*, 35, 49-57.
- Khalifa, M. (2012). *A renewed paradigm in successful urban school leadership: principal as community leader*. *Educational Administration Quarterly*, 48, 424-464.
- Loder, T.L. (2005). *African American women principals' reflections on social change, community othermothering and Chicago public school reform*. *Urban Education*, 40,298-320.

This article has been generously contributed by Soror Pamela L. Gray, Ed.D. She is a member of Delta Beta Chapter, Austin, TX.



PAR EXCELLENCE IN Multicultural

Embracing the Standards, Raising the Bar and Excellence in Education should focus educators on the prize of student success and mandate a comprehensive and thorough, main artery of cultural infusion, to be at the heart of the curriculum design. Effective schooling and curriculum are essential to exemplary global and cultural learning. As quoted by the historic, leading tenant on effective schooling, Harvard Graduate School of Education professor, the late Ronald R. Edmonds: "We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far."

Thus, multicultural education, and the need of the same in today's educational excellence for the English Language Learner (ELL), is par excellence. The ELL population, or the population of students speaking another first language other than English (and the other language is their home language) constitutes the makeup of a student population with a multiplicity of cultures, languages, races, religions, etc. With America being the virtual "melting pot," today's portrait of Excellence in Education must recognize this diversity, and strive for this excellence for the ELL student...and frankly, strive for this excellence, impacting all students.

As referenced in the United States Department of Education Institute of Education Sciences, National Center for Education Statistics: "Students who are ELL participate in appropriate programs of language assistance such as English as a Second

Education

Language, High Intensity Language Training, and bilingual education to help ensure that they attain English proficiency, develop high levels of academic attainment in English, and meet the same academic content and academic achievement standards that all students are expected to meet."

With the realization that our classrooms are more different than ever, curriculum must be adjusted, respectively. School staff must realize the same. According to Menkart (1993), the inclusion of the following components, are important to the multicultural curriculum. They are:

- (1) Focusing on discrete contributions of various cultures to the mainstream culture;
- (2) Addition of a unit or course on a particular ethnic group without other changes to the basic curriculum;
- (3) Infusion of different perspectives and content, representing change in the basic curriculum; and
- (4) Encouraging students to make decisions and take action related to the concept or issue discussed.

As change agents for the ELL student population, educational curriculum and materials must be transformed to support positive images, contributions, perspectives of non-dominant individuals and groups (Banks, 1993). Shin and Gorski (2000) found that change must also include active listening and incorporation of the students' perspectives, voice, and their important social issues,

etc. Students can also become another multicultural classroom resource.

Cultural diversities are to be observed and must be celebrated. But, just not solely during a particular time of the year (i.e., Asian Pacific American Heritage Month; Irish American Heritage Month; Black History Day or Month; Mawlid-al-Nabi; Hispanic Culture Awareness; Martin Luther King Day; Yom Kippur, etc.). Multicultural education is not a festival where you celebrate a particular day or month or time; not a time to eat tasty, unforgettable, mouth-watering and traditional foods; nor a season where you wear specific colors and fabrics of beautiful costumes/clothing.

These cultural celebrations must continue throughout the school year, including recess.

Par excellence multicultural education must include a culturally rich, academically fortified, free of bias, school district endorsed curriculum which addresses the variety of learning styles and cultural nuances. Educators who build a coalition of colleagues that are different in terms of race, sexual orientation, gender, religion and home language can create comfortable classroom activities based on students' cultural needs with validation of the same via scheduled celebrations and festivities throughout the calendar year. Cultural immersion professional development and in-service for all stakeholders should include administration, staff, students and parents with an in-depth review and reflective thinking on Gorski's *Beyond Celebrating Diversity: Twenty Things I Can Do to be a Better Multicultural Educator*.

Observing the planted seeds' growth and bloom are greater than any reward. The ardent and ongoing work of this profession is to educate and to remain cognizant of our passion, goals and objectives. Nelson Mandela stated "Education is the most powerful weapon which you can use to change the world." Yes, this we must do in order to have par excellence in multicultural education – and educational justice for all; no matter the student's race, creed, color or national origin.

References

- Banks, J. (1993). *Approaches to multicultural curriculum reform*. In J. Banks and C. Banks (Eds.), *Multicultural education: Issues and perspectives*. Boston: Allyn & Bacon.
- Edmonds, R. (1979). *Effective schools for the urban poor*. *Educational Leadership*, 37 (2), 15–23
- Gorski, P.C., (2010). *Beyond celebrating diversity: twenty things I can do to be a better multicultural educator*. Retrieved from Ed Change www.EdChange.org.
- Mandela, N. (1995). *Long Walk to Freedom*, New York, Boston, London: Little, Brown and Company
- McIntosh, P. (2000). *Interactive phases of personal and curricular revision with regard to race*. In G. Shin and P. Gorski (Eds.), *Multicultural resource series: Professional development for educators*. Washington, D.C.: National Education Association.
- Menkart, D., (1993) *Office of Bilingual Education and Minority Languages Affairs (ED). Multicultural education: strategies for linguistically diverse schools and classrooms*. Washington, DC. United States Department of Education Institute of Education Sciences, National Center for Education Statistics Retrieved from: <https://nces.ed.gov/>

This article has been generously contributed by Soror Sharrie Dean-Collins, Ph.D. She is a member of Gamma Omicron Chapter, Miami, FL.



Don't Quit

When things go wrong, as they sometimes will,
When the road you're trudging seems all up hill,
When the funds are low and the debts are high,
And you want to smile, but you have to sigh,
When care is pressing you down a bit,
Rest! If you must; but don't you quit.

Life is queer with its twists and turns,
As everyone of us sometimes learns.
And many a failure turns about
When he might have won had he stuck it out;
Don't give up, though the pace seems slow;
You might succeed with another blow.

Often the goal is nearer than
It seems to a faint and faltering man,
Often the struggler has given up
When he might have captured the victor's cup.
And he learned too late, when the night slipped down,
How close he was to the golden crown.

Success is failure turned inside out;
The silver tint of the clouds of doubt;
And you never can tell how close you are,
It may be near when it seems afar;
So stick to the fight when you're hardest hit;
It's when things seem worst that you mustn't quit.

~ Anonymous

What's the BT about Bloom's Taxonomy

Twenty-first century educators are challenged to be innovative, clever and imaginative when engaging learners of all ages. A successful learning environment mandates that this creativity includes forward thinking attitudes, continuing education courses and versatility to embrace constant change within our society. The "Big Thing" about Bloom's Taxonomy is taking the model and formulating new ways to deliver, design, receive, examine, infer and solve the learning process. We must present the data and allow the students to articulate it back through a format conducive to their generation. Instruction can include the ability to incorporate beats and the use of iambic pentameter, and to generate a common denominator to bond the learning process.

Consider establishing the dialogue of traditional learning requirements through alternate electronic devices. Did you know that the use of technology can render positive results? Tablets, gaming devices, reading systems and learning toys can enhance and stimulate the user to retain and recall at a greater level. If the current academic institution has a limited budget and services are not always accessible, look to your community for help. Many states have a variety of free and

low cost resources to support students. Public libraries provide unlimited access to users of all ages including circulating loan book collections for the classroom. Additional free services at your library include: HOOPLA, Free streaming vs. Netflix for pay streaming, Playaways – a free story in your pocket, and Overdrive-Free digital downloads. All are available resources for use in and beyond the classroom. Develop your "BT" as Building Talent when you are using Bloom's Taxonomy!

Knowledge *Recall the information*

Comprehension *Translate the Message*

Application *Experiment problem solving tactics*

Analysis *Recognize the trend*

Synthesis *Use standards concepts to generate new thoughts*

Evaluation *Access the results of the problem*

This article has been generously contributed by Soror Carolyn V. Neal. She is a member of Gamma Rho Chapter, Shaker Heights, OH.



Using Skype

to Break Down Classroom Walls



It's always amazing to me how we educators can grab hold of something that wasn't developed with us in mind and make it our own. We have a knack for doing that, and we've done it with Skype. Utilizing Skype, educators are knocking down classroom walls, allowing our students the chance to hear from experts, and creating global learners.

I began using Skype in my classroom in 2012 when it was relatively new. Once Skype realized that teachers were using it in their classrooms, they developed Skype in the Classroom. Recently, they have teamed up with Microsoft; they are now Skype-Microsoft. Imagine the resources available with this merger!

My first experience with Skype was Mystery State which is now referred to as Mystery Skype. I connected with a teacher in another state. My students exchanged yes or no questions with the other class in order to guess their state or country. My classes participate in at least one Mystery Skype a week.

Since 2012, I have connected my classes with classes all over the U.S. and the world. We have Skyped with students in New Zealand, Spain, and Ireland, to name a few. Mystery Skype made teaching geography, writing skills (blogging), reading a map, listening and speaking skills, and using social media a breeze. And to top it off, imagine seeing the face of a child in Delaware who hears the accent of a child in Ireland. Amazing!

Another yearly favorite is the Global Read Aloud Project. Students from all over the world read one book, and then discuss it via any method they choose. In the past years, they have broken it down by grade level; now even K-2 can participate. Global Read Aloud has grown. Thousands of students participate each year.

Each year I also connect my class, via Skype, with a class that is reading the same book. I connected with a teacher in Mississippi the first year. Our classes had a book discussion via Skype followed by a game, "Guess My Scene". The students drew a scene from the story, held it up to the camera; and the other class had to guess what it was. What an opportunity to engage our students and promote critical thinking.

Another innovative way to use Skype is to connect with experts. With budget cuts, it is very difficult to get our kids out of the classroom. Skype is a way to have our students connect with experts in various fields.

Over the years, my classes have Skyped with a marine biologist who was on the beach in Florida. They have asked questions of dogsledders in Alaska, sat down with a computer programmer from Microsoft during the week of Hour of Code, and talked about sharks with a shark expert.

On World Read Aloud Day, TV One commentator Roland Martin and his wife, Jacquie Martin, read "A Wrinkle in Time" from their home to my students. Skype has given us the opportunity to share a multitude of real world experiences without leaving the classroom.

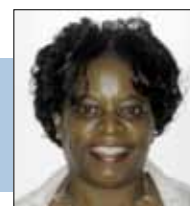
Take advantage of Skype in the Classroom! This site gives you access to an enormous amount of projects with people, educators, and classes all over the world who are willing to collaborate with your students.

Helpful Tips for Implementing Skype in your classroom:

- Make sure Skype is not blocked in your district. If it is, find out who can unblock it.
- Create a Skype account.
- Make sure you have a device with a camera or a webcam.
- Classroom management is a must! Assign jobs if necessary.
- Make sure everyone can be seen and heard.
- Do a test run before the actual Skype.
- Make sure there's someone there who can help if you need it. It could even be a student or your IT person.
- Be prepared if the technology doesn't work, but don't be afraid to try again.
- If Skyping with someone who has given of their time, send Thank you letters or notes. (optional)

There are so many ways to implement Skype in your classroom. Hopefully you will take advantage of at least one!

This article has been generously contributed by Soror Lisa M. Mims. She is a member of Rho Chapter, Wilmington, DE.





As we look at our youth today, many of them are struggling to find their own identity and purpose in life. With many teens being raised by a single parent, they do not always have the opportunity to truly experience a well cultivated and quality life. With the ongoing development of technology and changes in the television network, teens today are mimicking mostly what they see and what they hear through mass media. Many children growing up in the 21st century are not being equipped with the essential attributes for developing quality relationships, problem solving skills, and an understanding of their own well-being. As such, how does one enable or teach teenagers today to perfect their total well-being while living in a dysfunctional environment or those just not being taught certain skills within the home? How does one enable or

teach teens to focus and achieve their maximum potential out of life? What elements will they need to become successful and productive citizens in our society?

As we all know, there is an ongoing incidence of teenage violence, teenagers having encounters with police, and teen pregnancy. Whatever the rationale for such travesties, it is certainly a concern that something is totally needed to address this conduct across our country. By providing challenging appropriate social and emotional cultivation for our teenagers today, this conduct can be changed or at least decreased by allowing teenagers an opportunity to pursue more meaningful and positive experiences. I am compelled to believe that there are specific attributes that will enable

teenagers to maintain certain values and behaviors necessary in becoming model citizens. These four traits are certainly critical for teenagers to have and/or obtain for everyday life. There are numerous attributes that teenagers need; however, for this selection, these are the four attributes that will be addressed. They are:

1. Character
2. Attitude
3. Respect
4. Dignity

As with the American Express slogan, "Don't Leave Home without it", teenagers should never leave home without ensuring that their character is intact, that they make every effort to keep a positive attitude, that they know how to be respectful, and lastly, that they know how to maintain a level of dignity. If these attributes are in place, then our teenagers today cannot be easily persuaded to do irrational things. They hopefully will not hang with the wrong crowd or exemplify behaviors that are unbecoming, but by being respectful at all times, and understanding that they deserve the very best. Teenagers will in turn be leaders and take a stand for quality principles. Having such well-developed character traits, teenagers will be able to make better decisions and choices. Therefore, it is essential that they don't leave home without their C. A. R. D.

When these traits are not instilled or developed, teenagers tend to be more disrespectful, angry, disobedient, and lack integrity. To put it briefly, many teenagers that have negative attitudes are blatantly disrespectful to adult authority such as teachers, administrators, police, and even to their parents. The ongoing events that are happening within our community and across the country indicate that enough is enough and we must push to set forth efforts to make a change.

The teaching and practicing of C.A.R.D. attributes with every teenager within the home and at school should result in a shift of the number of violent acts and misconduct taking place. It is truly imperative that teenagers understand the essence of gaining such quality attributes. When teenagers understand and gain these positive attributes more clearly, they will realize that they can drive their success in life. As a high school administrator, I have witnessed my share of disciplinary misconduct, especially among African American students. Needless to say, it is desirous that teenagers are continuously taught about the advantage of developing their character, attitude, respect and dignity. It is time that our teenagers have the opportunity to grow up and become adults instead of becoming a statistic.

This article has been generously contributed by Soror Lindy M. Perkins, Ed.D. She is a member of Alpha Rho Chapter, Dallas, TX.





Engaged Parents

Make All the Difference

It may sound cliché that parent involvement can promote student success in school, but it is still very true in the 21st century. Research states that communication between parents and school can support the sense of belonging that is necessary for student academic success. Bridgeland et al. (2006) lists “improve the communication between parents and schools” as one of the five supports that could be put in place to help children stay in school.

Three ways that parents can get involved and make a difference are:

I. Be informed. We are living in approximately the third decade of the information age. Adolescents

are natives of the information age and their sense of community is a far cry from the physical community of the decades before. Community has been digitally redefined and occurs 24 hours a day with very little, if any, physical contact necessary. Digital citizenship is so important that many teacher evaluation tools include some reference to effective use of technology during classroom instruction.

Digital citizenship also means, that while electronic communication can be impersonal, it is also significantly present for 100% of your child’s waking hours. Postings to social media sites and clandestine communication tools provide your children with loosely supervised access to information. Know

what your children are up to. Become familiar with the school/teacher and textbook websites and do periodic checks of the apps your children download and the sites visited. Most importantly, be a supportive parent who talks to your children regularly and who takes a sincere interest in their lives.

2. Be your child's advocate. Have you ever said, "What is going on at that school?" If so, you are probably not advocating for your child as effectively as you could be. In order to effectively advocate, you have to familiarize yourself with school procedures and jargon. In other words, you have to speak the language of the school. There are many ways to do this and can include: regular contact with teachers, attending school open houses, and asking questions when you are unsure. Go to your school district's website and visit the calendar for information on upcoming events and teacher contact information.

3. Partner with the school. Get involved! The famous Gandhi quote suggests that "you must be the change you wish to see in the world." It is easy to complain that schools are failing our children and that resources are scarce, but what are you doing to help?

There are many ways you can partner with the school to make it a full-service community center that serves parents and students well. You can join the parent-teacher organization, you can attend Board of Education meetings, you can join school committees, and you can chair fundraising efforts. Any of these give you an opportunity to partner with the school to address issues and support the infrastructure. Doing so will help parents and children. This will allow you to be involved with a community of parents that have the same goal that you do – your children's success!

References Bridgeland J., Dilulio, J. & Morison K. (2006, March). The silent epidemic: perspectives of high school dropouts. Retrieved November 8, 2015, from <https://docs.gatesfoundation.org/Documents/TheSilentEpidemic3-06Final.pdf>.

This article has been generously contributed by Soror Dr. Tamika S. DePass Pipkin. She is a member of Alpha Chapter, Jersey City, NJ.



Ode to PDK

Ode to PDK

Ladies of red and gold

Represent so much if the truth be told;

*Democracy, justice, education, and
sisterhood;*

Purposeful living it feels so good.

*Sister, carrying, uplifting, and pushing
all to do their best,*

Until all have been reached we'll never rest.

*Teachin', trainin', shapin', and moldin',
Young minds to us...these are golden.*

*Education, communication, dedication,
and excellence:*

Is PHI DELTA KAPPA's equivalence.

*Ensuring an education supreme
Is our lifelong dream.*

This poem has been generously contributed by Soror Launi Teal. She is a member of Alpha Sigma Chapter, Fort Worth, TX.



Going to the **PARCC**



With the advent of the Common Core State Standards (CCSS) being adopted as the new curriculum across the United States, annual summative assessment is needed to align with its demands. The District of Columbia adopted the CCSS in English Language Arts in 2011-1012 and Mathematics in 2012-2013. How would students show what they know and are able to do with these Common Core Standards?

This year the District of Columbia Public School System was one of the educational systems that administered the "PARCC" (Partnership for Assessment of Readiness for College and Careers), for the first time, as its summative assessment. States banded together to form common assessment consortiums (PARCC and Smarter Balanced.) DC, along with thirteen other states, chose to join PARCC. This new test with its new format required adjustments on the part of students, teachers, and administrators. "The shifts we have been talking about have hit; they're here. This past year was the year that everybody realized, this is how it's going to be assessed moving forward. Things are going to be different in our classrooms." (Patton, 2015)

Here is a brief overview of what I experienced as the Testing Coordinator for my school and some insights into lessons learned.

Length of Test

The test was administered in two separate windows that each spanned several weeks. There was a Performance Based Assessment (PBA) that was administered after 75% of the school year elapsed. The second summative component was the End of Year Assessment (EOY) that was administered after 90% of the school year elapsed. Children in grades 3-11 were testing literally for weeks. The students

were tested on reading, mathematics, and writing where they had to respond to Prose Constructed Response (PCR) items.

Students

Students were administered the test online. Desktop computers and laptops were both allowed. Students read the stories and articles on the computer screen and selected the correct answer choice. Mathematical problems were solved on the computer, as well. Mathematical tools such as rulers, protractors, and calculators were accessories made available on the screen. Writing prompts which followed an appropriate reading selection were displayed on the computer screen and students typed in their constructed response.



These new assessments were indeed rigorous and presented challenges for some students. Not all students were equally computer literate. The assessment demanded that students have good keyboarding skills to enable them to compose the answers to their writing prompts. Not all students had them and there was not adequate time for the



students to develop them. In the future, teachers' lesson plans should require students to compose their writing assignments using the keyboard so that this becomes an expected instructional practice.

Other challenges were the new question types: (1) there could be more than one correct answer; (2) part A/B questions, (3) you might have to drag and drop a phrase or sentence, and (4) PARCC was a timed assessment.

Teachers

How did teachers prepare their students for the new testing format? Teachers were tasked with walking their students through this new method of test taking. The test developer, Pearson Learning, provided online practice tests to familiarize students not only with the online tools and how to utilize them but also the higher level questioning demands. Teachers pulled out those best practices of modeling and using a think aloud as they guided the students through the practice tests.

As I moved from classroom to classroom, it became evident which teachers had put in extensive preparation time. Those students were much more successful at navigating through the test and exhibited less frustration. This was another lesson

learned. Teachers must carve out sufficient time for students to practice and have exposure to this new test, during the school week.

Administrators

As the testing coordinator, my job was to orient and prep the teachers and allow them to practice what their students were going to encounter. Throughout the year, I attended training sessions which were delivered one segment at a time. In turn I hosted small group training sessions, as the teachers and I, worked side by side. We were all pushed out of our comfort zone. It was an arduous journey as we worked to master this new method of test delivery. Working as a team and supporting one another made all the difference and assured a relatively smooth test delivery. A lesson learned here is that teamwork is a must.

Shifts in Assessment

In addition to using technology, the Common Core State Standards give teachers clear and concise standards for developing student outcomes. The realignment of the standards allows teachers to delve deeper in content as they develop fewer standards at each grade level. The desired end result is an increase in true student mastery.

In conclusion, I must say that this first year was certainly a learning experience. As the saying goes "There is no gain, without pain." Moving forward we can use these lessons learned as we continue to strive for excellence for our children. We must use the Common Core State Standards as a tool to enhance our efforts to assure that our students are college and career ready.

References

Patton, Carol. (2015). *Weigh In: What's Your Biggest Takeaway From Last Year's Assessments?* [Electronic version]. *Scholastic Administrator*, Fall 15.1, 62-63.

This article has been generously contributed by Soror Gwendolyn Robinson. She is a member of Beta Chapter, Washington, D.C.



Unique

I am unique.

From the very top of my head,
To the flat bottoms of my feet.

I am different from everyone you see,
Because that's the way God intended
for it to be.

My skin is pretty amber brown,
It doesn't need to be lighter or darker;
it's fine.

I have large dark sparkling brown eyes,
I don't need eyes blue or green, it's fine,
it's fine.

I have Full and Lustrous shining lipstick
colored lips, I don't need them thinner,
they're fine, oh so fine.

I dance with movements from my big shapely,
curvy hips, I feel so fine, oh yes so fine.

My stature to some is considered too short,

My height is fine but my arms are not.

I wish they were contoured and defined,

Like the mysterious lady portrait on an art filled wall.

But, I am unique, From the very top of my head,

To the flat bottoms of my feet.

I am different from everyone you see,

Because that's the way God intended for it to be.

Who has authority exactly to say,

What is too light or dark,

What is pretty, What is too tall or short,

Or what is too big, or what...

Because I don't look like you I'm wrong,

I'm fine, I'm fine!

Because, I am unique, From the very top of my head,

To the flat bottoms of my feet.

I am different from everyone you see,

Because that's the way God intended for it to be.

*This poem has been generously contributed
by Soror Michele M. Dotson. She is a
member of Psi Chapter, Mobile, AL.*



embracing Service Learning



A New Way of Learning Across Educational Disciplines & Cultural Civilizations

It's 7:30 A.M. you enter your classroom for the new school year, preparing to engage student learning. The administrator informs you via email that you are the new Service Learning instructor. You begin to sweat. What is Service Learning? How do I teach this to students? How will it fit in the curriculum? Let's take a brief look at this innovative way of learning.

LEARNING BY WAY OF SERVING

There are several definitions of Service Learning (SL). However, I like this explanation. Service learning is a teaching strategy that integrates service in the community with classroom curriculum. It helps students see their everyday surroundings as a place of learning. Students learn outside the traditional four walls of a classroom by understanding, developing and participating in curriculum selected activities that meet real community needs. This instructional strategy develops the leadership and employment skills of students, fosters lifelong commitment to service for the community, and shapes effective team building practices.

Implementing service learning implies that instructors are not afraid to bring who they are and what they can do in the classroom. It allows instructors to help students be creative in positively changing the community around them. In other words, it is a real world encounter in the way students learn by doing as they work together in teams with other partnerships. Vivki L. Reitenauer

(2013), states that the beginning of teaching service learning starts with activities, exercises, multiple conversations, and readings intended to bring the students together.

How do I teach Service Learning to students? Service Learning is not exclusive to any one academic level. It can be taught in all classrooms from early childhood to postsecondary education. This includes the special needs students as well with special attention given to the student's I.E.P.s and their abilities. All students learn through organized lessons, class exercises and live experience that are infused into the total curriculum.

Selecting a Project: Students can be guided by the instructor to select projects that are direct service to other areas, such as, tutoring, cleaning up the school yard or indirect service — collecting clothing for the homeless. They can choose to reach out to parents of students with poor school attendance, or act as advocates for special needs children, by opposing a given concern and writing a letter to the Alderman or Congress person. These are just a few ideas of service learning. This list goes on and on depending on the need(s) in the community.

Overall, elementary and middle school grades can focus on a unit of study within the science, math, history, art or music genres. From my observations over the 31 years of experience in education, I have witnessed that when making learning fun, students embrace challenges at a higher level. High School

and Postsecondary students participating in Service Learning may choose to assume specific projects that meet their graduation requirements. This could involve an actual placement in the work place where the student works a required number of volunteer clock hours. On this level, these students volunteer in community agencies according to their interests. Remember, the primary goal of service learning instructors is to facilitate learning by allowing the student to have free choice but within guidelines, objectives and role responsibilities.

SERVICE LEARNING IN THE ACADEMIC CURRICULUM

Researching this new way of learning steered me in the direction of actually looking at the academic curriculum. As I researched Service Learning, several findings helped clarify how connecting the academic curriculum and Core Standards aided in enhanced student understanding. For instance, if students choose a project that is related to a social studies topic, generous instructional time must be given in the field of humanities. The instructor leads the students by providing them with guiding questions that help them to get started. This includes the following questions: What is my project? Who is the community partner? What are their needs? How many people will be needed? On the other hand, if the project is to promote parental involvement with reading in the classroom, the instructor should identify the parents in question and provide supervised parental involvement instructions to the project leaders. Warren, C. (2010) found, in her research that parental involvement, no matter how great or small, had a positive impact on student success. A service learning project could be to volunteer at the Parents as Teachers Headquarters, enlightening parents of the importance of parent engagement in their child's education.

These are just two of many service learning projects included in the academic curriculum. The project below was actually completed at one of the schools where I served as administrator. Yes, Service Learning really works.

School Name: Carver Elementary, Service Learning

Group: College level students

Subject: Social Studies: Painted a map of the United States on the school playground.

Applied Learning: to meet the needs of the students as they study for the MAP test.

Possible Outcome: Group work skills, indirect tutoring, and Civic responsibility

Core Standard: see Social Studies/humanities curriculum

Outcome: students scored higher in the Social Studies section of the MAP Test

In conclusion, I encourage you to discover your own best setting and environment for service learning. Set your students free to experience learning in the civilization in which they are engaged. You will find that becoming engaged in the community brings joy and requires skills, commitment, and the willingness to embrace new projects and philosophies.

Bibliography

Cress, C., Collier P., Reitenauer, V. (2013), *Learning Through Serving: A Guidebook for Service-Learning and Civic Engagement*. Stylus Publishing, LLC., Sterling, VA..

Warren, C. (2010), *Effects of At-Home Reading Activities and Parental Involvement on Classroom Reading*. Dissertation: Lindenwood University. St. Charles, Mo.

This article has been generously contributed by Soror Dr. Cynthia Warren. She is a member of Alpha Nu Chapter, St. Louis, MO.



THE **MOST** ESSENTIAL CONCEPTS THAT AFFECT STUDENT ACHIEVEMENT



Good teachers are aware of crucial factors that promote student learning. Research into teaching effectiveness consistently points to four (4) concepts that are critically important in promoting achievement. How do these ideas relate to your practice as a teacher? What can you do to ensure that all of the concepts below are incorporated in your classroom?

1. **Academic Allocated Time (AAT)** is the amount of time you assign for various subjects, for example, reading, math, science. Research studies consistently affirm strong relationships between

the amount of time you allocate for a particular subject and student achievement. Common sense dictates that if you don't spend time learning and practicing something then learning will suffer. However, merely allocated time is insufficient. What a teacher does with the time allocated for mathematics, for instance, is critical.

2. **Academic Instructional Time (AIT)** refers to the actual amount of time you spend in various subjects. Instructional time is influenced by external interruptions (such as excessive announcements over the school loudspeaker and constant interruptions from the main office, including monitors coming into class for attendance reports and the like). Minimizing these external interruptions goes far towards increasing the possibility for greater AIT. Internal factors are also significant. For instance, if you have difficulty controlling student behavior AIT will be negatively affected. Therefore, to increase AIT, schools must minimize classroom interruptions and you, as the teacher, should have a system of rules and procedures that deal effectively with disciplinary problems and other disruptions. Can you think of another policy (school or classroom) that will improve AIT?

3. **Academic Engaged Time (AET)** is the time a student actually spends attending to academic tasks. Often referred to as "time on task" This factor is most essential for promoting

academic achievement. You can allocate time for math and you can spend time instructing your students in the subject, but you will not see results unless they are on-task. According to Ornstein (1990): "Students of teachers who provide more academic engaged time (as well as actual instructional time) learn more than students of teachers who provide relatively less time" p. 76.

4. **Academic Success Time (AST)** is the time students are successfully engaged in learning. You can allocate time, provide instructional time, ensure on-task behavior, but you must also ensure that they are on-task. How do good teachers ensure that students remain successfully on-task? Here are some suggestions:

- During student independent work, you should spot check by circulating around the room providing situational assistance.
- At times, administer a quiz.
- Call on nonvolunteers to ascertain attention and comprehension.
- Implement your discipline plan with consistency.
- Use cooperative learning grouping.
- Group students homogeneously who have specific problems in a content area.
- Consistently remind students to stay on-task.
- Reward on-task behavior.
- Make your lessons appealing.
- Meet the needs of all students by providing equal attention to all. Can you think of other ways?

How can you or how do you put these critically important concepts into daily practice?

References

Glanz, J. (2004). *Teaching 101: Classroom Strategies for the Beginning Teacher*. Thousand Oaks, CA: Corwin Press.

This article has been generously contributed by Soror Hilder P. Wilson, Ed.D. She is a member of Psi Chapter, Mobile, AL.



Why English is Hard to Learn



We'll begin with *box*; the plural is *boxes*,
But the plural of *ox* is *oxen*, not *oxes*.
One fowl is a *goose*, and two are called *geese*,
Yet the plural of *moose* is never called *meese*.

You may find a lone *mouse* or a house full of *mice*;
But the plural of *house* is *houses*, not *hice*.
The plural of *man* is always *men*,
But the plural of *pan* is never *pen*.

If I speak of a *foot*, and you show me two *feet*,
And I give you a *book*, would a pair be a *beek*?
If one is a *tooth* and a whole set are *teeth*,
Why shouldn't two *booths* be called *beeth*?

If the singular's *this* and the plural is *these*,
Should the plural of *kiss* be called *keese*?

We speak of a *brother* and also of *brethren*,
But though we say *mother*, we never say *methren*.
Then the masculine pronouns are *he*, *his*, and *him*;
But imagine the feminine . . . *she*, *shis*, and *shim*!

~Anonymous

STANDING DESKS CAN HELP STUDENTS FOCUS IN THE CLASSROOM

While watching the CBS Sunday Morning News television program one Sunday morning, a segment on Standing Desks captured my attention. I found this portion of the program to be most interesting as I had never heard of Standing Desks. I immediately thought of my former teaching days and how my students would often stand up in class while working with each other. Standing was comfortable for them and I let them exercise that privilege because they were working.

"Sit down and pay attention," is no longer the way to focus and learn in the classroom. An amazing opportunity will soon be occurring in Vallecito Elementary School in San Rafael, California. This school will be the first in the country to have standing desks. Nineteen of Vallecito's 22 classrooms have standing desks. The last three will be converted by the end of the year.

Students move around and are given the opportunity to sit, but for the most part they are standing. Should the students have a desire to move their legs or become "fidgety," there is a bar for that beneath the desk. It is so aptly called the Fidgety Bar. Many students are fidgety and need the flexibility to move about. They get tired of sitting for long periods of time. They enjoy the movement and are more excited about learning. Students using the stand up desks have been found to be more focused, confident and productive. Teachers, unaccustomed to having their students move about or stand, will have to do some mind changing and/or readjusting to the new trend. Studies have shown allowing students to move during the day can improve grades – up to 15% and help kids burn up to 25% more calories.

As a former classroom teacher, I noticed the difference in the excitement level of the students when standing as

opposed to sitting, especially when they were involved in making science projects, collaborating in group projects, demonstrating lessons, sharing thought provoking ideas, engaging in conversation with each other, and demonstrating "how to do" activities. I wasn't ever a "Sit down at the desk and not move around the classroom teacher." I walked the room. Naturally, if my students stood up while working, I sensed they were learning. The students were excited, eager to learn and participate in activities. Additionally, the students attended class everyday and the attendance was always 100%.

Physical benefits are immediate. There seems to be an improvement in circulation and arterial functions, and of course expending a few calories extra every hour can lead to big changes.

Thinking back to my childhood school days, getting up out of your seat to move about the classroom was unheard of and not done. You did not get out of your seat unless you were called. It was so quiet you could hear a pin drop, not to mention pages turning. We sat in our seats until recess, lunch or dismissal. Many times we were bored stiff.

Teachers say standing desks is the way for the future. Parents, at first, were concerned, but now they say students are calmer, more attentive and sleep better at night. Children say they like the standing desks. They say they are more focused and they say standing desks allow them to let off steam. If parents like them, students like them, teachers will love them because with Standing Desks they get results.

This article has been generously contributed by Soror Delorace Daniels. She is a member of Beta Theta Chapter, Los Angeles, CA



Excellent Educator

*Let Your
Light
Shine*

A Candle's Flame

Provides light.

It can be guidance in darkness.

The flame is warm and glowing.

Its glow is often used in celebrations,

While exciting glistening eyes watch.

A candle's flame can provide fresh aromas, like fresh ideas.

It can be a wick of one or more but make a significant difference,

When there is no light to be seen.

Educator's flames shine through eternity. Just like a candle.

We come in all shapes, sizes, and colors.

Burning the candle both day and night to be excellent.

Let your light shine brightly, touching the future of generations to come.

Becoming an educator was one of the best decisions I could have ever made. Educators touch lives and contribute to global changes. I didn't always think that education was the best career path for me but God was in control and directed my steps. "To whom much is given, much will be required." The gift of teaching is a blessing! There are many not up to the challenge.

It has been an honor and privilege to have touched and molded generations of children and adults. I say generations because it is my hope that my small flame has ignited change in children and parents for futures to come. Contributing to one life can change many. We impact communities, cities, states, and nations.

To become an excellent educator takes dedication, patience, fortitude, willingness to grow and a keen perception to recognize when students really "get it." We don't just become excellent educators, we choose to be excellent educators. Our world is constantly changing and so are teaching methodologies, technology, and the students we strive to prepare and equip for life.

I encourage younger educators to stay the course. Our contributions to society are invaluable.



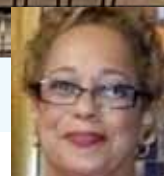
This article has been generously contributed by Soror Debra Thurman Smith. She is a member of Alpha Epsilon Chapter, Atlanta, GA.





Mentoring/Welcoming Student Teachers in Your Classroom

This lesson plan has been generously contributed by Esther "Pixi" Phillips. She is a member of Delta Beta Chapter, Austin, TX.



Tip #1: Getting Ready for Your Student Teacher

- **Create a space for them:** Set up their own desk and materials. In addition, consider having students help create this space as you would for a new person joining your class. Your desks may touch or be arranged so both desks face the students. This is important when you have your talk time after the class leaves each day.
- **Present them with a few first day welcoming gifts:** On their desk place a short agenda or schedule, a journal for note taking, a few folders, and a file box so that they can have an organizational system to start with.

One of the folders may contain copies/examples of papers that have been distributed to parents and students during the year, such as Back to School Information, Meet the Teacher Checklist, School Discipline Guides/School Rules and Expectations, Classroom Schedule, and Assignments for the Day.

- **Treat them as an equal:** Introduce them to the students as your assistant or apprentice. By giving the student teacher a small task on the first day will help her/him and the class get to know each other faster.



Tip #2: First Day Sample Activities for Your Student Teacher

- Upon introduction to the class, give the children 8-10 minutes to ask the student teacher questions.
- Please let the student teacher know that they could respond to the students' questions in different ways. If the question is too personal, smile and say, "That's very personal, but thanks for asking."
- Assign your student teacher a classroom buddy the first day/week. "Today's buddy will be [name of the student]." Set aside a time when the buddy child might conduct a tour around the school for the student teacher, including the office, library, cafeteria, gymnasium, playground, etc.
- Have them observe 'our' students while you read them a book.
- During this time, have your student teacher write three things he/she might wish to know about how the class works. This information may be used when the two of you talk after school.
- Have your student teacher spend time with two children in a small group setting.

Tip #3: Getting the Students Ready for Student Teacher

- Prepare the students for the new person joining the class by giving them time to come up with questions or things they may want to know about your student teacher.
- Discuss tasks, assignments, and escorting time frames with student buddies who are to show your student teacher around the building.
- Have a plan for how individual students or several small groups (2-4) of students will have time to spend with your student teacher.

Tip #4: Wrapping Up the Year with Your Student Teacher

- At the end of the student teacher's time with you, have the class prepare something special for the student teacher.
- Organize a "Welcome to Teaching Shower" and invite other teachers to donate items from their room (note pads, poster, room decorations, a book, pencils, a teacher resource book) for his/ her classroom.
- Enjoy mentoring a new person to the teaching profession. It is one of the ways YOU make a difference in the life of a child.

“WHO I AM”

Portfolio Assignment

Grade 6 - 8 Semester Project

Your assignment is to create a portfolio that tells people about who you are. The contents can include your writings, passages from writings by other people, your drawings, your photographs or illustrations from newspapers or magazines, or any other materials that will fit into the portfolio pages and help explain who you are. The portfolio can have as many pages as you wish, but it must have at least one page for every part listed below. Remember, you can use words or drawings when the directions below ask you to describe some part of your life.

Cover

Create your own design. Be sure to include your name, class, and the date the portfolio was finished.

Table of Contents

List the titles of each page of the portfolio and the pages on which they fall. You may wish to illustrate the titles.

Here I Am

Include a picture of yourself.

Vital Data

Give your date of birth, your age, and a general physical description of yourself.

My Heritage

Talk with family members or do library research and tell something of your national or ethnic background.

Who I Am

Describe how you see your personality. Say why you react to situations, people, and things as you do.

What I Do

Describe some of the activities or areas in which you feel you are most successful.



My Favorite Things

Describe your favorites in music, television, movies, sports, and other areas. Explain why they are favorites.

Changing

Describe ways in which you would like to grow or change over the next ten (10) years.

Steps to Change

Describe steps that you could take that might help you to change in the ways you want.

Tomorrow

Imagine that it is twenty (20) years from today. Write a letter to a friend describing your life up to this point.

Create a Poem

Create a poem about a classmate using the following format. This means you must sit down with someone and ask him or her the following questions. The poem must be given to the person about whom it is written so that person can place it (poem) in their portfolio.

Line 1: First Name

Line 2: "Traits" (list four traits that describe that person)

Line 3: "Sibling of..." (description of sibling is optional)

Line 4: "Lover of..." (list four items)

Line 5: "Who needs..." (list three items)

Line 6: "Who gives..." (list three items)

Line 7: "Who fells..." (list three items)

Line 8: "Who fears..." (list three items)

Line 9: "Who would like to see..." (list three items)

Line 10: "Resident of..." (name a place)

Line 11: Last Name

Acrostic

Write an acrostic poem about you. An example follows:

Just loves to read mysteries

Admired her mother

Real sense of humor

Imagination keen

And realizes

Nothing worth having comes easy

Genuinely caring

Remembers Sarasota

And Montreal

Have two beautiful daughters and two precious grandsons

Admires the talent in others

May return to Florida

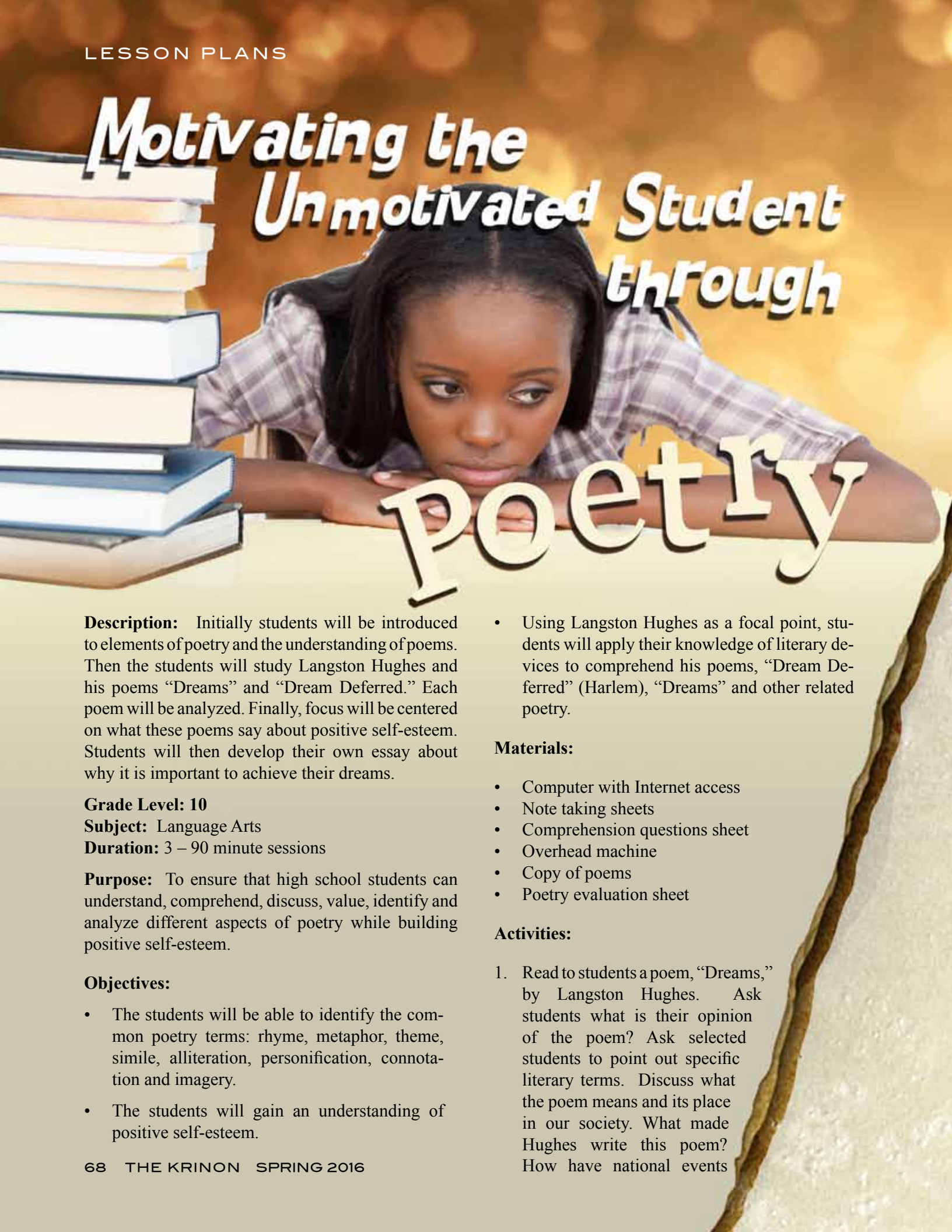
Letter to Self

Write a letter to yourself explaining what your dreams and goals are, who your friends are, etc.

"WHO I AM" Portfolio due: _____

*This article has been generously contributed by Soror Jarian R. Graham, M. Ed.
She is a member of Eta Chapter, Camden, NJ.*





Motivating the Unmotivated Student through poetry

Description: Initially students will be introduced to elements of poetry and the understanding of poems. Then the students will study Langston Hughes and his poems “Dreams” and “Dream Deferred.” Each poem will be analyzed. Finally, focus will be centered on what these poems say about positive self-esteem. Students will then develop their own essay about why it is important to achieve their dreams.

Grade Level: 10

Subject: Language Arts

Duration: 3 – 90 minute sessions

Purpose: To ensure that high school students can understand, comprehend, discuss, value, identify and analyze different aspects of poetry while building positive self-esteem.

Objectives:

- The students will be able to identify the common poetry terms: rhyme, metaphor, theme, simile, alliteration, personification, connotation and imagery.
- The students will gain an understanding of positive self-esteem.

- Using Langston Hughes as a focal point, students will apply their knowledge of literary devices to comprehend his poems, “Dream Deferred” (Harlem), “Dreams” and other related poetry.

Materials:

- Computer with Internet access
- Note taking sheets
- Comprehension questions sheet
- Overhead machine
- Copy of poems
- Poetry evaluation sheet

Activities:

1. Read to students a poem, “Dreams,” by Langston Hughes. Ask students what is their opinion of the poem? Ask selected students to point out specific literary terms. Discuss what the poem means and its place in our society. What made Hughes write this poem? How have national events

influenced their actions and the way they communicate? How have national events affected their self-esteem? What message is the author trying to convey? After reading this poem, what decisions have students made about their goals?

2. Each student will receive a note taking sheet with poetry terms listed on them. Using the overhead go through the definitions of each term. Also, give pertinent example of terms so that students gain a better understanding of each term. Assignment: Using the poem "Dreams", students will mark the end rhyme pattern, using A, B, C, etc. They will highlight two lines that contain metaphors. In the margins, they will write the ideas being conveyed by the metaphors, the theme of the poem and state if they agree or disagree with the message of the poem.

3. Using the computers, students will access the Langston Hughes web page and write down important information about the Harlem Renaissance and Langston Hughes. Then students will share their information with the class. Ask questions to make sure they understand the importance of the Harlem Renaissance.

4. Assign students to small groups, and give them a Harlem Renaissance questionnaire. If they are unable to answer the prompts, they are allowed to go back to the web page and find the information. Allow them time to share with each other what they found.

5. Review the following terms: alliteration, rhyme, theme, personification, simile, metaphor, connotation and imagery.

6. Using the computers, students visit the Langston Hughes page. They read his biography to gain knowledge about him. From there they will go to his poem, "Harlem" ("A Dream Deferred"). Have them read through it several times and discuss the different aspects of the poem. What is Hughes trying to say in this poem? What is his motivation? What poetry devices does he use? Assignment: using the poem "Harlem", students will mark the end rhyme pattern, using A, B, C, etc. They will highlight the lines containing alliteration. They will circle the similes. In the

margins, they will write the alliterated letters, the theme, and the implication of the last line.

7. Allow students time to discuss their personal feelings about the poems. Ask students if these poems are directed toward them? How did Hughes get them to feel the way they do? What are they going to do because of their new emotions? Has these new emotions built a more positive self-esteem? Are they going to set new goals now? Assignment: Students write two new goals for the week.

8. Students will write their own essay about why it is important to make their dreams come true. They will give support using the two poems, Langston Hughes biography and information about the Harlem Renaissance.

Closure: Discuss with students how poetry and the Harlem Renaissance are important for understanding literature. Also, how poetry can help them keep their self-esteem high.

Evaluation: Students will demonstrate skills learned through:

- Oral responses
- Note taking
- Small group discussions
- Use and understanding of information on Web Page
- Homework assignment and discussion

Texas English II Standard:

Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to relate the figurative language of a literary work to its historical and cultural setting.

Resources: http://www.americalibrary.gov/aa/hughes/aa_hughes_subj.html; <https://www.poets.org/poetsorg/poem/dreams>; <http://www.ascd.org/ascd-express/vol15/504-reeves.aspx>

This lesson plan has been generously contributed by Soror Bessie L. Butler-Evans. She is a member of Delta Beta, Austin, TX.



Lesson Planning for English Language Learners

After observing a classroom of multicultural primary grade students of all ethnic backgrounds, I noticed that there is a large population of English Language Learners that have a limited English vocabulary. The teacher pairs them with students that have a strong English language background. They seem to have a difficult time understanding the language that is spoken to them. I see their student peers quietly translating what has been said by the teacher. This class is not unusual, because most classrooms are beginning to receive more children that have limited English skills. I have developed a lesson that will introduce these students to a method of learning beginning phonics.

Part 1: Lesson Plans

Lesson Title: Beginning Sound Flashcard Game	Content Area: Language Arts	Grade Level: K-3
Overview of Lessons: This activity will help learners master the concept of beginning sounds. While playing the Flashcard Game with a partner, the students will be able to review and tutor each other in recognizing letters, vocabulary and identifying beginning sounds. The students who are more able and comfortable speaking English are paired and will work with the ELL students to help them increase their English vocabulary as they attempt to review important phonic and phonemic skills.		
Learning Objectives: <i>(with prompting and support)</i> <ol style="list-style-type: none"> 1. Students will be able to name objects in English verbally and identify pictures of objects. 2. Students will be able to identify beginning sounds of words by listening and selecting the letter that makes that sound. 3. Students will be able to form letters by printing the beginning sound on the dry erase board. 		
Targeted Student Group: English Language Learners with limited English skills that are age cycle 5 years and up. The students have multiple learning styles. They include visual/spatial, bodily/kinesthetic and musical/rhythmic. Most of the instructions that are presented to the students are presented in the English language.		
Key Content Concepts: This beginning learning experience is aimed at ESL students at the beginning English oral language proficiency level. The grade and educational level for the students are Kindergarten-Grade 3. The program is considered a dual language program. The students had an opportunity to explore the Beginning Sounds Flashcard Game with the teacher. Key vocabulary words were introduced by the teacher in a large group setting and reinforced during small group time. The main objective of this lesson is for the student to be able to identify and communicate with the teacher the different pictures, and identify beginning sounds of the words that are presented on the flashcards. The students had use of visual aids that helped them with the identification of beginning sounds and letters. This activity was modeled continuously throughout the learning experience. Finally, the students wrote the letters of the sounds that they heard on the dry erase board and on sand boards.		
Materials/Technology Required for Lesson: <ul style="list-style-type: none"> • Flashcards with pictures of letters & common objects on one side and written word on the other • Dry Erase boards • Erasable markers • ABC chart with pictures. • iPad • Sandbox 		

Instructional Steps for Conducting the Lesson:

1. The teacher will begin the lesson by explaining the Beginning Sound Flashcard Game.
2. Round 1 - The teacher will show the student the picture side of the flashcards. The teacher will say the word that the card is showing.
3. Round 2 – The teacher will show the student the picture side of the flashcards. The student will say the word of the picture. The student will also say the letter that the word starts with and the sound that the letter makes.
4. Round 3 – The teacher will show the picture side of the flashcards. The student will say the word the card is showing and then write the beginning letter that they hear on the dry erase board.
5. The teacher will place the correct cards in a pile that the student can name correctly and another pile for the cards that the student is having difficulty with.
6. The teacher will continue reviewing the cards with the student until they get all the correct answers. Once the student is able to master the skill the roles are reversed.
7. Special Accommodations: Struggling students are paired with a student who has a very strong English vocabulary. Also students that are struggling with naming or forming the beginning sound letters utilize an ABC chart that has each letter written with the sound identified via a picture. iPads for technology matching games and a sandbox (drawing letters) are additional accommodations.
8. While the students play the game the teacher walks around the room and checks for understanding. During the whole class review at the end of the lesson the teacher evaluates how each student has mastered letter recognition, beginning sounds, and letter formation.

*Implementation of this lesson plan for specific letters is 3-4 weeks during the Language Arts block. The assessment of the lesson is ongoing during the learning experience including observations and oral assessments.

Part 2: Assessment Rubric

This rubric is designed to assess how well the student understood the concept that was presented in the lesson plan. “Beginning Sound Flashcard Game Rubric”

Category	Proficient 4	Developing 3	Emergent 2	Pre-Emergent 1	Score
Recognition of letters	All letters	Most letters	Some letters	Unable to identify any letters	
Identify beginning sounds	All beginning sounds	Most beginning sounds	Some beginning sounds	Unable to identify beginning sounds	
Write letter formations	Student able to write corresponding letters	Student able to write most corresponding letters	Student able to write some corresponding letters	Student unable to write corresponding letters	

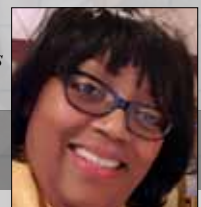
Part 3: Applying Research and Key Learning

The research that I found enhanced my understanding of my selected group by determining that all English Language Learners must be exposed to the same early language skills in order to develop proficiency of the English language. They also need to develop communication skills to develop information and ideas necessary for academic success in school. They are lost in the classroom because of the limited language ability. The Peer-Assisted Learning Strategy developed by “What Works Clearinghouse” is designed to be used with students with diverse academic needs (American College of Education).

References:

American College of Education. (2014, June). Part 2: Instructional Strategies: ELL.
Tomlinson, Carol Ann. *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching*. Alexandria, VA:ASCD, 2003.

This lesson plan has been generously contributed by Soror Gloria J. Whitmore. She is a member of Mu Chapter, Chicago, IL.



Dr. Brenda Burrell, Chief Editor, Krinon
National Sorority of Phi Delta Kappa, Inc.
8233 South King Drive
Chicago, IL 60619

NON PROFIT
ORGANIZATION
U.S. POSTAGE
PAID
PERMIT NO.
591
CLEVELAND, OH