



NSPDK NATIONAL NEWSLETTER

SEPTEMBER 2020

WWW.NSPDK.ORG



Dear Sorors,

During the history of the National Sorority of Phi Delta Kappa, Incorporated I dare to say that the opening of school has never met the kind of uncertainty of which August and September 2020 has brought. This is due to the COVID-19 pandemic. For the first time half of the students in the United States who should be in school are receiving instruction virtually at home; half of the students are at schools in classrooms receiving face-to-face instruction by teachers who are practicing social distancing. In addition to the academics of each grade level, students and teachers must remember to practice protocols that will keep them safe and healthy. School administrators must ensure that school buildings, busses, classrooms, and cafeterias meet the sanitation standards for in-school learning. Students must have their temperature checked each morning, hand sanitizers must be available every six feet in the building, and at the end of the day all facilities must be scrubbed and sanitized for the next day. We have never faced such stringent protocols in our lifetime.

In the past, the greatest challenges for teachers focused on being prepared for the academics of the grade, meeting the standards for teaching and learning, making sure that lesson plans were appropriate for the grade, subjects, and the students, and whether at least 90 % of the students met the standards for success. We also worried about the health and safety of our students, whether they received the nutrition needed each day, whether students lived in abusive homes, or whether they needed counseling services or tutorial services. Most of these worries have taken a back seat to the current worries during this Covid-19 pandemic.

Sorors, we are praying for the emotional and physical health of all educators during this academic year, 2020-2021. We pray for the strength of minds, bodies, and souls of all teachers as they endure each day and that they will be flexible in dealing with the day to day concerns that are presented. We pray for God's intervention with answers to issues and problems faced by each student.

IN APPRECIATION

Again, THANK YOU, Sorors, for your dedication and commitment to your chapter, your region, and the national organization as we participated this summer through the Zoom platform by attending "Virtual" Regional Conferences, programs, events, and sisterhood activities. Congratulations to the Regional Directors, Regional Officers and Sorors of the Far West Region, Eastern Region, and Southeast Region as you hosted and conducted amazing regional conferences. We look forward to the "Virtual" Midwest and Southwest Regional Conferences during the month of September.

Be Blessed and Let's Continue to **Move NSPDK Forward...Together!**

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

BACK TO SCHOOL



National Sorority of Phi Delta Kappa, Inc.



*The Lord will keep you
from all harm-He will
watch over your life.
The Lord will watch
over your coming and
going both now and
forevermore.*

Psalm 121:7-8

Praying for our sorors that are being affected by the hurricane evacuation.

We are here for you sorors.

Dr. Etta Carter, Supreme Basileus

Dr. Tonya S. Chestnut, National Chaplain

NSPDK Meditation Team

NSPDK Emergency Aid Team



"LIVE YOUR PURPOSE" ...Chadwick Boseman



CHADWICK BOSEMAN WITH PRESIDENT BARACK OBAMA

"There's a reason he could play Jackie Robinson, Thurgood Marshall, and King T'Challa with such captivating depth and honesty. He, too, knew it meant to truly persevere. He too, knew that real strength starts inside. And he, too, belongs right there with them as a hero-for Black kids and for all of our kids. There's no better gift with which to grace our world".

Michelle Obama



National Sorority of Phi Delta Kappa, Inc.



Dr. Tonya Chestnut
National Chaplain



Dr. Etta Carter
Supreme Basileus

2nd Sunday Monthly Prayer Call

6:00 p.m. CST

Click on Zoom Link in Message for Video

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

Meeting ID-865 4028 4084

Hosted by Regional Chaplains:

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

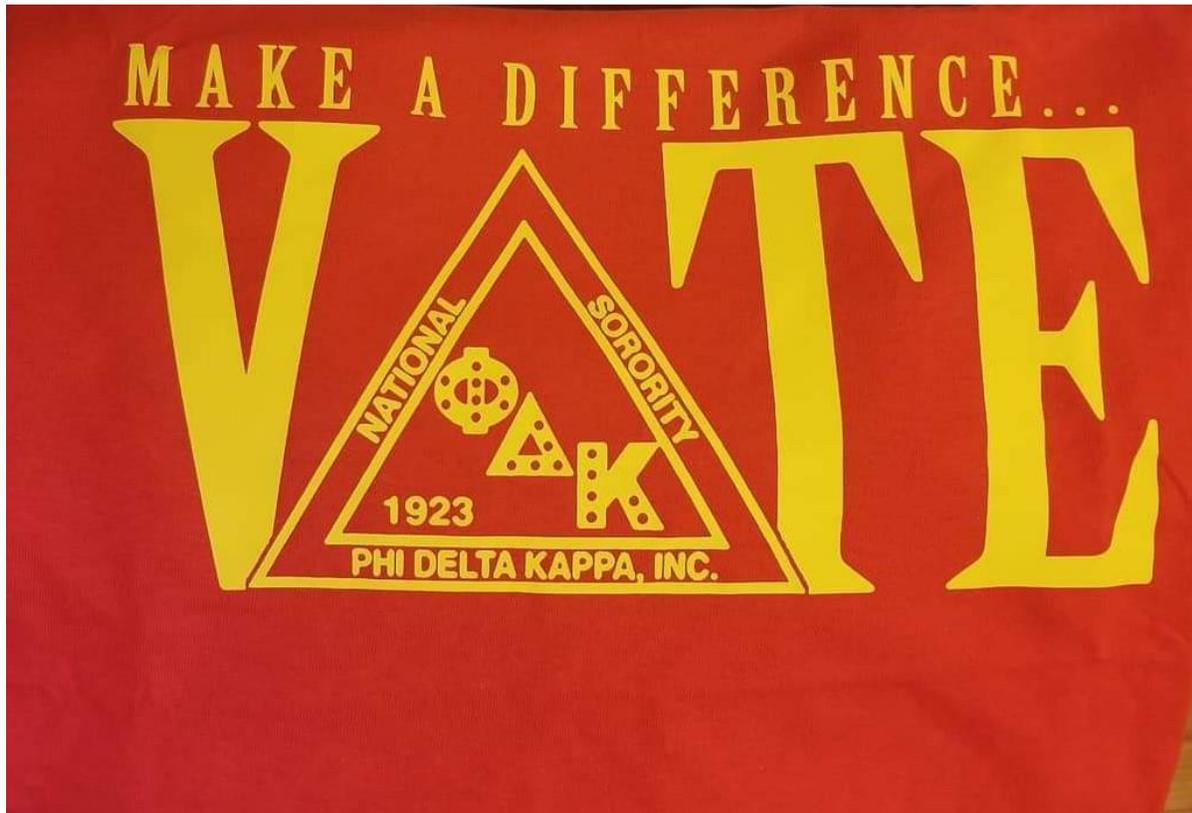
W
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JOIN US W.A.I.T. TIME



WOMEN ANCHORED IN TRUST



SEPTEMBER HIGHLIGHTS

National Sorority of Phi Delta Kappa, Inc



Midwest Regional Virtual Conference

Host Chapter: Alpha Nu

REGIONAL THEME

Every Soror Participate
Through Extraordinary
Service in Education

2020
19-20 SEPTEMBER

CONFERENCE THEME

Pursuing Exemplary
Service Through a
Global Society

NSPDK OFFICERS

Supreme Basileus, Dr. Etta F. Carter,
Regional Director, Tiffany M. Pritchett,
Member-at-Large, Barbara Nettles,
Dr. Cynthia D. Warren, Alpha Nu Basileus

COORDINATORS

Dr. Winnetta Ellis
Dr. Veola P. Martin
DeJeanette Williams
Dr. Cheryl Ray



National Sorority of Phi Delta Kappa Inc.

Southwest Region

54th Regional Virtual Conference

Save
THE
DATE

September
25-26TH, 2020

KOT CONFERENCE
SEPTEMBER 25TH 2020
6:00-9:00 PM

REGISTRATION
IS FREE FOR ALL FINANCIAL
MEMBERS

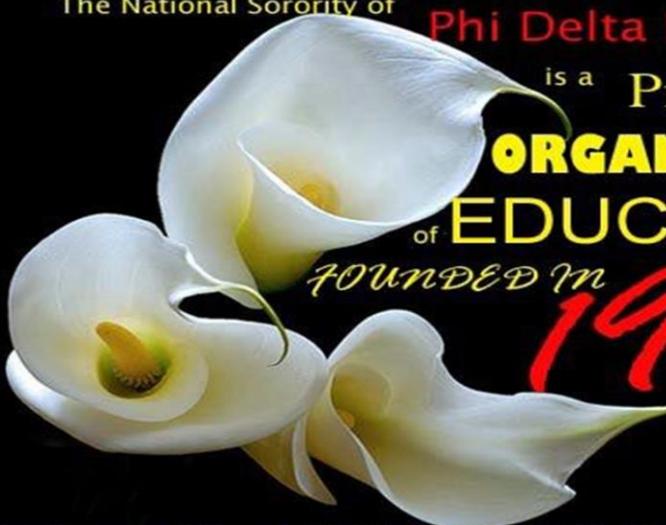
THEME:
Educators
Shaping
the Future

INCENTIVES FOR THOSE WHO
ACTIVELY PARTICIPATE VIA ZOOM

Dr. Etta Carter, Supreme Basileus
Anita O'Neal, SW Regional Director
Dr. Cheryl Monts, SW Member-At-Large



The National Sorority of **Phi Delta Kappa, Inc.**
is a Professional **ORGANIZATION**
of **EDUCATORS**
FOUNDED IN **1923**



"Continuing to Promote the Highest Ideals of the Teaching Profession"

NATIONAL SORORITY OF PHI DELTA KAPPA, INC.
DELTA PI CHAPTER
 Presents its **Virtual**
ANNUAL TEACH-A-RAMA



SAVE THE DATE
 SATURDAY, September 26, 2020
 9:00 A.M. to 11:00 A.M.






Theme
 Social, Emotional, learning through Virtual Instruction.



For Information Contact:
 Sheilla Hatcher, Chairperson
 973-951-0270, ssshatch@aol.com



NSPDK, Inc. ~ XI CHAPTER
PRESENTS OUR




FALL BASKET RAFFLE Fundraiser

ENTER FOR YOUR CHANCE TO WIN
 Deadline: October 12th, 2020

DRAWING will be held
Oct. 16th 2020
Via ZOOM

Raffle CHANCES:
 \$5 per chance

Basket Decription:
 Bath & Body Basket- Filled with Beauty & Bath Products & Foot Spa
 Spiritual Basket- Filled with spiritual books and other items
 Movie Basket- Filled with a variety of Movies & Snacks
 Basket of Cheer- Filled with Spirits, Cheese, and much more
 Basket of Luck- Filled with a variety of Gift cards & Lottery Tickets
 Appliance Basket- Filled with mini appliances such as a coffee maker, electric knife, blender, toaster, electric can opener, and much more

See any member of the NSPDK, Inc. XI Chapter to purchase a chance to win one of the six baskets or purchase your tickets thru paypal (choose family & friends option at xichapternspdk@gmail.com). Indicate type of basket and include your name and contact info in the memo. Contact K. Kelly at 610-357-2615 for more info.




www.nspdkacademy.org

NSPDK e-LEARNING ACADEMY

Brought to you by the National Sorority of Phi Delta Kappa, Inc.

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Labor Day – September 7, 2020



Summer's final fling has arrived in the form of Labor Day. Yes, most of us get the day off, but this holiday triggers mixed emotions. While summer still has 21 calendar days left, it is time to get serious. School's starting and there is a sense that summer vacation is over.

Grandparents Day – September 13, 2020



On the first Sunday after Labor Day we celebrate National Grandparents Day. This year the date falls on September 13. Like Mother's Day and Father's Day we also have a whole day dedicated to our grandparents.

National Suicide Prevention Month – September 2020



There is an average of 123 suicides each day in this country. It's the tenth leading cause of death in America — second leading for ages 25-34, and third leading for ages 15-24. In order to create awareness and strengthen the fight against suicide, the entire month of September is Suicide Prevention Month. Participate in the fight by getting involved with local organizations and listening to those who need help.

Hispanic Heritage Month – September 2020



The idea for Hispanic Heritage Month, celebrated throughout the latter half of September and first half of October, began to promote the history, culture, and contributions of Hispanic-Americans. Specifically — those whose ancestors came from Spain, Mexico, the Caribbean, and Central and South America. Communities mark the achievements of Hispanic and Latino Americans with festivals and educational activities.

TEACHERS' LOUNGE...

Using Video to Assess Student Attention in Virtual Class Meetings

Don't Do This

- ✗ Connect students' video use and eye contact time to participation points, grading, or school attendance.
- ✗ Remove students from the meeting if their videos are not on.
- ✗ Trick students into turning on their videos (e.g., for a class dance party).
- ✗ Give extra credit to students who have their video on.

Do This!

- ✓ **CHOICE.** Let students decide whether to turn on, or keep on, their video. Allow them to use virtual or blurred backgrounds and fun filters (e.g., be a banana or potato!). <https://bit.ly/virtualmtgfilters>
- ✓ **REAL-TIME CHECK-IN.** Ask questions often to assess student understanding. Allow students to respond via audio or virtual meeting tools (e.g., chat box, polls, nonverbal reactions - "thumbs up").
- ✓ **USE DIGITAL ASSESSMENT TOOLS.** Collect different types of data to evaluate ongoing learning - Answer Garden, Gimkit, Kahoot, Google Forms, Poll Everywhere, Socrative, CrowdSignal, Formative, Classkick, Ted-Ed, Playposit, Ed Puzzle, Nearpod, etc.. <https://bit.ly/formassesstech>



Why Does It Matter?

- PRIVACY.** Students might be uncomfortable displaying their living space to their peers.
- SAFETY.** Students (and their family members) may not want their image captured, recorded, or shared. Students could be cyberbullied if a classmate takes a screenshot of their video.
- EQUITY.** Students might have unreliable Internet access, low bandwidth, devices without video capabilities, or limited access to a device.
- PERSONAL.** Students might feel shy or anxious to be on camera. <https://bit.ly/zoomcams>

"But I Don't Like Teaching to Blank Screens"

Teach students to setup their Google Meet or Zoom profile picture as a bitmoji, school photo, or a favorite selfie. When the camera is off, the students' profile picture will show up, giving you a virtual audience to talk to.



Ask Before Assume

This is a challenging time for everyone. If students are struggling to show attentiveness, ask questions rather than make assumptions about their actions or punish them for lack of engagement.

Infographic created by Torrey Trust, Ph.D. is licensed under CC BY SA NC 4.0 | Template designed by Rachelle Woolen 2014

Today's Reminder
Black educators are hired to educate students.
Not to grant white colleagues forgiveness.
Not to shoulder the weight of white guilt.
Not to be the sole voice of DEI for the school.

@antiracistinstitute

The Institute For
Anti-Racist Education

9 TIPS FOR TEACHING ONLINE

DO NOT MAKE STUDENTS TURN ON THEIR CAMERA

YOU DON'T KNOW WHAT'S GOING ON. THERE MIGHT BE A REASON WHY THEY WANT/NEED IT OFF.



DO NOT COMMENT ON STUDENT SURROUNDINGS

YOU DON'T KNOW WHAT THEIR "NORMAL" LOOKS LIKE. FOCUS ON THE CONTENT OF THE INTERACTION, NOT THE ENVIRONMENT.

USE THE MUTE ALL FEATURE (IF POSSIBLE)

NO NEED TO CALL ANYONE OUT. JUST USE YOUR CONTROL AS THE LEADER TO REMEDY THE SITUATION.



CREATE PERMANENT BREAKOUT GROUPS

IF YOU CREATE SMALL GROUPS - KEEP THEM TOGETHER. GIVE KIDS TIME TO MAKE CONNECTIONS AND LEARN FROM EACH OTHER.

DO NOT LECTURE / MINI-LESSON FOR MORE THAN 20 MINUTES

STUDENTS ARE GOING TO "CHECK OUT" AFTER TOO LONG. USE THOSE BREAKOUT GROUPS TO BREAK UP INSTRUCTION AND GIVE THEM TIME TO REFLECT.



POLLS AND FORMS ARE GREAT

THESE CAN BE USED TO TAKE ATTENDANCE AND/OR QUICKLY CHECK FOR UNDERSTANDING.



LET STUDENTS KNOW WHAT THE END GOAL OF THE EACH SESSION IS

THIS HELPS THEM FOCUS AND GUIDES THEIR ATTENTION. THIS HELPS THEM KNOW WHAT THEY ARE BEING ASKED TO DO AND WHAT THEY NEED TO PAY ATTENTION TO. REMEMBER, THEY ARE AT HOME W/ DISTRACTIONS.



USE THE CHAT

THIS CAN BE USED FOR MORE THAN QUESTIONS AND ANSWERS. STUDENTS CAN ALSO SHARE WORK, INFORMATION, ETC.

PUT YOURSELF IN THE SHOES OF YOUR STUDENTS

THINK ABOUT THEIR NEEDS AND THEIR SITUATIONS. TAILOR YOUR TEACHING AND EXPECTATIONS ACCORDINGLY.



BASED ON THE IDEAS OF DAWN KASAL FINLEY @KASAL_FINLEY

SEAN JUNKINS



Advice from inside isolation hospitals, we can do at home.

Medicines that are taken in isolation hospitals.

- Vitamin C=1000
- Vitamin E (E)
- From 10 to 11 AM, sitting in the sunshine for 15-20 minut
- Egg meal once a day
- We take a rest/sleep a minimum of 7-8 hours a day
- We drink 1.5 liters of water daily
- All meals should be warm not cold

And that's all we do in the hospital to strengthen the immune syste

Note that the pH of coronavirus varies from 5.5 to 8.5

Therefore, all we have to do to eliminate the virus is to consume more alkaline foods about the acidity level of the virus. Such as: bananas

Green Kemon-9.9 pH

Yellow lemon-8.2 pH

Avocado- 15.6 pH

*Garlic-13.2 pH

*Mango-8.7 pH

*Tangerine-8.5 pH

*Pineapple-12.7 pH

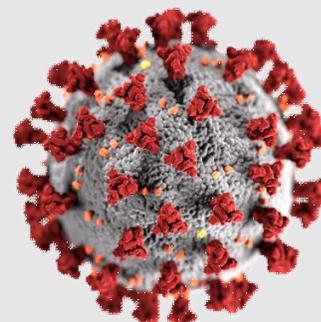
*Watercress-22.7pH

Oranges-9.2pH

How to know that you are infected with corona virus?

- Itchy throat
- Dry throat
- Dry cough
- High temperature
- Shortness of breath
- Loss of smell

And lemon with warm water eliminates the virus at the beginning before reaching the lungs...Do not keep this information to yourself. Provide it to all your family and friends.



Workforce Educators! Sign Up Now For Free Resources To Support Your Needs During These Uncertain Times.

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SIGN UP



WEARETEACHERS.COM

Bitmoji Lockers Are the New Bitmoji Classrooms—and a Great Icebreaker for ...

Hey teachers!



LOOPHQ.IO

Free App For Teachers

SIGN UP



EVERFI.COM

No-Cost, African-American History Lessons



FreshGrade
Sponsored • 🌐

FREE for teachers! "This one platform solved my biggest teaching problem. I finally feel like I meet the needs of every one of my students." – Kimberley Moran, Educator. [#whyiteach](#)

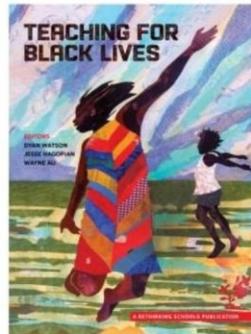
With a highly engaging sequence of kid-friendly lessons, Mathseeds makes math fun for your K-3 students. Plus, its rewards system keeps students motivated to move forward on their self-driven learning path.



WWW.MATHSEEDS.COM/TRYIT
Make math fun with a **FREE** classroom trial of Mathseeds!

SIGN UP

The Zinn Project has received funding to support 25 Teaching for Black Lives Study Groups for 2020-2021. This is a free Professional Learning Opportunity.



Create a *Teaching for Black Lives* Teacher Study Group 

Thanks to a generous donation, the Zinn Education Project is launching 25 *Teaching for Black Lives* teacher study groups. This is a free professional learning opportunity. Each group will receive:

- *Teaching for Black Lives* books for participants
- *Rethinking Schools* subscriptions for participants
- Presentation by one of the *Teaching for Black Lives* editors
- Engagement with other teacher study groups across the United States

Apply at zinnedproject.org/news/study-group

ZINNEDPROJECT.ORG

Teaching for Black Lives Teacher Study Groups – Zinn Education Project

 **Achieve the Core**
Sponsored • 🌐

A must-read for those planning instruction for next year. These resources include grade-specific content guidance, considerations for social emotional and academic development, and advice on how to address unfinished learning.



ACHIEVETHECORE.ORG
Instructional Considerations for the 2020-21 School Year

 **edutopia**



STUDENT WELLNESS
How to Help Young Students Get Used to Masks

<http://bullseye.education/school-walkthrough-leader-lp-overview/>



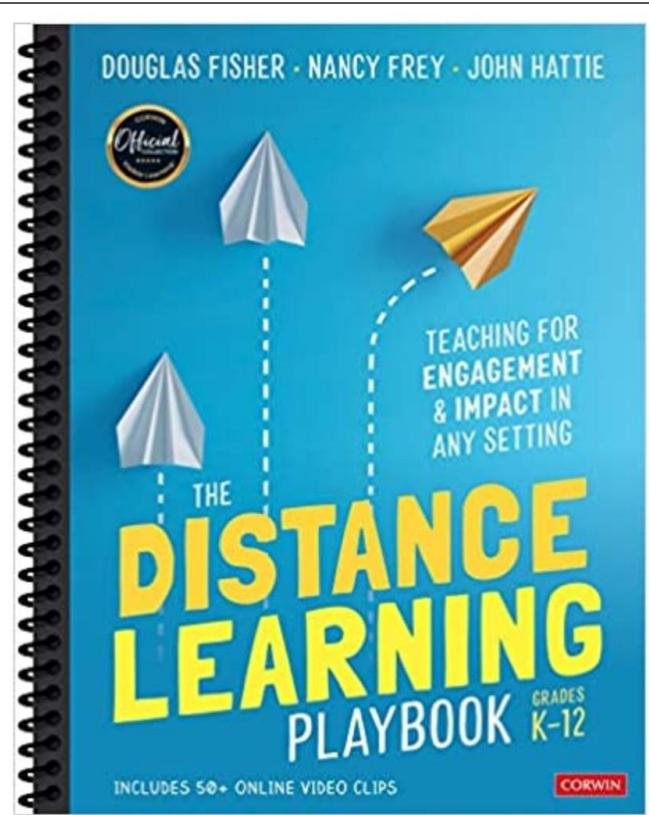
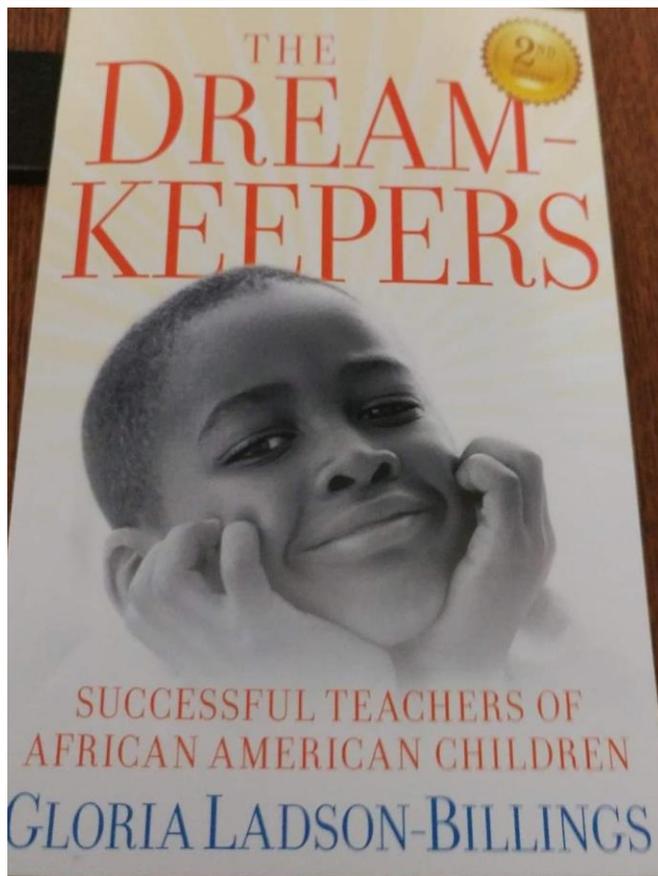
BULLSEYE.EDUCATION
Virtual Teacher Coaching Made Easy

LEARN MORE



SOCOCO.COM
Recreate Your Physical Classroom In The Cloud

SIGN UP



**Lifelong learners...
Yes, that is who we are!**



MORE LINKS AND APPS...

Tech Tips

<p>Best Practices in Online Learning</p>	<p>Launching Online Learning Slideshow: Launching Online Learning and Building a Community</p>
<p>Flipgrid (Ages 13+)</p>	<p>Create a discussion Topic. Share it with your learning community. Learners record and share short videos with you and your class. Flipgrid: video; teacher will need account Flipgrid Tutorial for Teachers Flipgrid Tutorial for Students Flipgrid: In some instances, teachers should consider making students videos private</p>
<p>Quizlet</p>	<p>Quizlet helps teachers engage students of all levels through curriculum-based materials, interactive study methods and games. Quizlet's YouTube Tutorials</p>
<p>Google Forms</p>	<p>Create a new survey and edit it with others at the same time. Choose from a variety of pre-made themes or create your own. Free with a Google account. YouTube Tutorial on Google Forms Tutorial for teacher about manipulating a Google Forms spreadsheet Must see video about cheating on Google Form Assessments</p>
<p>Zoom/Google Meet</p>	<p>Using breakout rooms in Zoom Video tutorial about managing breakout rooms in Zoom A workaround to create breakout rooms in Google Meet To get students answers during whole-class instruction, you can create a poll in Zoom. Google Meet for Classroom Teachers Tutorials (YouTube Playlist) Bitmoji Zoom/Google Meet Expectations</p>
<p>YouTube Channels</p>	<p>New EdTech Classroom - "The New EdTech Classroom brings you weekly education technology tutorials from Sam Kary, a veteran middle school teacher and instructional coach. Learn how to use the most important features of the most innovative and impactful education technology software. In addition to nuts and bolts, Sam also shares lesson plan ideas as well as implementation tips to help you start using technology in your classroom right away!" (from about section of YouTube Channel)</p>

	<p>New EdTech Classroom Student Tutorials (Student-Facing Videos, FERPA Compliant) - The New EdTech Classroom Student Tutorials channel brings you education technology tutorials and foundational technology skills tutorials for students from Sam Kary, a veteran middle school teacher and instructional coach. (from about section of YouTube Channel)</p> <p>EZ EdTech - Hi! My name is Gin Peterson and I am a high school computer science teacher in a Title I school right outside NYC. I am a firm believer that access to computer science education at the K-12 level is a civil rights issue and every student should have access to it! When I am not teaching or making YouTube videos, I spend my time chasing around my 3 kids. I hope you enjoy my channel. I love to learn new things and I love to share my knowledge with other teachers! Twitter & Instagram: @ezedtech (from about section of YouTube Channel)</p> <p>Remind App Channel - Reach students and parents where they are. Remind is a communication platform that helps give every student the opportunity to succeed.</p> <p>Flipped Classroom Tutorials</p>
<p>Chrome Extensions for Teachers</p>	<p>Must Have Extensions for Google Chrome!</p>
<p>G-Suite for Education</p>	<p>Document with links to g-suite tutorials</p> <p>Getting started with Google Classroom</p> <p>Google Classroom Cheat Sheet for Students</p> <p>Google Classroom Cheat Sheet for Teachers</p> <p>Google Classroom Set-Up Checklist</p> <p>More details on what's coming to Meet and Classroom (8.11.2020)</p> <p>Google Course: Distance Learning For Educators</p> <p>Google Course: Tools for Diverse Learners Training</p> <p>Google Course: Unit 7: Design Interactive Curricula</p> <p>Google Course: Support English Language Learners</p>

@TheFirstGradeCreative | Linktree

https://linktr.ee/thefirstgradecreative?fbclid=IwAR1z4cKJOQBIV9A_JtewbqwScGTq2a0hPdndns_qm-Jo66evLdR0QOvjggQ

<p>Hyperdocs</p>	<p>HyperDocs, a transformative, interactive Google Doc replacing the worksheet method of delivering instruction, is the ultimate change agent in the blended learning classroom. With strong educational philosophies built into each one, HyperDocs have the potential to shift the way you instruct with technology. They are created by teachers and given to students to engage, educate, and inspire learning. <i>It's not about teaching technology, it's about using technology to TEACH.</i> https://hyperdocs.co/</p> <p>How to Teach Remotely with a Google Slides Hyperdoc</p>
<p>Making Slideshows Interactive</p>	<p>Pear Deck - Pear Deck is an interactive presentation tool used to actively engage students in individual and social learning. Teachers create presentations using their Google Drive account.</p> <p>Nearpod - Explore Nearpod's award-winning K-12 interactive lessons, videos, and formative assessments. Built for distance learning, hybrid, and school-based settings.</p>
<p>Bitmoji</p>	<p>Sought After Bitmojis by Keyword</p>

CURATED BY SHARAE J. GRAHAM, MAT, MA-HIGH SCHOOL TEACHER, THE SCHOOL DISTRICT OF PHILADELPHIA

BEST VOCABULARY APPS



Vocab Victor English Word Game

(Android, iPhone, iPad)

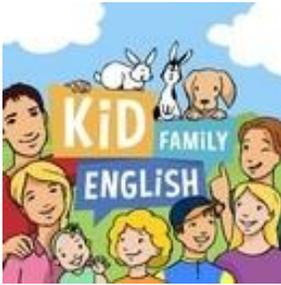
Vocab Victor is a vocabulary app that aims at helping young people, with a good understanding of the English language, the ability to continue to improve. You learn by playing a series of vocabulary building games. Victor offers a variety of games to teach different types of word knowledge, customized to your vocabulary level.

Vocab Victor is designed to supplement classroom instruction. Assign this fun app in lieu of vocabulary lists, flashcards, and worksheets to give students focused instruction that will hold their attention. Victor teaches intermediate-level vocabulary, increasing competence across all four language skills, and helps students build native-like word association networks. Vocabulary knowledge builds up over time, and studies show that students know more about words than they think they do making it one of the best vocabulary apps for kids.

What device is this app available on?

Android, iPhone and iPad

[Download Vocab Victor English Word Game now](#)



Kid Family English

(Android, iPhone, iPad)

This kid's vocabulary app is a story based English Language app that aims, through storytelling, to help users learn the English language. Kid Family English is a nicely animated story about a family—the Kid family. New grammar and vocabulary are added in each chapter. And, in every chapter you learn more about the Kid Family adventures.

With Kid Family English, you learn English by listening and reading, understanding, and speaking. You learn vocabulary and grammar in context. It's simple, fun and effective. It feels like watching a series or reading a comic book.

What device is this app available on?

Android, iPhone and iPad

[Download Kid Family English now](#)

Endless Alphabet

(Android, iPhone, iPad)

Endless Alphabet is an app designed to teach letter sounds and new vocabulary. The child drags the correct letter into a word and the letter takes on a personality and makes the sound as the child drags it to its correct place in the word. Letters transform into living toys that voice their names.

What device is this app available on?

Android, Phone and iPad

Peg and Pog

(Android, iPhone, iPad)

Plenty of fun and giggles in this "highly recommended" language learning game for kids. Designed especially to introduce your child to learning everyday vocabulary, and with no in-app purchases or third party ads, it's just perfect for children over the age of 2 years old.

Educational apps are quite unlike traditional learning toys and games, they can enforce rules and keep those playing them on pre-defined paths. Their ability to guide and respond to their players has been embraced by developers and parents alike and led to some very successful learning products. But, perhaps, abandoning the more open and free nature of older educational games and toys has also taken away one of the ways in which parents and young children can use their imaginations and conversations to build skills and knowledge making it one of the best vocabulary apps for kids.

What device is this app available on?

Android, iPhone and iPad

[Download Peg and Pog now](#)



APPS FOR DYSLEXIC LEARNERS
SOUNDSLITERACY
WHAT IS DYSLEXIA
DYSLEXIA QUEST
HAPPY MATH MULTIPLICATION RHYMES
RHYMES
READ 2 ME
PHONICS WITH PHONOGRAM
DYSEGCXIA
DD'S DICTIONARY: A DYSLEXIC DICTIONARY

APPS FOR AUTISTIC LEARNERS
SIGHT WORDS
SEQUENCES FOR AUTISM
SEE TOUCH.LEARN
WORDS ON WHEELS
VERBAL ME
AUTISM IHELP
AUTISM DDT SHAPES
AUTISM DDT LETTERS
SPEECH WITH MILO

APPS FOR THE VISUALLY IMPAIRED
VIA
DRAGON DICTATION
LIGHT DETECTOR
COLOR ID
TAPTAPSEE
BE MY EYES- HELPING BLIND SEE
TALKING CALCULATOR
SAYTEXT
ACCESSNOTE
VISUAL BRAILLER

APPS FOR LEARNERS WITH WRITING DIFFICULTIES
THE WRITING MACHINE
IWRITE WORDS
LETTER SCHOOL
ALPHA WRITER
ABC POCKET PHONICS
WORD MAGIC

NBC 4

“

WORDS KIDS LOVE TO HEAR



- 1 I love having you in my class.
- 2 It was hard for me, too.
- 3 You got this!
- 4 I believe in you.
- 5 Wow, you have worked so hard at...
- 6 Oops, I made a mistake.
- 7 Need to talk?
- 8 You matter.

GEORGE LUCAS EDUCATIONAL FOUNDATION

TEACHER RESOURCES

ONLINE LEARNING

Lessons From a Summer of Teaching in a Hybrid Classroom

When some students are in class and others are attending live online, teachers have unique challenges and opportunities. By [Christine Boatman](#) August 11, 2020



Sidney de Almeida / Alamy Stock Photo

As schools have entered a new normal during the Covid-19 pandemic, the words “hybrid model” have become buzzwords in education. In the Estacada School District in Oregon where I teach, we have sought to better understand what a hybrid model looks like and how we can use it to best serve our students. This summer, we implemented a summer school program using the hybrid model to allow us to pilot this new way of teaching. During this hybrid-model summer school, we learned several valuable things.

THE CONCEPT

For our district, the concept of a hybrid classroom involves some students coming to school in person and some students attending school via live-video technology, such as through Zoom. With the aid of Zoom, students who are online have the same access to the classroom as every student attending in person.

The hybrid classroom includes a large web camera and high-quality speakers that allow the students connecting via Zoom to have a good view of the classroom, to hear everything the teacher is saying, and to be able to respond to the teacher and other classmates. The room also has a large television screen where the students who were Zooming in have their video feeds appear. Every student, both at home and in person, has a Chromebook where they complete the majority of their classwork.

THE BENEFITS

In the current climate, where staying healthy is on the forefront of everyone’s mind, the hybrid-model classroom allows students to connect with their teachers and peers while staying safe

at home. In the summer school program implemented by my district, some students were unable to attend in person due to health conditions of the students or members of their households, and social distancing laws in the state limit the number of students in each classroom.

With the hybrid model, every student is able to get the same information presented by the teacher at the same time. Students are all given the same opportunity to participate in class discussions, to play whole-class games, and to participate in online-class activities. When I talked to a student about her experience in the hybrid class, she said, "It's really cool to have so much technology in my classroom, and I love that I can talk to my best friend, even if she's coming to school on Zoom instead of in person."

STUDENT ENGAGEMENT

During the hybrid summer school program, one of the most exciting discoveries was that "kids Zooming in have been more engaged than in-person students," said math teacher Maria Warren. One of my students shared that she was so happy to see her friends again after being stuck at home for so long that she was paying close attention to everything that was happening in class.

In the hybrid classroom, all students are working on the same activities on Chromebooks. Students respond to discussion prompts in real time, teachers can cold call on in-person students or students Zooming in, you can play online whole-class games such as Kahoot!, and students can have great discussions about things they are learning about in class through Zoom breakout rooms.

During a math game played during the hybrid summer school, students Zooming into the class were responding to questions faster and with more accuracy than many of the in-person students. My colleagues and I attributed a lot of this to these particular students having fewer distractions at home, although we know that won't be the case for all learners.

BUILDING COMMUNITY

At the heart of every classroom is relationships. We all miss seeing our students as a result of in-person school closures during the pandemic, and we want to give our kids hugs because we miss them. "Air high fives are the way to go!" Warren tells her students. In a hybrid model, it can be a bit more challenging to build strong relationships between teachers and students; however, with intentionality and care, a hybrid classroom can become a warm, caring community of learners.

To build community in a hybrid classroom, it's very important to emphasize the importance of class norms, maximize the opportunities students have to talk to one another, and do lots of classroom team-building activities at the beginning of the school year. Students in the hybrid summer school in our district were all a large group of friends laughing and calling out to the Zoom students smiling from the television screen.

PROMOTING PEER-TO-PEER DISCOURSE

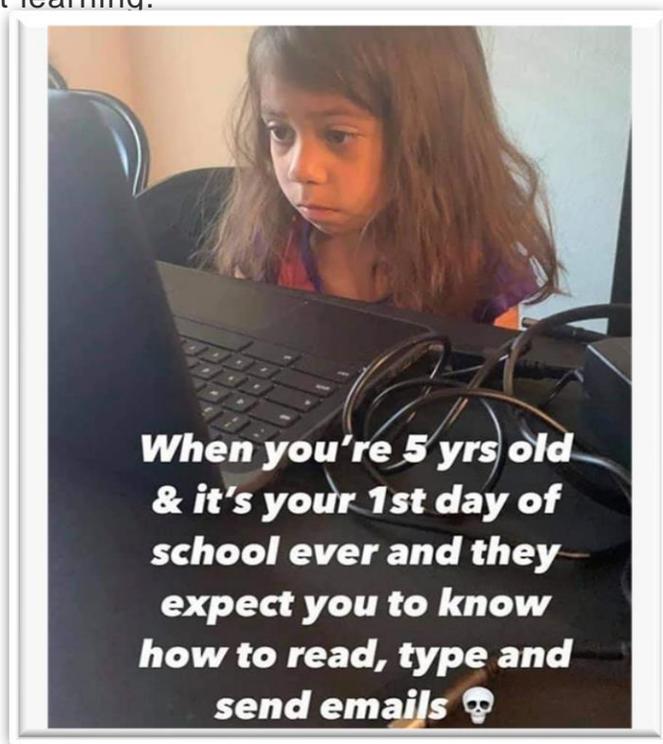
Peer-to-peer discourse is an essential part of students learning to think critically and communicate their ideas in an effective way. In hybrid classrooms, one of the most powerful things that a teacher can do to promote this is by creating discourse groups where students work together to solve problems, complete work, and discuss their assignment or the literature they're reading.

Through every student having their own Chromebook, the teacher can set up small groups of three to five students intermixed with in-person students and students Zooming in. This allows students to maintain relationships with their peers, as well as learn from them and practice valuable critical-thinking skills. Warren points out, "We have to think bigger than speaking as the main mode of collaboration, and we need to consider the benefits of typing collaboration." With instant messaging and discussion boards, there are many wonderful opportunities for students to share ideas and work together to solve problems.

THE NEED FOR INNOVATION

With the pandemic, hybrid summer school principal Ben Hargrave says, "Schools have changed, and they're not going back to normal anytime soon. We need to accept this change and make the best place possible for students to succeed."

As we think about how to create the best possible experience for our students, teachers exploring hybrid classrooms will need to take risks, problem-solve, and try new things. Teachers will need to approach this work with patience and a growth mindset. The hybrid classroom provides a wonderful opportunity for teachers innovating to create a great environment for student learning.



ONLINE LEARNING

Keeping Kindergartners Engaged in Distance Learning

Personalizing lessons and giving brain breaks can help young students stay engaged during short synchronous sessions. By [Ruth Calkins](#) August 10, 2020

When remote instruction started at my school last spring, I met with my students every morning at 10 to alternate math and reading lessons virtually. At first, my kindergartners thought it was fun, different, and exciting to have class through Zoom. But it wasn't long

before online learning stopped being quite so fun and exciting. For some of the kids, it was clearly becoming monotonous.

There were lots of challenges for me in teaching virtually. The biggest was keeping the kids engaged. My teammates and I shared ideas, and I had varying amounts of success. The following are all strategies I used this past spring.

EQUITY STICK

When we began meeting virtually, my students were excited. Everyone wanted to participate, raising their hands enthusiastically. A couple of weeks in, that changed. Some kids were still participating wholly, but others were not.

In my classroom, I use equity sticks. I could pull out a stick to randomly choose the name of a student to call on. It occurred to me that I could use these sticks in Zoom, too. I purchased sticks from Amazon and created a stick for each student in about 10 minutes.

Pros

- I could get kids who weren't raising their hands involved; they responded beautifully.
- It helped me try to make sure that every student got a chance to speak during every lesson.
- It was easy to incorporate into my lessons.

Cons

- Some lessons simply didn't have enough discussion points to pull each student's stick.

PERSONALIZED OR THEMED LESSONS

As a team, we decided to present our lessons using Google Slides. Early on, we personalized these by using student names wherever we could (e.g., in a math story problem). Halfway through our time of virtual teaching, we began adding themes to our presentations (e.g., superheroes or summer food).

Pros

- The kids loved seeing their names in the presentations.
- The themes kept the majority of the kids interested.

Cons

- Personalizing and incorporating themes was quite time-consuming.

MINDFULNESS BRAIN BREAKS

No matter what we did to liven up our presentations, which usually lasted about 20 minutes, some of the kids still got squirmy. From almost the beginning, we included some mindful breathing GIFs and video brain breaks. Typically, [these videos](#) ran three to five minutes and encouraged the students to move.

Pros

- Most of the kids bought in to the breathing, which we dropped in right before the real meat of the lesson.
- Most of the kids loved the videos we chose as our brain breaks (and I don't have words to describe how cute they were, moving and grooving to the music).

Cons

- Finding appropriate breathing moments and break videos was time-consuming.
- Finding new moments and videos to use was challenging as time went on.
- Some students were not engaging in these breaks, so that was time they were just staring at the screen. Some of these students tended to be shy about moving on camera, and the others were not interested in the activity.

ZOOM TOOLS

At the start, we had the kids raise their hands or use their thumbs to respond to questions. As we became more comfortable with Zoom, we were able to use some of the tools that the program has to offer—in particular, the “raise hand” and “chat” tools.

In addition to using the raise hand tool when they knew an answer, I had them use the chat box. They could type *T* or *F* for true/false questions, or they could type the answer to a math problem—I made sure they were typing only to me, not to each other.

Pros

- The tools were easy to teach, and the kids caught on very quickly.
- The kids loved using the tools, particularly the chat feature.
- The tools provided lots of practice using the computer keyboard.

Cons

- I learned that the tools needed to be used sparingly, as the students’ interest in using them lessened over time.
- Sometimes they just wanted to type random things to me in the box, ignoring whatever lesson I was giving.

EMAILED TO-DO LISTS

It was vital for parents to be a part of the virtual learning experience. Their children needed the help, and I needed a partner in getting the kids to do their assigned work. Early on, I sent the parents a blank weekly checklist they could print out and fill in. I also emailed parents and the kids daily. I shared a list of my expectations for the next day, along with links to assignments and our Zoom classes.

Pros

- The parents loved the checklist as an organizational tool.
- The daily emails allowed the parents to keep track of what I expected and offered a quick and easy way to reply to me to ask questions.

Cons

- This task could be time-consuming.
- It was difficult to tell who was actually reading the emails.

It was recently announced that we will begin our upcoming school year online. I plan to use all these strategies with minor adjustments. I have learned that I need to use the Zoom tools and video breaks sparingly. I know I’ll need to allow time for finding useful GIFs and videos.

These strategies were invaluable and helped keep my students engaged. I plan to brainstorm new strategies with my team this fall. If we all keep sharing our discoveries, we can keep these kids engaged in learning no matter where the learning takes place.

ONLINE LEARNING

2 Simple Ways to Improve Online Instruction

Distance learning started as an emergency in the spring, but teachers are finding ways to make it better, even for students working on smartphones.

By [Jorge Valenzuela](#) July 17, 2020



UPI / Alamy Stock Photo

As the new school year looms in the U.S., many teachers are unsure of the exact amount of time they will need to dedicate to remote teaching. With departments of education and districts looking to maintain both teacher and student attendance while minimizing the risk of coronavirus outbreaks in their schools, we know that [remote learning isn't going away](#) at this time.

Through staggered calendars and schedules, many schools hope to keep their students and staff safe by reducing class sizes in efforts to maintain social distancing for the time being. Although [research on staggered scheduling](#) shows that the practice can have positive effects on academic results, educators will need to continue making pedagogical shifts and pivots to adjust to yet another new instructional day in their efforts to engage all learners.

Whether students are in classrooms or are working fully at home, teachers will want to maintain personal contact with them, especially their most disadvantaged students. Frequent check-ins—in person, over phone or email, or through the class LMS—will help teachers better understand students' needs, providing them the insight needed to design more equitable lessons that address both academic and social and emotional learning for disadvantaged students, and all of their students.

In the months since the pandemic caused an emergency rush to distance learning, many teachers have made significant strides in improving the remote teaching skills they need to reach all learners. The new school year can allow us to improve our online lesson delivery still further by balancing the effective use of edtech with good teaching practice. Here are two relatively simple strategies to make online instruction better.

MAKE LESSONS INTERACTIVE AND ACCESSIBLE 24/7

When teaching students face-to-face, my strategy for engagement is to use systematic and reflective strategies in tandem with interactive activities. This consistent practice helps build

a collaborative culture, establish and maintain norms, and develop an inquiry mindset in students. Teachers will need to recreate this online to make their remote lessons engaging. Nearpod can help, through a student engagement platform designed to make lessons interactive and accessible with or without a facilitator. This feature aids learning remotely because it allows students multiple chances for capturing the content and improving both their skills and transfer. Teachers can launch their lessons in a [student-paced mode](#) and can monitor the completion of the work.

Nearpod also allows teachers to [add interactive activities](#) to lessons, which enables student participation in both real-time and self-paced lessons in fun ways. This feature is multifaceted and has several interactive options, including adding polls, fill-in-the-blank activities, matching pairs, short quizzes, and open-ended questions, and having students [draw a picture to show their learning](#). Each of these activities can be designed to fit the context of all age groups and generates data back to educators about how well the content is being learned.

It's also worth mentioning that students can easily access Nearpod on their parents' or guardians' smartphones, making the learning more accessible to students who do not have Wi-Fi access or a computer at home.

FOSTER STUDENT COLLABORATION VIA VIRTUAL BREAKOUT ROOMS

Having students work together in pairs during activities or in teams to complete a task or product is critical learning work in lessons that teachers do not have to eliminate when teaching remotely. Incorporating collaborative activities during virtual class meetups enhances instruction the same way it does when teaching in person. For this purpose, I like to use the Zoom platform to place my learners in [breakout rooms](#) at various points of my lesson. I use either strategically or randomly chosen groupings depending on my purpose. For example, when students need to partner for project work, I group them purposefully. For activities like turn and talk or learning circles, they can be randomly assigned a partner or partners.

Again, students who lack Wi-Fi access and/or a computer can join live lessons via smartphones and still participate in all of the activities along with their peers.

Collaborative activities that can be conducted via breakout rooms include [storytelling](#), turn and talk, learning stations or centers, workshops, jigsaws, [think pair share](#), and feedback protocols like [critical friends](#) and [gallery walk](#).

Mastering working in groups virtually will take some practice before most students become pros, but relatively quickly the experience will keep them engaged in enhancing their communication and problem-solving skills. Teachers in kindergarten to second grade will need to encourage parents and guardians to log in to assist learners with navigating the tech. Older kids can learn to schedule their own teamwork time once they are comfortable using the Zoom app independent of their teachers.

For schools that don't use Zoom, other platforms with the breakout feature include GoToMeeting, Microsoft Teams, and RingCentral

CULTURALLY RESPONSIVE TEACHING

Using Social Justice to Promote Student Voice

Preteen students can gain confidence in their ability to navigate complex topics by using intersectionality to investigate social issues. By [Lorena Germán](#) 8/11/20



Vladimir Vladimirov / iStock

As a Dominican immigrant mother and wife to a Black-skinned Dominican man, I was hit hard by the killing of George Floyd and other recent events in our country. As many were, I was also frustrated by the ongoing killings, the lack of accountability, and the fears of what could be for my husband and son.

While we march and protest and join our voices to the national outcry that Black Lives Matter, I see my classroom as another form of activism. I currently teach at a small, independent, predominantly White school, where I designed and teach a course called Middle School Social Justice. My students and I focus on learning about social injustice and practicing advocacy. Together we research, discuss, and learn about a wide variety of national social issues.

One of the main issues middle school students share with me is their feeling of isolation and neglect when parents or guardians have in-depth, critical conversations about social issues and don't include them. They also struggle with not knowing exactly where they stand on issues and not having the language to articulate their thoughts on these matters. Often, young people don't have spaces in which they can really dig into what they're thinking, process what they're hearing, and ask questions to better understand what's going on. My course is a place where they can do all that.

I'm fortunate to be able to do this as a full course; teachers who can't do that can still offer something like this as a unit, even in distance learning—for my last unit in the spring, like nearly everyone else we were home-based due to Covid-19. We weren't able to do our usual out-in-the-field learning exercises such as visiting local nonprofits to see work related to the topics we were studying. So, as a final assessment for the semester, and as a way to practice the tangible skill of advocacy, we took on argumentative speeches with a twist.

PROMOTING STUDENT VOICE IN DISTANCE LEARNING

The students' task, which we designed together, was to define their position on an issue they were passionate about in a speech lasting no more than three minutes. They had to introduce their topic, clearly state a claim, reference several important viewpoints, and

conclude their speech in a strong manner. That sounds like your typical argumentation speech or assignment. However, we added intersectionality and systemic issues, which we had previously studied. For example, we talked about the gender wage gap and how that is compounded for women who are Black, Indigenous, or people of color. We watched videos, read articles, listened to guest speakers, and discussed the issue.

We took the same approach with their speeches: Regardless of the topic they chose, they had to address ways that race, gender, or other social identities were related to their issue and impacted the experience of the people involved in the issue. It's critical in a course like this to keep people at the center. We talk about issues, government, and problems, but we never forget that the statistics and the issues are all people. Racism is dehumanizing, so to be antiracist means to remember and value all humans.

Centering student voice was crucial. Students chose what they researched and how they presented their information—some began with a question or hook to get the listeners' attention, others began with startling statistics, and still others started with a clear thesis to clarify for listeners what they wanted us to take away. There wasn't a one-size all approach—they made choices best suited to their purpose.

I was very intentional in providing them with a step-by-step process so that I could facilitate the learning along the way. After setting the assignment goals together, I had students select topics based on their interests. Some students struggled with this, so I asked questions like these to guide their thinking:

- What issue do you care about deeply for which you can address various intersectional issues?
- What issue do you want to know more about and want to find out how various issues impact it?
- When I knew a student well: I know _____ is an issue in your family. Do you want to explore your own position considering how it might or might not be systemic?

Once they all had topics, I taught them the process of structuring an argument. Then they did research, and I met with them privately—in a Zoom breakout room—so they could practice their claim and go over their outline, and I could offer feedback.

Finally, students presented their speeches while their peers listened, and I offered a rebuttal question to offer them an additional layer of challenge.

DEEP LEARNING AND A READINESS FOR THE FUTURE

One student focused her speech on abortion and the way income and socioeconomic status intersect with it. Another student took on global warming, current politics, and Indigeneity. Two others chose to look at arguments about vaccinations as they prepared for Covid-19 conversations with their families. They talked about health care and economic access, too. One student talked about mass incarceration, the death penalty, and Black male over-representation on death row.

While many of these issues are age-old, what was most powerful was how these preteens were able to develop a research-based position and a nuanced understanding of very polarizing topics. Way too many adults, particularly White ones, struggle to see how these issues are not simple binary ones—that the gray areas are where we will find a holistic

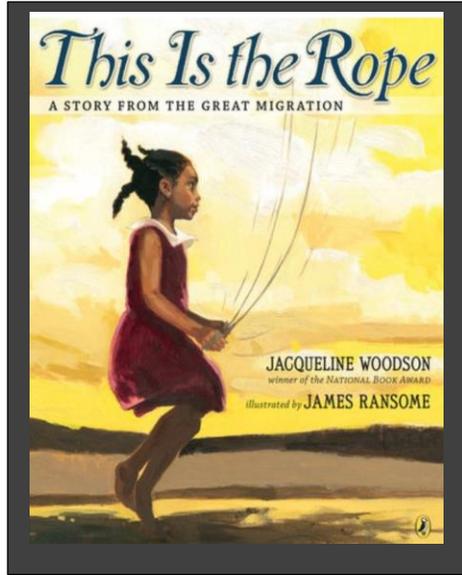
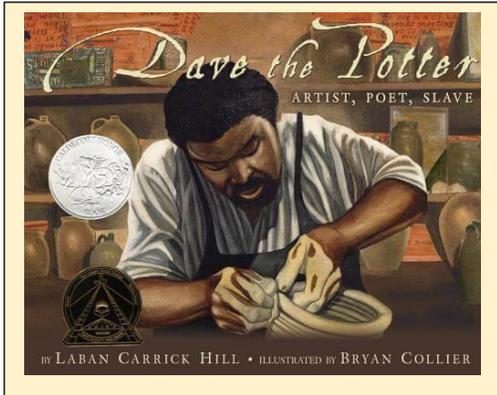
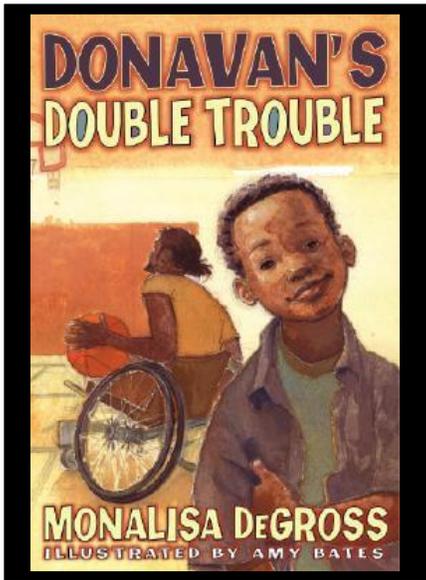
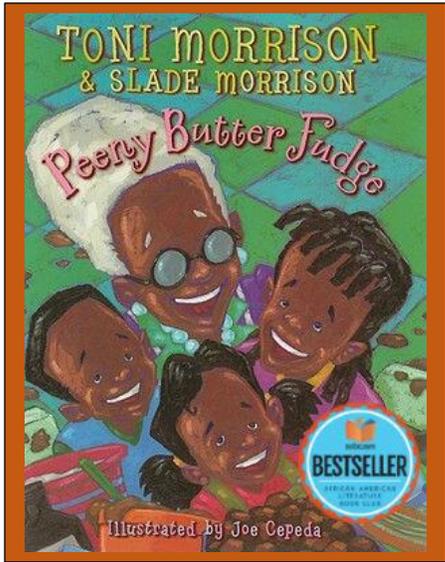
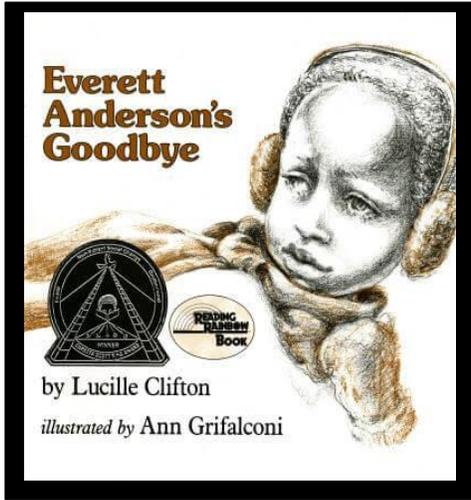
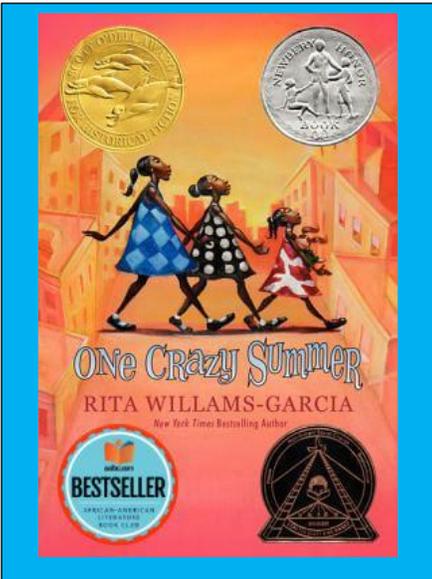
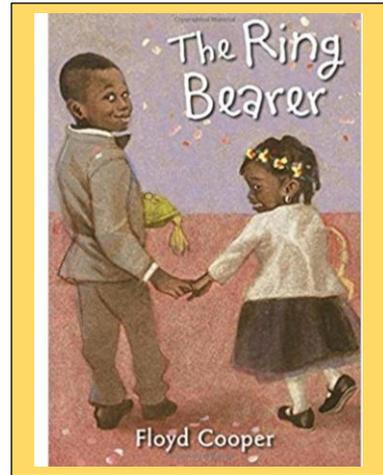
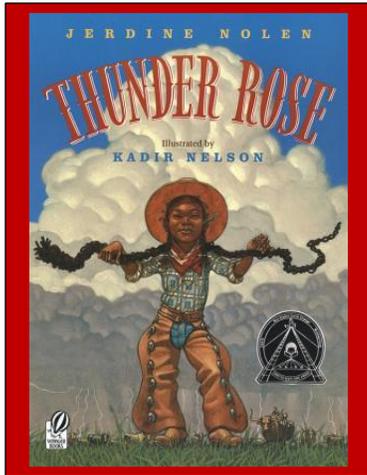
understanding of the problem. It's only through this understanding that we can arrive at comprehensive solutions.

What I learned from this assessment is that young people are ready, willing, and able to engage in difficult conversations. They are interested in fighting for their lives, our lives, and their nation. They are leaders—even the quiet ones.

There is power in student voice, and it isn't a voice any teacher can give. We don't give voices. We make space for them in our curricula and classrooms, or we don't. Especially in times like these when our nation is burning, we should listen to the young people. We should center their voices through choice of their tasks, choice of what they want to study, and overall handing them some leadership opportunities. How else will they practice taking over the world?



K I D'S
C O R N E R



MOVING NSPDK FORWARD...TOGETHER!



Welcome back to school Sorors! I hope all educators have a successful school year. Remember, we are in this together!
Soror Germain Jackson Eddie

Showing off my NSPDK mask by Starr VJ while volunteering for the Food Bank of SJ at my school. #etachapter



Nspdk GammaNu
<https://anchor.fm/stacey-mcadoo/episodes/Walk--Talk-With-Veteran-Educator-Agnolia-B--Gay-ehjks9>

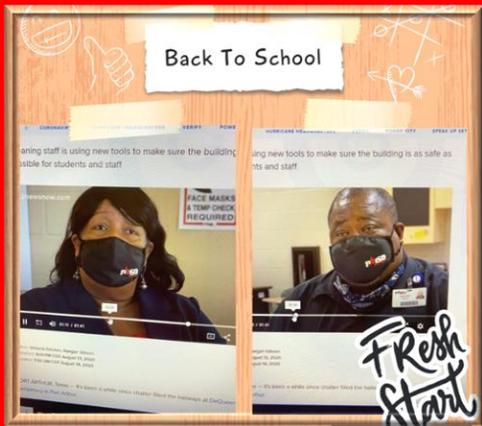


Beta Chapter of Winston-Salem, NC donating bookbags full of books and supplies to Ashley Elementary & Parkland High School

Sorors of the Gamma Nu Chapter of the National Sorority of Phi Delta Kappa, Inc. participated in a live stream panel on educating kids during a pandemic tonight! Thank you to The Ladies Lounge After Dark with Wonder Lowe for having these professional educators on to talk about educating our children during COVID-19! So join us @theladiesloungeond... See More



Good Job Soror Rev. Gwynne E. Burt! Watching you on the Covid-19 Education Discussion! Please share more on Google Voice!



Soror Jerry Gloston, Principal, DeQueen Elementary & Custodial staff featured on KBMT 12 News COVID-19 Back to School Preparation-Port Arthur, Texas

“THE THREE MASK-A-TEERS”

The members of the **Delta Beta Chapter** of the National Sorority of Phi Delta Kappa, Inc. welcomed three new members into the sorority, under the approval of Estelle Brooks, Chapter President, and the tenacious leadership and advisement of Brenda Kay Fowler, *Dean of Pledges*. Delta Beta’s newest Krinon line “**The Three Mask-A-Teers**” moved forward to “un-mask” new ways to connect with students in today’s evolving learning environment due to the global coronavirus pandemic and the historical climate of cultural inequities in education.

Members of **The Three Mask-A-Teers**, and the positions they held includes **Willie Sue Anderson** (President); **RoLanda Hood Williams** (Vice President); and **Tiffany Berry** (Secretary/Treasurer). Krinon President Anderson states, “I am especially excited about the work we will render together in cultivating opportunities for academic achievement and scholarships for youthful scholars. Our local DELTA BETA Chapter Sorors have already graciously welcomed us and we are indeed “willing workers” ready to serve.”

Employed under the *Austin Independent School District (AISD)*—**Willie Sue Anderson**, works in Alternative Education, teaching in the DELTA (Diversified Education Through Leadership, Technology, Academics) Program, helping students attain credit recovery. In addition, Willie Sue has been an instructor at Austin Community College, a literacy advocate and bibliophile, and is the author of a children’s book, *Wynter, Take a Bow!*

Currently an Assistant Principal under AISD at L.C. Anderson High School, Krinon Vice President **RoLanda Hood Williams** formerly held the roles of English Arts teacher, and Assistant Principal at Lively Middle School. Rolanda states, “I choose this organization because I have seen how this organization gives back to the black community, makes a difference everywhere they go, and how close knit the organization is for the Austin community.”

Krinon Secretary/Treasurer **Tiffany Berry** is currently a fourth-grade elementary school teacher under Del Valle ISD. Tiffany states, “I joined NSPDK because I wanted to be part of an organization that promotes black women in education in a positive way.”

On June 27, 2020, the Krinon’s educational presentation was held at Forbes Child Development Center in northeast Austin. The presentation was titled, “*Un-Masking: A Campus’ SEL Temperature.*” The focus of the presentation was in looking at some ways that campuses can “un-mask” their cultural responsiveness, a critical and necessary feature of a quality education. Social emotional learning (SEL) occurs when children and adults manage emotions, set goals, show empathy, maintain positive relationships, and make responsible decisions. Quality learning can occur **when** leadership and staff are deeply knowledgeable about students’ life experiences, backgrounds and their community; **when** instruction and instructional materials are diverse representations of culture, race, gender and other identities; and **when** practices provide opportunities for students *to learn* about cultural differences; *to explore and celebrate* their own social and culture identities; and *to develop* inclusive and equitable learning environments (Reference: *National Center for Culturally Responsive Educational Systems*).

Submitted by Crystal L. Jones, Director of Public Relations



The Three Mask-A-Teers
L-R: Brenda Kay Fowler, *Dean of Pledges*,
Willie Sue Anderson
Rolanda Hood Williams
Tiffany Berry



L-R: Brenda Kay Fowler, *Dean of Pledges*
Carolyn Wilson—*Krinon Committee*
Rolanda Hood Williams
Willie Sue Anderson
Esther Phillips, *Krinon Committee*
Tiffany Berry, *Krinon Committee*
Dr. Carolyn Golden, *Krinon Committee*

WELCOME SORORS!!

EPSILON BETA CHAPTER, "FIVE LILIES OF CHANGE"



DELTA LAMBDA CHAPTER



BETA EPSILON CHAPTER, "PHENOMENAL FIVE"



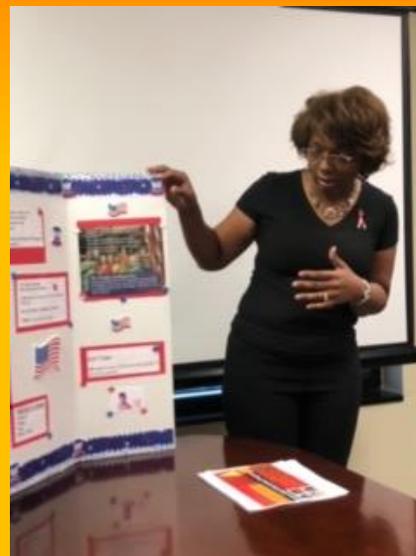
TAU CHAPTER, "Virtual REINCARN8ION"



EPSILON ALPHA CHAPTER



DELTA EPSILON CHAPTER, "FOUR DIVINE VIRTUES"



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GREAT FUNDRAISER SOROR TONYA GREEN-CLARK-BETA ZETA EASTERN REGION



Eastern Region Paint Party! Fun event hosted by our lovely Regional Fundraiser Chair **Tonya Green-Clark**



I painted this picture during my first virtual paint party. Thanks Sorors **Tonya Green-Clark** and ER Director Patsy Squire for a fun-filled evening with the sisters of the Mighty Eastern Region!

Painting fun with ER chapters



In these Zoom trainings like



Click on link below to get a good laugh...

<https://vm.tiktok.com/ZMJSNMdG4/>

God, help me to be a person who sees the blessings intertwined with the struggle.

Help me to be someone who is content regardless of my circumstances.

Help me to live a life marked by gratitude and joy, regardless of what is happening around me.



Truly Yours, Jen
www.trulyyoursjen.com



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

