

*the* NATIONAL SORORITY OF PHI DELTA KAPPA, INC.  
**KRINON**

**Teaching  
Strategies**

*for the*

**21<sup>st</sup> Century  
Learner:**

**Cultural Relevancy**

SPRING 2019

96<sup>TH</sup> ANNIVERSARY



# NATIONAL SORORITY OF PHI DELTA KAPPA, INC.

## About Us

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

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

There are over one hundred chapters across the United States.

## Our Philosophy

The National Sorority of Phi Delta Kappa, 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 [nspdkchiefkrinon@gmail.com](mailto:nspdkchiefkrinon@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.

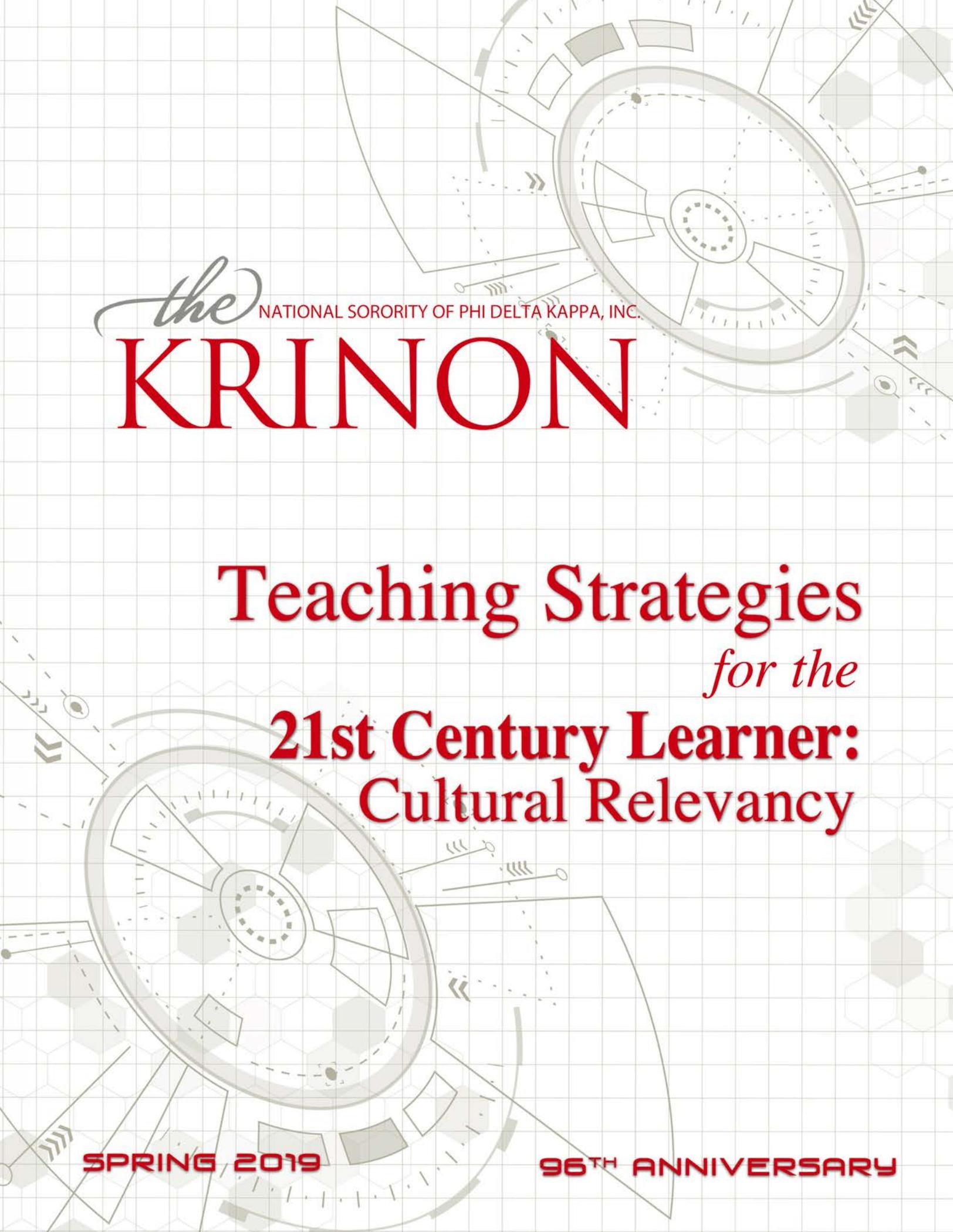
## Publication Policy

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.



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The background of the cover features a technical diagram with a grid pattern. It includes a large circular component with internal segments, various lines, arrows, and smaller circular elements, suggesting a mechanical or engineering theme.

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## OUR FOUNDERS

Front Row L-R:

Gladys Cannon Nunery, Julia Asbury Barnes,  
Gladys Merritt Ross (Mother founder), Florence  
Steel Hunt

Second Row L-R:

Ella Wells Butler, Marguerite Gross,  
Mildred Morris Williams

Not Pictured

Edna McConnell

# The FOUNDERS of NSPDK

## BECAUSE OF THEM (OUR HEROES) WE CAN

Adapted from Because of Them We Can as illustrated by Eunique Jones

Stimulate professional growth among our sisterhood  
Promote the highest ideals of teaching  
Develop the potential of our youth

BECAUSE OF THEM WE CAN FOCUS ON

**Y** ~ Youth ~ **Xinos, Kudos, & KOT's**

**E** ~ Education ~ Academic issues & trends

**S** ~ Service & being visible in the communities we serve

BECAUSE OF THEM WE AFFIRM A STRONG

"Pursuit of Excellence" in education

Support the ethical moral standards of our youth

Public service mission

BECAUSE OF THEM WE HAVE

**Purpose**

**Focus**

**Willing workers** called into our sisterhood

BECAUSE OF THEM WE KNOW & USE REAL FACTS

Educators are real

Resilience is real

Make a way out of no way is real

*By Esther Phillips  
Delta Beta Chapter  
Austin, TX*



NATIONAL SORORITY OF PHI DELTA KAPPA, INC.

IN MEMORY  
RESTING IN OMEGA CHAPTER

*We will forever remember their Vision*



E. Lucille Minor  
NSPDK Supreme Basileus  
1986 - 1989



Marguerite McClelland  
NSPDK Supreme Basileus  
1989 - 1993



Della H. Oliver  
NSPDK Supreme Basileus  
1993 - 1997



Ardena S. Dixon  
NSPDK Supreme Basileus  
1997 - 2001



Margaret Nelson  
NSPDK Supreme Basileus  
2001 - 2005

*"Action without vision is only passing time.  
But vision with action can change the world."*

*Vision without action is merely day dreaming.  
~ Nelson Mandela*

# FOREWORD

**S**eparate but equal was a legal doctrine which was put into law so that racial segregation would not violate the Fourteenth Amendment to the United States Constitution. This was to provide equal protection under the law to all people (Wikipedia). Fast forward to the 21<sup>st</sup> Century. Even though the Supreme Court eventually overturned this decision, how far have we come in providing equality for all?

When we speak of equality, we are not just referring to race. We are now talking about cultures, religion, gender, academic levels, and much more. This 96th edition of the Krinon will attempt to bring to our readers' attention to a wide spectrum of cultural relevancy.

As educators, we want our audience to understand cultural competence. Equality, diversity, as well as inclusion must be implemented in our daily educational activities for our youth to grow into adults who can function successfully and passionately in a very multicultural society. Our authors will display ideas, emotions, experiences and plans to put into action inside the classroom and within the social community setting. Our hope is that we can plant a seed of enlightenment into our way of understanding and respecting individuals for who they are.

Cultural Relevancy in the 21<sup>st</sup> Century.

From the Chief Editor



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## SUPREME BASILEUS' GREETING

**You are invited to write a response to this edition of "The Krinon."  
Contact us at: [nspdkhdq@aol.com](mailto:nspdkhdq@aol.com)**



**Bold 21<sup>st</sup> CENTURY TEACHING STRATEGIES: CULTURAL RELEVANCY** is an ambitious title for the 2019 edition of *The Krinon*, the professional journal of the National Sorority of Phi Delta Kappa, Inc. As an organization of teachers and other education professionals, we are often faced with issues that challenge us to find the best means to empower students to be successful. Cultural Relevancy is one of those attempts to ensure achievement.

I have summarized the definitions of Culture from several sources, including Google, the most popular informational reference tool of this age. Culture is the collective beliefs, objects, actions, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts, and other characteristics shared by groups of people and internalized by a single individual. It could be based on shared ethnicity, gender, customs, or age.

How do people of different races, historical backgrounds, and values embrace a culture that identifies who you are as a single entity? I would say that "It's impossible to do." We live in America, but because of the makeup of the citizenry, we, as persons of many cultures will never be at the same level on the spectrum of life. We are impacted by family and community, generations upon generations of knowledge, values upon values that have been communicated to us, passed on, acted on, accepted, and engrained into the psychic. It is difficult to say, "My culture is...." As a simple example of understanding culture, I give this analogy: In many countries when boarding an almost empty bus, it is regarded as rude to sit in a vacant seat far away from the only other passenger. However, in the U.S. when boarding an almost empty bus it is regarded as rude to sit next to another person when the bus is virtually empty. These may be easy choices for most; however neither is a choice for the person who could only ride in the back. Or take for example a young black boy who delivers a package to a building with a doorman in New York City, but is not allowed to enter the front door, not because it's a policy of the building, but because of his race. Culture dictates many of the actions, decisions, and emotional reactions with which we are confronted daily.

Understanding the mental, physical, linguistic, and emotional conflicts that children face each day to get to a successful place of learning is in itself a monumental challenge for the teacher. It is important for an African American child to be taught to maintain his dignity throughout the academic learning process, instead of presenting the child with conflicting values with his culture. I remember in 1950 attending a one room school house; seeing a school bus with White children going to a beautiful new school building; receiving books with stickers in the front with a list of 8 or more names of White children who previously used the books. But, I also remember my first teacher, Mrs. Beane, taking the entire group of students out in the schoolyard for Science Class to identify the leaves of trees; observing the changes in the sky; witnessing the seasons of the year; watching squirrels store their food for the winter; and predicting the weather by the feel of the wind and changing clouds.

I thank Dr. Ladson-Billings for creating the teaching terminology and strategies of "Culturally Relevant Teaching" in the 1990's. It is defined as "one that empowers students to maintain cultural integrity, while succeeding academically." She validated what my teacher did for the students in Ivan, Arkansas. This was not a culturally diverse school population; however, she took our many unacceptable learning experiences and collectively grounded them in cultural understandings that empowered us to be successful wherever we found ourselves in life.

Students are smart. They know when they are being subjected to a lesser curricular and a harsher punishment than other students. They feel the connection with teachers who care and disconnect from those who don't. We need more culturally relevant teachers who go beyond the curriculum and understand that learning is most often impacted by teaching adaptations to how students think, what they believe and how they learn. Their culture will always be with them and we, as teachers, must tailor our teaching methods to ensure the success of all students from all cultures.

Moving NSPDK Forward.....Together!

Etta F. Carter, Ph.D.  
26<sup>th</sup> Supreme Basileus, 2017-2021

## CHIEF EDITOR'S MESSAGE

Welcome and Greetings to "Krinon 2019"

Ruby Bridges was a courageous six-year-old girl who was instrumental in advancing the cause of civil rights in 1960's by becoming the first African American student to integrate an elementary school in the south. Imagine a six-year-old child having to enter a school of learning everyday with hateful words screamed at her, being isolated with no friends, and being in the middle of negativity without really understanding why.

Culturally Relevant Teaching is so important for the 21st Century student. As educators, we must display cultural competence. It is evident that in our society, past and present, individuals are not always sensitive to our multicultural settings. This setting relates to ethnicity, gender, religion, academic levels, financial rank, and everything we as a people think is "not like me". We must be skilled in teaching and guiding in a multicultural setting for students to be successful. Students must relate course content to his or her cultural context. Communities believe that cultural relevancy is just equality, inclusion, or diversity. It is that and much more. If we instruct by using culturally relevant techniques, then what we do and how we do it is relevant to multicultural and diverse audiences.

As we instruct, be a listener and remember to share ideas, introduce diverse learning practices, know and appreciate students learning styles, establish inclusion, increase understanding by utilizing real world issues, build a positive attitude in students by including everyone.

Let's be game changers by becoming bold instructors and by sending your excitement and energy to your students who will one day become strong and productive leaders in a society that needs a different outlook on how we should do "Things", for example exhibition of acceptance and understanding.

Continue to enjoy the excellent writings of our authors. NSPDK members, we invite you to join us and submit an article next year as we continue the platform for excellence in education. Thank you to our Supreme Basileus, Dr. Etta F. Carter, for her leadership, and to our associate editors for their diligence and expertise.

Joyce Williams  
Chief Editor  
Gamma Tau Chapter  
San Antonio, TX



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## PERPETUAL SCHOLARSHIP FOUNDATION

The Perpetual Scholarship Foundation, Incorporated was established as a non-profit educational tax-exempt 501 (C) (3) foundation, which exists as a subsidiary under the umbrella of the National Sorority of Phi Delta Kappa, Inc. It is managed by a 24-member Board of Directors. The PURPOSE of the Foundation, according to its Articles of Incorporation, is to provide financial support to the scholarship program of the National Sorority of Phi Delta Kappa, Inc. Annually, the Foundation donates funds to the Sorority's general treasury earmarked specifically for educational scholarships for high school girls and boys; and female college students aspiring to become teachers. The Perpetual Foundation also offers scholarships to members of the Sorority who are pursuing a doctoral degree.



Front Row: L-R: Mary Langford, Louise Smith, Kathleen Thomas, Lisa Frieson, Florence O. King, Mary Jane McCoy, Delois Dailey  
Back Row: L-R: Suzanne Gibbs, Betty Glover, Jessie Hopkins, Huberdean Lowe, Alleane Butts, Dr. Cynthia Warren, Opal Hampton  
Not pictured: Tillie Colter, Margaret Hope

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## 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 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. The Anthropolos welcome young men who have been Kudos, have shown interest in continued affiliation, and who are sponsored by a Soror. The primary focus of the National Anthropolos is Recruitment, Retention, and Communication. The National Anthropolos are dependent on the Sorors for new Anthropolos. We are committed to developing compelling programs to keep Anthropolos engaged throughout the year. The National Anthropolos are dedicated, committed and supportive of the National Sorority of Phi Delta Kappa, Inc. Visit their website at [www.nationalanthropolos.com](http://www.nationalanthropolos.com).



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## ASSOCIATE EDITORS



Linda Lewis is a member of the Alpha Beta Chapter in Nashville, TN and is the only Local Honorary Member of the Southeast Region. Since moving to Nashville in 1996, she has served as consultant to various chapter officers, and produced a standardized Krinon Club Manual. She is a proud Vietnam Veteran, having served in the United States Air Force for six years as an Instructional Designer, Technical Writer and Training Administrator. She holds the rank of Major in the United States Air Force Auxiliary (Civil Air Patrol) where she currently serves as both Aerospace Education Officer and Professional Development Officer, overseeing the training for her squadron's adult members. In her spare time, Linda assists various individuals in learning basic computer skills, consults in the technical aspect of preparing doctoral dissertations, and oversees her two curated newsletters-The Alpha Beta Gazette and the MOOC Abstract.

Linda D. Lewis  
Alpha Beta Chapter  
Nashville, TN



Greetings:

Let me say what a privilege it is to serve as an assistant editor for the Krinon. I am grateful for helping outstanding educators stimulate others through their expertise and knowledge. Because of your exceptional skills, you will be able to make an indelible mark in education and impact how teachers support their local campus.

It is vital for individuals to view the schools favorably, and one way to achieve that goal is through collaboration and sharing of information. Every article will make some sort of impression to our readers. Educators will definitely become more innovative and subsequently enhance or broaden their spectrum of academic excellence.

Our schools are an important part of our community and as such, deserve to be relentless in their effort to bring about favorable results. We are all striving to be the catalyst for change. As such, the Krinon allows for individuals to bring that capacity through the sharing with others.

Dr. Lindy M. Perkins  
Alpha Rho Chapter  
Dallas, TX



I feel honored to be serving my second year as a proof reader for the The Krinon Magazine Committee of the National Sorority of Phi Delta Kappa, Inc. Please take time to get to know the layout of our Krinon Magazine. You will notice our Philosophy, Purpose and Publication information is usually on the inside cover followed by the table of contents.

You can look at one category at a time or just peruse the articles and choose which to read first. Just as with a paper magazine, you may want to sit and read the whole thing at once or come back to this issue several times to digest the articles more slowly. As educators, many articles will be helpful ideas that can be utilized in your setting.

I believe that no matter whether The Krinon Magazine is delivered to your doorstep or to your computer, printed on glossy stock or on cheap tabloid paper, appearing on your iPad or your cell-phone screen, it cannot be accomplished without you, the Sorors of the National Sorority of Phi Delta Kappa, Inc. Please commit yourself to submitting educational articles that we can share with other sorors.

“Education is a shared commitment between dedicated teachers, motivated students and enthusiastic parents with high expectations.” I challenge all my Sister educators, both active and retired, to make the 2019 year one of the best by being effective and efficient as an educator.

Novella M. Page  
Alpha Beta Chapter  
Nashville, TN

## EASTERN REGION

Dear Sorors,

I bring you greetings from the Eastern Region! It has been a year of many changes in education. The 45th president and his Secretary of Education are still focused on School Choice at the expense of Public Education. Many municipalities are having to deal with Charter schools and the impact they are having on fiscal efficiency which are putting public schools in jeopardy. What we DO know is that public education is for all students no matter their culture or socioeconomic level and we address to their needs accordingly.

The advantage of public education is the cultural diversity. Our children come from every ethnicity and religion. Educators must address the cultural differences in each child, no matter how minute. They must be aware of the student who can make positive eye contact of any kind with any person at all, those prohibited from, as well as those who have no limitations at with regard to speaking back to adults, etc. We must be more than tolerant of each other, we must accept each other. We must learn and convey appropriately what we know about our histories; Black history, Asian history, Hispanic history, etc. and convey that knowledge everyday across the curriculum. Teachers can use interviews; in person and virtual interviews, books, movies, or just conversations on the many topics that we have in common. It is only through education that we'll learn to accept our differences and learn that we are more alike than we are different.

As we progress through the 21st century, it is my hope that the members of N.S.P.D.K. Inc. will be more than spokespersons, but advocates for our youth on every front, as well. That we will be among the decision makers for education. Every day educators put their skills on the line to help the young people they teach. We must be the ones to help shape the curriculum that is taught, rather than the outsiders who've never been in the classroom. Departments of education must put relevant funding for technologically equipped schools, to include using smart boards to communicate with people around the world, creating virtual pen pals.

We need teachers who are not afraid to speak out and be the stand committed to the rights of all children. N.S.P.D.K., Inc. members are the educational leaders we need for the future. So, Sorors, share the vision and spread the word!

Noreen E. Little  
Eastern Regional Director



## SOUTHEAST REGION

Dear Sorors,

Greetings from the Sisterhood of the Mighty Southeast Region. Welcome to the world of the National Sorority of Phi Delta Kappa, Inc., as seen through the pages of The Krinon. The printed Media is the official journal of National Sorority of Phi Delta Kappa, Inc.

As you peruse the pages of this extraordinary piece of literature you will see a broad portfolio of social and educational programs committed to facilitating positive lifelong learning experiences to improve the quality of life for all children and adults.

The Southeast Region emphasizes "Education: A Tool for Economic Prosperity." Our programs advocates teaching children, motivating them and producing worthy and successful citizens.

Commendations to Soror Joyce Williams, Chief Editor of the Krinon, the staff assiduous authors, associate editor, writers and designers for a job well done.

Sisterly,

Delores Davis Hills  
Southeast Regional Director



## MIDWEST REGION



Greetings from the "Mighty Midwest" Regional Director

Dear Sorors,

It is an honor to extend a warm and heartfelt greeting to you from the "Making A Difference" Midwest Region and our twenty magnificent, extraordinary chapters. As your Midwest Regional Director now in my senior year in line with our mission, we continue to focus on Recruiting, Reclaiming, and Retaining with Sisterly Love.

This year, our Xinos/Kudos conference was held in Columbus, Ohio, hosted by Gamma Alpha Chapter with the theme "The Will to Win, The Desire to Succeed, and the Urge to Reach Your Full Potential." With this theme, our youth were able to focus on goal-setting and understanding that the choices they make today will help them to reach future goals in life. Working together, taking little steps, and having patience along with a little self-control, they learn to move mountains.

Our Midwest Regional Conference will be held in Evansville, Indiana; hosted by Alpha Eta Chapter at the Evansville Airport Holiday Inn, May 2-5, 2019. With the theme "Pursing Excellence Through Educational Awareness," we will remember the life and legacy of our beloved founders, who had a dream of such an organization for educators. Understanding that as leaders, leadership is sometimes complicated by indifference or lack of understanding of those you are blessed to lead. Learning that sometimes there are difficult circumstances and puzzling situations as we educate, it is merely a blessing to work through with sisterly guidance from each other. As we listen with a servant's heart and motivating each other, just as our founders did, we improve and lead as educators. Leading as educators requires that we embrace all cultures, understand diversity, and teach to all 21<sup>st</sup> Century learners, young or old. As we live and grow with this new age, so must education. As educators, we must do our part to encourage students and adults.

To my Sorors in this prestigious and distinguished Sorority, let our beams of light become rays of hope and guidance.

"So Jesus said to them, "Because of your unbelief; for assuredly, I say to you, if you have faith as a mustard seed, you will say to this mountain, 'Move from here to there,' and it will move; and nothing will be impossible for you." Matthew 17:20

MAD LOVE for NSPDK

Rev. Dr. Francine E. Blake  
Midwest Regional Director

## SOUTHWEST REGION

Greetings to My Sisters,

I bring you well wishes from the SOARING Southwest Region. I will begin this greeting by embracing your theme for the 2019 Krinon, "Teaching Strategies for the 21<sup>st</sup> Century Learner, Cultural Relevancy". It goes without saying, our strategies must change and reflect the cultural differences of children of color. The use of creative strategies in the classroom will assist teachers in modifying lessons into something that will engage students. Hands on participation and active interaction will assist culturally diverse students in processing the content more effectively. We must meet them where they are as a learner for them to be successful.

As this current SW Region administration's term comes to an end in the summer of 2019, we have excelled in program implementation and met our objectives successfully. I extend heartfelt gratitude to the officers of the Southwest Region that unselfishly gave of their time and commitment. Your dedication and devotion to make the Southwest Region the epitome of true sisterhood and service excels above all others.

Thank you for joining with me, four years ago, to make this region SOAR in sisterhood, opportunities, program involvement and positive results. The Region is strong and productive. We have grown in membership, conference attendance has increased, become more visible as an organization in the Southwest, chapter program implementation has improved, and as a Region sisterhood is flourishing. We can surly boast of our many accomplishments. As an administrative team, we can be proud of upholding the tradition other administrative teams set before us.

I am so proud to have served, you, as the Southwest Regional Director, 2016-2019. My sincere appreciation to the Basilei of the Southwest for making my term in office a success. I am humbled and appreciative for your support. We did our very best to make the Southwest Region "The Best it Could Be". BRAVO, BRAVO! May God be a blessing to you as we continue our pursuit of excellence and promote the highest ideals of the teaching profession in this great sorority "National Sorority of Phi Delta Kappa, Inc.

Dr. Sylvia M. Williams  
Southwest Regional Director



## FAR WEST REGION



Greetings fro the Far West Region,

It is my pleasure to extend greetings from the small but mighty resilient Far Western Region to our illustrious Supreme Basileus, Executive Council, sorors, affiliates and friends of the National Sorority of Phi Delta Kappa, Inc.

It's also an honor as well as a privilege for me to share some information on "Teaching Strategies for the 21<sup>st</sup> Century Learners" and the importance of these strategies. As educators and parents, we must realize there is an increased demand for formal education to include the development of generic skills as well as traditional academic subjects, such as competencies for ways of thinking, tools to enhance academic performance as well as skills for living. These skills for today's rapidly changing society, such as communication, problem solving, collaboration and critical thinking, are being and should be acknowledge increasing all over the world. The big challenge, however, is knowing how to support and teach these skills in schools and classrooms to enhance learning. With increased technology, educators are able to positively empower students to be in charge of their own learning.

To positively empower our students and to prepare them for the global world in the 21<sup>st</sup> century we must incorporate science, technology, reading, engineering, art and math into the curriculum in order to focus on the whole child, so that they will be prepared for the high -tech jobs of the future.

The 21<sup>st</sup> century educator looks forward to the future. They are aware of the ever-changing trends in technology and are in tune of what the future may bring to education. A good 21<sup>st</sup> century teacher is aware of the career opportunities that will be in the coming years for their students, and are always advocating towards forward thinking and planning to ensure all students will not be left behind. Technology in the classroom is ever changing and moving at a rapid pace. The 21<sup>st</sup> century teacher is one that moves right along with it. Technology in the classroom, whether it's for lessons, assignments, or grading, can help students learn better and faster and help make a teacher's time more effective. An effective teacher knows that technology in the classroom can truly help transform their students' education. They know what the best tools are, and how and when to use them.

Teaching, as we all know, is a career that has pretty much stayed the same over the past few decades. The tools have changed over the years (Smartboards have replaced chalkboards, tablets have replaced textbooks) but the practice has not. The 21<sup>st</sup> century teacher must be able to adapt to the curriculum and the requirements and be able to use their imagination to teach in creative ways. 21<sup>st</sup> century learning means teaching just as you have done in the past centuries, but with better tools. Today's teachers have a great advantage, they have powerful learning tools at their disposal that they didn't have before. 21<sup>st</sup> century technology is an opportunity for students to acquire more knowledge.

However, we can not expect our students to be able to compete in science, technology, engineering, arts or math without being able to read and comprehend spoke and written language. Therefore, we as educators must take on the challenge of inspiring our students and exposing them to all avenues of learning so that they can be successful 21<sup>st</sup> Century learners.

Velma Brown  
Far West Regional Director

# YES

## Youth

YOUTH GUIDANCE  
XINOS (HIGH SCHOOL GIRLS)  
KUDOS (HIGH SCHOOL BOYS)  
COLLEGE GUIDANCE  
KAPPA OMICRON TAU (KOT)

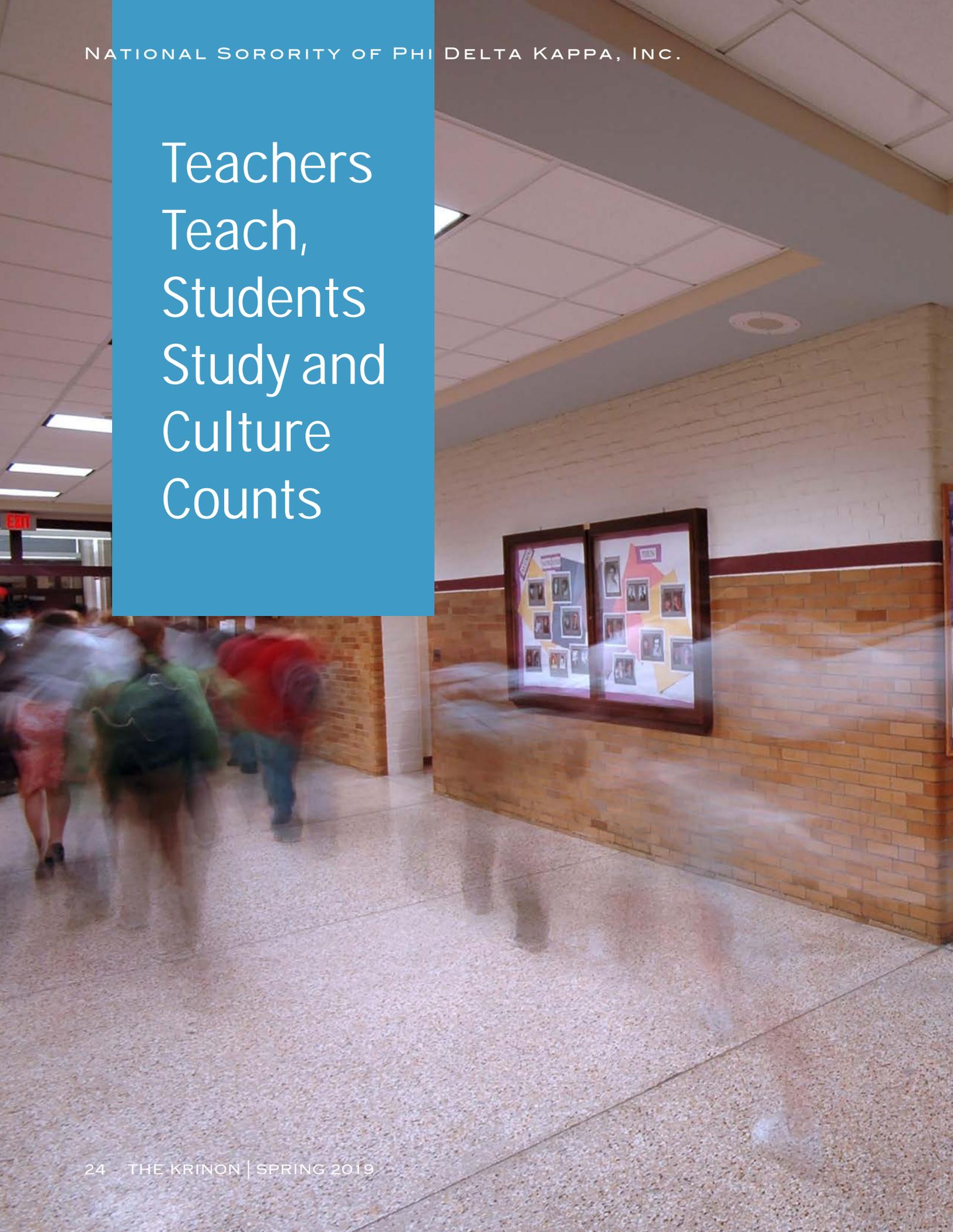
## Education

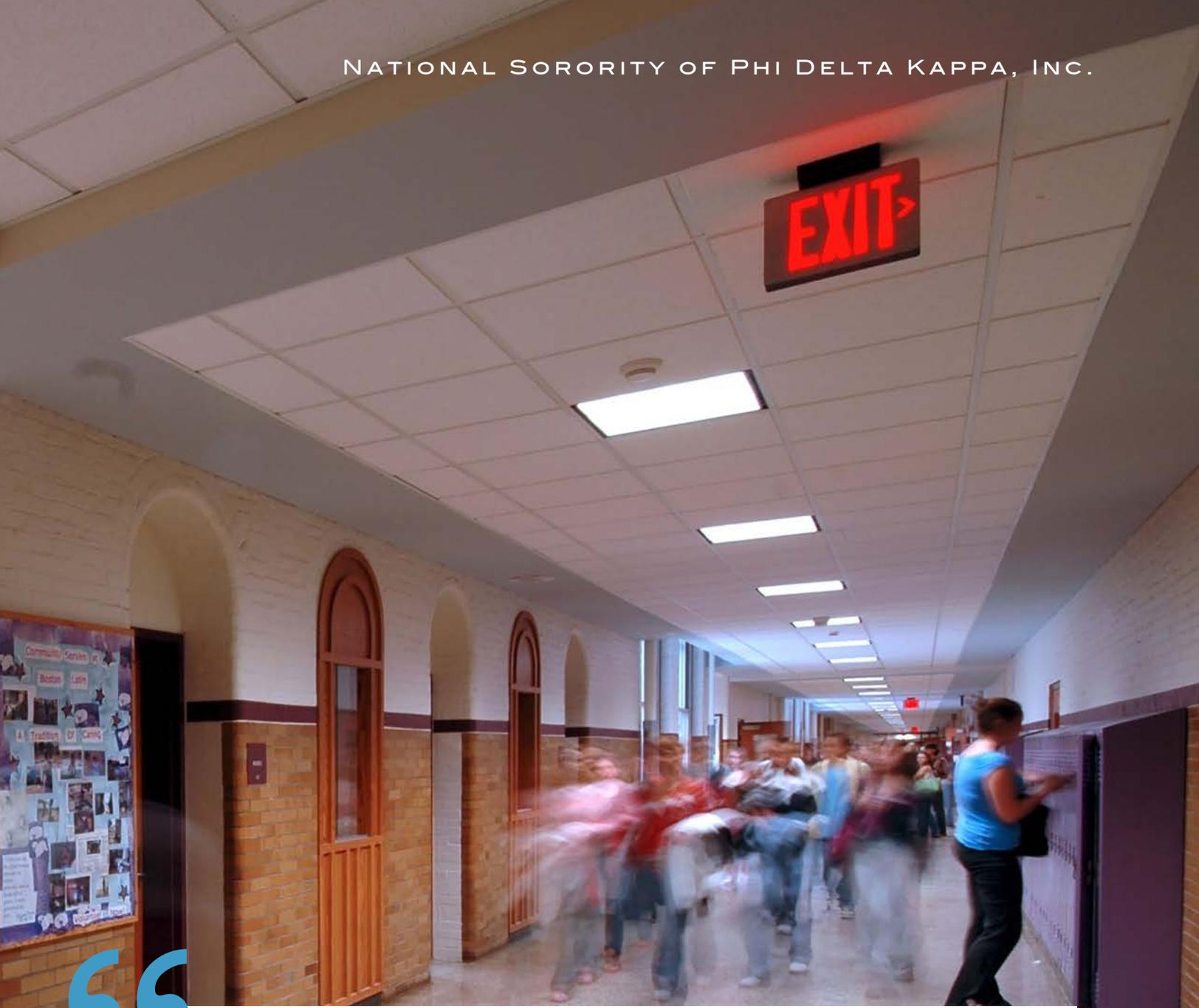
SCHOLARSHIP  
READING POWER  
AFRICAN AMERICAN HISTORY  
COMPUTER LITERACY  
MATHEMATICS  
TEACH-A-RAMA  
LEADERSHIP TRAINING  
PUBLIC RELATIONS  
ACADEMIC ISSUES  
CURRENT TRENDS  
COMMISSION ON CIVIL RIGHTS

## Service

INTERNATIONAL PROJECTS  
NATIONAL PROJECTS  
LOCAL PROJECTS  
NUTRITION, HEALTH & HYPERTENSION  
ASSAULT ON ILLITERACY  
CHILDREN & ADULT BENEFITS  
EARLY CHILDHOOD  
TOUCH-A-CHILD  
SECOND CAREERS  
RETIRED SORORS  
VOLUNTEERS  
FOUNDERS DAY  
EDUCATION  
HUMAN RIGHTS

# Teachers Teach, Students Study and Culture Counts





“

*It is important to acknowledge here and now that a student's culture is inherently relevant because it is the canvas onto which learning is woven and meshed; it is to be recognized and accepted as relative to his/her learning experiences, thereby making it equal in cultural relevance to that of others, however different in nature or practice. It is who he or she is!*

”

# Teachers Teach, Students Study and Culture Counts

This axiom speaks to a powerful winning trifecta of stakeholders that are highly invested in 21<sup>st</sup> Century learners. These investors are teachers, students, and their supportive parents and community leaders. Among them, there must be ongoing communication and a flow of information that informs the strategies used in teaching and learning. Furthermore, those strategies will work best when they are both targeted and tailored to the demography of their unique communities.

Long gone are the homogeneous neighborhood schools, communities and even familial households of the 20<sup>th</sup> Century. I can say the demographics of most family units and neighborhoods of my own community are visually different from the “traditional” family of one or two decades ago. Additionally, there appears to be no appetite or tolerance for preserving the one-dimension cultural environment of past decades. In fact, diversity is the new black at most levels of today’s society, and the classroom environment is no exception.

Today we view diversity as an added value to learning, and the classroom is a perfect forum to triangulate strategies and methods that factor cultural diversity into the learning experience. I contend that the identified trifecta of stakeholders are all in the



catbird seat and are uniquely positioned to do this!

Teachers, as facilitators of learning, must accrue an arsenal of best practices and strategies that will complement the learning experiences of a diverse group of students. They are challenged by the very fluid and transformational characteristics of 21st Century cultural changes represented in the classroom. So, possessing an awareness, an appreciation and a healthy respect for cultural diversity are the bare minimal essentials that will position them to effectively use the resources at hand to inform their strategies for achieving cultural inclusiveness in the classroom.

The students' cultural experience is what they bring pro bono to the classroom on day one. They will gladly share that learning if they perceive that the classroom culture is nonjudgmental and free of social ridicule, exclusion and/or pressure to be in compliance with the majority culture of others. It is important to acknowledge here and now that a student's culture is inherently relevant because it is the canvas onto which learning is woven and meshed; it is to be recognized and accepted as relative to his/her learning experiences, thereby making it equal in cultural relevance to that of others, however different in nature or practice. It is who he or she is!

Parents and community leaders are the very staples among supporters in all 21<sup>st</sup> Century society. Parents, more than anyone else, know what the cultural climate is within the community, and they know who the leaders are that stand ready to respond generously, upon request, to the educational process. Together these two groups can supply an abundance of culturally-based resources that will help teachers to diversify the learning experiences for students.

Collectively, these stakeholders can offer new and innovative ways to expand and strengthen the scope and quantity of learning using Social

Triangulation. For example, the use of teacher directed/student conducted interviews, surveys, observations, and questionnaires of each other and of their parents and community leaders is a great way to discover an abundance of cultural and ethnic gifts, talents, aptitudes, and interests that may otherwise go unknown, unnoticed and /or underdeveloped. Such a file of information is invaluable.

Consider this example: The parent(s) whose work schedule prevents them from attending PTA or parent visitations may well possess skill sets that will allow them to support many events in absentia. Perhaps they will prepare and send food items for the parent reception, using their gourmet or ethnic culinary skills. Other parents or community leaders may have expertise in graphic arts and will help with printing needs. Others may be skilled in decorating or designing floral arrangements, etc. who no doubt will use a refined touch that adds diversity and inclusiveness among the stakeholders. This kind of social triangulation, as a strategy, pays big dividends to learners. I for one think the stakeholders stand as ready supporters of a more culturally inclusive learning environment.

After considerable deliberation on this theme that has truly captured my interest, I have arrived at a point of deep personal inspiration. I believe that sharing, respecting, appreciating and accepting the vastness of cultural diversity in the 21<sup>st</sup> Century is what will give students/learners the precise heads up they require for living in concert with the global community they must navigate in pursuit of productive citizenship and happiness. Again, teachers teach, students study and culture counts!

*By Rose Carolyn Dees  
Psi Chapter, Mobile, AL*



# Reaching the Future

THE STRATEGIES FOR TEACHING CULTURAL RELEVANCY TO THE 21<sup>ST</sup> CENTURY LEARNER ARE VARIED AND CHALLENGING, BUT ATTAINABLE.

## WELCOME PLAN

First and foremost, it is the responsibility of the teacher to plan and do her homework. She should familiarize herself with the enrollment list of names of students. Depending on the ethnicity of the names, she should organize and set up her room environment accordingly. For example, classrooms in the Los Angeles area have many ethnic groups. To make the students feel comfortable and welcome to the classroom, the teacher might display various cultural artifacts and tools for teaching around the room. If she is a first-time teacher, a good reference book to have ready for helpful advice is *The First Days of School* by Harry and Rosemary Wong. This book offers quick and easy tips for new and seasoned teachers.

On the first day of class, the teacher might have a composition book for her students to write about anything they would like to explore, or she can ask the students to write one or two questions about what they would like to know about the teacher. This is an excellent way to break the ice. She can lead the students by giving them a starter sentence. If the students feel uneasy writing about themselves, they can have small class discussions to start off the day. The focus is to make the students feel comfortable and relaxed.

## CHECK FOR UNDERSTANDING

As time goes by, don't assume the students fully understand what you have taught. Make periodic checks for understanding and to find out exactly where they are. You may do this on an individual basis or in small groups. Today's students are very spontaneous and quick to say, "I get it," when they don't. Remember, we are talking about 21<sup>st</sup> Century learners, who are frequently wise beyond their years in street smarts. They are also very prideful and street savvy, and don't want you or their peers to know they don't understand the concept. In addition to becoming an effective teacher and understanding each of your students, have positive expectations, be an outstanding classroom manager and know how to design lessons for each student's mastery. Above all, don't judge students by their differences.

## VARIED LEARNING

I mentioned that learning is varied. There are many modalities to learning, such as the visual learner, tactile, small groups and even the loner, who does not want to be included with others. We must keep abreast of the different learning modalities and keep the focus on the individual.





### DEMONSTRATION

I regress momentarily to my early days of teaching and noticed how the students would look at me, giving the false impression they understood only to find out much later they did not understand at all. I was torn because I had tried so diligently to teach. It was quite disappointing, and I knew right then that something was incorrect with my style of teaching: there was a language barrier. The students needed demonstrations, hands-on and most of all cultural relevancies.

### PARENT TALK

As teachers, we feel we can do everything ourselves. But remember the parents play a very significant part in education, too. We can solicit their help in assisting with their culture and how they do things. Have a parent/teacher talk with them and listen to how it's done at home. Get a better understanding of why some of them might not like to ride on a bus or go out alone. After having focused on these goals, we are now faced with social media and its many facets of getting conversations going with groups or individuals.

### ELECTRONICS

As we now know, in today's 21<sup>st</sup> Century, electronics is the new culture relevancy. Many of our students have cell phones, tablets, virtual reality devices and are more computer savvy than we are. In the classroom, the student may not have gotten it, but on the computer, they know as much or more than the teacher. So, how can you reach the 21<sup>st</sup> Century learner, if you are not on one or more of their social media? It's almost impossible. I said, "almost impossible", not impossible. If we can get our youth to put down their devices long enough to listen, that's an accomplishment.

### LISTENING

I have often talked to individuals about their listening technique, and they assured me that they had heard me, but it was on their terms. This is where teaching becomes challenging. To reach our youth, we must have their attention, be exciting and have something significant to say. I am talking about the very young children, the young adults as well as, the older adults.

### DON'T GIVE UP

As educators we cannot give up; we must continue to strive to reach our brilliant young people. We must take part in conversations with them, find out what's on their young minds and teach. Teach whenever and wherever teachable moments occur, be it in the classroom, our homes or at other venues. We must reach them for they are our future. They are our 21<sup>st</sup> Century learners!

By Delorace Daniels  
Beta Theta Chapter,  
Los Angeles, CA



A vertical decorative bar on the left side of the page, featuring a dark background with various white mathematical symbols and characters scattered throughout. These include the hash symbol (#), less-than sign (<), pi symbol (π), plus sign (+), multiplication sign (x), percent sign (%), square root symbol (√), question mark (?), plus sign (+), asterisk (\*), pi symbol (π), and percent sign (%).

# Culturally Responsive **MATHEMATICS** Instruction

Mathematics continues to be a gatekeeper to educational and personal success in the 21<sup>st</sup> century. As changes continue to take place in education, all children will need to not only “do” math, but they will need to understand it and be able to justify their solutions to mathematical problems. The Common Core State Standards focus on preparing students to be college and career ready upon graduating from high school. Within these standards, there are additional anchor standards that explain the eight mathematical practices that students need to use as they learn and become college and career ready. The eight mathematical practices are as follows:

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

In Spring of 2011, Ominunota N. Ukpokodu published an article titled *How Do I Teach Mathematics in a Culturally Responsive Way?* In this article, he explains that emerging research suggests the crisis in mathematics learning among urban and low-income students is caused by school policies, curricula, and teaching practices that do not engage those students. When we consider urban and low-income students we are mainly speaking of children from minority groups. “Over the years the dominant teaching practice in mathematics (as well as other subjects) for urban students has followed a traditional approach that is based on linear and dualistic thinking (right or wrong one correct answer) and views the teaching and learning of mathematics as solely objective and culturally-neutral (Ukpokodu, 2011).”

Mathematics instruction, like all instruction, needs to be equitable. According to Ana Baccara and Julian Weissglass in their book titled *Take It Up-Leading for Educational Equity* (2004), they explain that equity in instruction is an ongoing process of increasing our own and society's capacity and commitment to:

- Completely respect individuals as complex thinking and feeling humans with different socio-cultural, gender, and class backgrounds and values.
- Provide the necessary resources to assist people in learning, including methods to overcome the effects of any mistreatment on their ability to learn.

In 2014 the National Council of Teachers in Mathematics published a book titled *Principles To Action*, where they consider access and equity to be essential elements of mathematics instruction:

An excellent mathematics program requires that all students have access to a high-quality mathematics curriculum, effective teaching and learning, high expectations and the support and resources needed to maximize their learning potential (NCTM 2014).

Ukpokodu explains that "Culturally responsive teaching has been defined as an approach to teaching that uses students' cultural knowledge as a 'conduit' to facilitate the teaching-learning process (2011). This approach means that not only do teachers need to change characters names in mathematics word/story problems, from Alice and Tom to Maria and Malique, but the entire context of mathematics problems need to be situated in using the cultural familiarity of culturally diverse students. According to Geneva Gay in her book titled *Culturally Responsive Teaching* (2nd ed.), published in 2010,

there are six principles of culturally responsive teaching, and they are:

1. **Validating:** It teaches the strengths of students to affirm their own and other students' cultural heritage.
2. **Comprehensive:** It teaches the whole student and holds students accountable for their learning as well as one another's learning.
3. **Multidimensional:** It taps into multiple perspectives and experiences to make instruction more responsive to ethnic diversity.
4. **Empowering:** It empowers students to become more successful learners and human beings in society.
5. **Transformative:** It combines academic success with cultural competency to bolster transformative education.
6. **Emancipatory:** It grounds multiculturalism in the teaching and learning process to challenge mainstream canons of knowledge.

Over the years we have learned that mathematics is a language spoken in many dialects — dialects that denote diverse communities using mathematics (Math is a Verb). We need to make sure that there is a clear understanding of the current teaching strategies being used to encourage equity in focused instruction. Zaretta Hammond identifies the differences between Multicultural Education, Social Justice Education, and Culturally Responsive Pedagogy as follows:

- Multicultural Education
  - Focuses on celebrating diversity
  - Centers around creating positive social interactions across differences
  - Concerns itself with exposing privileged students to diverse literature, multiple perspectives, and inclusion in the curriculum, as

well as help students of color see themselves reflected

- Social Justice Education
  - Focuses on exposing the social-political context that students experience
  - Centers around raising students' consciousness about inequality in everyday social, environmental, economic, and political aspects of life
  - Concerns itself with creating lenses to recognize and interrupt inequitable patterns and practices in society
- Culturally Responsive Pedagogy
  - Focuses on improving the learning capacity of diverse students who have been marginalized educationally
  - Centers around the affective and cognitive aspects of teaching and learning
  - Concerns itself with building resilience and academic mindset by pushing back on dominant narratives about people of color

Several studies that identify things that improve the performance of students of color show that these strategies aid them to learn meaningful mathematics:

- Get to know your students as individuals and become familiar with the communities in which they live (Ladson-Billings, 1995).

- Connect school to students' communities and homes and acknowledge that learning occurs in many places (Banks, 2005).
- Use this knowledge to link the curriculum to the real interests of the students. Embed specific content and the development of skills within those interests (Sleeter 2005; Tate 1995).
- Implement rich learning opportunities that prepare all students for college (Sleeter, 2005).
- Use assessments that give students authentic opportunities to demonstrate their understanding, not confounded by other skills or distractors (Shepard, 2005).

In conclusion, no specific technique is guaranteed to work with culturally diverse students. Each classroom is different, and each child is different. Teachers need to keep this in mind whenever they are planning lessons and being culturally responsive means that they have taken all of the above into considerations and design lessons that fit the needs of their student's various learning styles.

*By Jill Reed, M.Ed., Beta Phi Chapter, Compton, CA*



*References: Banks, Cherry A. Mc Gee. "Unleashing Lessons from the Past: Democracy, Diversity, and Student Assessment." Paper presented at the annual meeting of American Educational Research Association, Montreal, Quebec, April 2005; Barta, Jim; Egglash, Ron & Barkley, Cathy. Math is a Verb: Activities and Lessons from Cultures Around the World (2014) Reston, VA. The National Council of Teachers of Mathematics, Inc.; Common Core State Standards Initiative (CCSSI). 2010. Common Core State Standards Washington, D.C.: The National Governors Association Center for Best Practices and the Council of Chief State School Officers; Gay, Geneva. (2010) Culturally Responsive Teaching (2nd ed.). New York, NY: Teachers College Press; Hammond, Zaretta (2017). Dimensions of Equity. | Herzig, Abbe H. "Goals for Achieving Diversity in Mathematics Classrooms" in Mathematics Teacher v.99 no.4 (November 2005)253-259; Ladson-Billings, Gloria. "Towards a Theory of Culturally Relevant Pedagogy." in American Education Research Journal 32, no.3 (1995)465-491; National Council of Teachers of Mathematics (NCTM). 2014. Principals to Action: Ensuring Mathematical Success for All. Reston, VA. NCTM; Shepard, Lorrie. "Teaching with Integrity in the Face of High-stakes Testing." Paper presented at the annual meeting of American Educational Research Association, Montreal, Quebec, April 2005; Sleeter, C. "Case Studies of Teacher Testing for Democracy in an Age of Accountability." Paper presented at the annual meeting of American Educational Research Association, Montreal, Quebec, April 2005; Tate, William F. "Returning to the Root: A Culturally Relevant Approach to Mathematics Pedagogy." Theory Into Practice 34, no.3 (1995):166-173; Ukpokodu, Omiunota N. "How Do I Teach Mathematics in a Culturally Responsive Way?" in International Journal of Multicultural Education v.19 (Spring 2011):47-56.*



# TAKE THE MINIMUM WAGE *Challenge*

AND

Discover New Financial Wisdom



Have you tried the minimum wage challenge? ***This challenge is designed to help you understand the difficulties faced by those who live on minimum wage.*** However, it also has benefits such as clarifying your spending priorities and teaching you about responsible budgeting.

**Before you start the minimum wage challenge, consider these tips:**

1. **Minimum wage challenge basics.** *When you take the challenge, you live on the same amount of money as what the minimum wage would provide you, for at least 7 days.*

- The challenge doesn't affect your job. You don't have to quit your job or ask for less money. You simply must set aside the money – in a savings account or wherever you like – that is above the minimum wage amount for the duration of the challenge.

- Since the minimum wage can vary by location, it's important to get the latest figures on your city.
- Once you've committed to the challenge, you'll only spend the minimum wage earnings for a week. This means that all your expenses must be covered with only the minimum wage funds.
- The goal of the challenge is to see how people live on minimum wage and to learn from it. You'll see the needs and luxuries in your life in a new light.

2. **Examine your priorities.** The minimum wage challenge allows you to see how your spending habits affect your family. They can show you how living on less may help you save more. The challenge shows you how much you spend on food, transportation, school, work, bills, and other expenses. It gives you a clear picture of your household and its budget.

3. **Prepare for difficulties.** If you're used to a bigger paycheck every week, then the minimum wage plan can make it difficult for you to survive. You'll want to plan ahead. Think of ways to cut your expenses before you run out of money and can't buy lunch or pay for your kid's haircut.

4. **Involve the children.** The minimum wage challenge is a good opportunity to teach your children about wages, budgets, and money. Your kids will have many questions. They'll learn how wages affect households and see the struggles firsthand. They'll learn about budgeting and prioritizing their needs and wants.

5. **Figure out how to handle emergencies.** Emergency situations can occur at any time, so you can't predict them as you start the minimum wage challenge.

- You'll want to figure out how to handle emergencies before starting the challenge. Do you want to feel the full experience of handling a broken appliance or car repair with minimum wage or go back to your savings and extra money?
- Of course, a medical emergency must be taken care of right away. You can always go back and try the challenge later or just stop the challenge and take advantage of what you've learned so far.

**The minimum wage challenge can open your eyes about how you truly spend your money.**

It can show you new ways to save and budget at home. You'll clarify what's most important to you in terms of your spending. And you may come away with a new appreciation for the good life that your hard work provides for you and your family. Help preserve that life with smart financial choices, now and in the future.

*By Linda D. Lewis  
Alpha Beta Chapter  
Nashville, TN*



## CULTURAL AWARENESS IN THE CLASSROOM



How important is it for the 21<sup>st</sup> century classroom teacher of millennials to be culturally aware and culturally sensitive to the classroom clientele? The classroom today is no longer just Black or White, but it is filled with an array of multi-gendered, multi-ethnic, and multi-cultural students. The teacher can no longer use lecture as a "one size fits all" philosophy of classroom instruction. She must be both culturally aware and culturally sensitive to all clients of the classroom. A closer look at these two concepts will illustrate the need for careful attention to both cultural awareness and cultural sensitivity in the 21<sup>st</sup> century classroom.

A good starting strategy for the classroom teacher is to be knowledgeable of terminology that defines the makeup of her classroom.

# LESS VS CULTURAL SENSITIVITY

## *They All Matter*

### **Cultural Awareness**

The first term, Cultural Awareness, has been floating around for several years, but does the 21<sup>st</sup> century teacher understand its definition? Cultural awareness is defined as another way of being considerate — listening to people; treating people as individuals; learning about their culture and leaving assumption out.

Another definition declares that awareness is the next stage of understanding other cultural groups by being open to the ideas of changing attitude. Knowledge of who is in the classroom is vitally important to the instructor being the best teacher that she can be to all the students she teaches. Don't hesitate to include this knowledge as part of the classroom methodology and permit the shared experiences of students to broaden their own knowledge about the global society in which they live.

Lesson plans will now be enhanced by the diversity of the classroom. The teacher and students are sure to discover that all human beings are more alike than they are different. Expect and require an earnest exchange between all students.

### **Cultural Sensitivity**

The critical second term is Cultural Sensitivity. When the classroom teacher is culturally sensitive to students, she realizes the cultural makeup of the classroom and knows that differences exist between cultures, but she does not assign a value to the differences such as "this is better or worse," or "this is right or wrong." Only when the teacher sets the tone for healthy exchange without penalty and judgment, can the students feel safe to share and discover new facts and dispel old propaganda about each other.

Next, take inventory of past actions and see if sufficient preparation has been made for a successful 21<sup>st</sup> century adventure in the classroom.

- Has participation to a student been denied based on personal biases?
- Have off-color jokes been made that could possibly hurt a particular student?
- Have other students been allowed to disrespect another student's lifestyle?
- Have jocks or bullies been allowed to willfully make digs about people who do not participate in sports?
- Has the instructor made reference to a student calling him or her one gender when in fact he or she was another gender?

Veteran instructors surely have had at least one or more of these things occurring knowingly or unknowingly, and nothing has been done about it. Make amends quickly when a wrong is committed. Keep personal biases private and do not permit students to bully. Lives have been lost or snuffed out as a result.

Finally, make the classroom a global adventure regardless of the discipline, be open to new ideas and ways of doing things, and make students feel enriched by their classroom experience. Cultural Awareness and Cultural sensitivity are enormous tools for the classroom teacher, and it is only through her modeled leadership that the students become aware also of their importance. If the teacher's purpose is to serve the entire classroom, a teacher must be informed and purposely sensitive to the various participants involved. She is wealthy because "The world is her oyster." These diamonds in the rough must be hued out to reach their most exceptional value. They are the citizens of the world who give back to society what has been doled out to them.

*By Ann Moya, Beta Lambda  
Chapter, Winston-Salem, NC*



# Afrofuturism

**For Colored Students  
Who Need to Believe  
There is a Future  
When Teaching  
Black Lives Matter  
Is Not Enough**

It started with a question to my students a little over six years ago. “Where do you see yourself in five years?” No less than ten replied in unison, “Alive!”

I had been trying to find solutions to help them move past their weariness and dread of anticipating the future. As one of my students challenged me in class about, “Why y’all always teaching this Black Lives Matter stuff when we dying like crazy every day?”

I taught in Chicago for 20 years, and the high crime rate, the violent nature of the neighborhoods and surrounding areas of most of my students was enough to have them all claiming and exhibiting forms of PTSD. Little did I know that this deep depressive attitude would be so prevalent on an HBCU campus.

After NSPDK, Inc.’s Vital Issues speaker Tananarive Due spoke at Conclave 2017, I began to research this newfound phenomenon (at least to me) called Black Speculative Fiction. Then with the release of Black Panther and Get Out as well as other series and films that plastered the screens in 2018 to the present, I came across the term, Afrofuturism.

Coined by social commentary scholar, Mark Dery, in the 1990s, this sci-fi geek questioned himself as to where all the black sci-fi writers were and why they weren’t being taught in mainstream literature courses? He stumbled on to Octavia Butler and Samuel Delaney. He then asked the following question, that lead to his essay “Black to the Future,”

*Can a community whose past has been deliberately rubbed out, and whose energies have subsequently been consumed by the search for legible traces of its history, imagine possible futures? Furthermore, isn’t the unreal estate of the future already owned by the technocrats, futurologists, streamliners, and set designers — White to a man — who have engineered our collective fantasies?*

After reading this, I searched and read countless articles and theories. It is important to note, that a lot of the syllabi and curricula online about this subject are for mostly PWI’s (Predominantly White Institutions). Which raised a flag, since most HBCU’s have African American studies courses, but very few in their course catalogs advertise Afrofuturism. I pitched a course, and it was picked up by the Honors Division Chair. The result has been a healing experience for both my students and me.

We started with the Essential Question: **What does it mean to be Black in the Future? One student asked, “So, do we exist?”** as in a signifying way like the M&M’s commercials. So I responded, “I don’t know. Do we?” The conversation began with answers like,

“Not according to the movies...”

“If we do, it’s just black men...”

“... and even then we are the first to die.”

Thus began the premise for the first half of the course. The future is predicted to be Dystopic by nature so then how do Black people survive in a chaotic, violent, no-holds-barred future? Using a working definition of Afrofuturism which was a combination of several theorists given to students previously, our class settled on, “*The study of Afrofuturism is looking at the future through a specific black lens that allows for reflection and healing of traumas of the past while creating survival to ‘thrive’ solutions for the future.*”

1. We examined the five areas of Afrofuturism as described by Reynaldo Anderson, author of Afrofuturism 2.0 which include: Metaphysics/Spirituality, Aesthetics, The Social and Politic Sciences, Time and Place, and Programmatic Spaces all weaved together under the most significant element for the future, Technology.
2. By using Octavia Butler’s, Parable of the Sower as the text, students examined the

skills needed to survive and thrive in a dystopic world. Written in 1993 with a storyline set in the year 2025, with a female black teenage protagonist who suffers from hyper-empathy syndrome, Butler highlights the issue that technology is wiped out, and people have to rely on their ancestral practices of living, (farming, holistic medicine, spiritual practices, policing their own, etc...). Rayvon Fouche's theory of Black Vernacular Technology Creativity (BVTC) was introduced for background knowledge.

Fouche talks about three concepts of BVTC: (a) Re-deployment (taking back control of symbols and themes once used to be negative toward or for Black people); (b) Re-conception (taking one thing that was designed to do something and use it for something else unrelated); and (c) Re-Creation (using an item and enhancing the way it is used).

3. Students were able to identify ways in which they currently apply the three concepts of BVTC, recognized how this term and the three concepts were used in the past as well as in the novel.
4. Students were divided into groups and given the following Theorists: Greg Tate, Alondra Nelson, Rasheeda Phillips, YTasha Womack, and Reynaldo Anderson. Each group was to identify specific passages where their theorist's research and definitions were present throughout the novel.

### **For the second half of the course midterm — through the final**

Students examined the world of a Utopia while exploring the question, *"Knowing the nature of human beings, is it possible to be Black in a Utopian Universe, i.e., Wakanda Forever?"*

We used the movie Black Panther as visual text and viewed Youtube videos of the expansion plans

for Dubai and Ghana which some designate as "Utopic" places in the future for Black and Brown people.

The final was a group project which required students to design a Utopia. Students had to apply the five areas of Afrofuturism, their previous theorists' works, predict future theories needed, along with applying their career paths in the future to their Utopia.

What resulted was an exhale of excitement and a relief that they were able to see (if not themselves) somebody who looked like them in the future. These students were able to shake the notion of just existing and being alive because "Black Lives Matter." Now when they come to class, they can bring their intentionality to live and thrive in whatever the future offered. They knew they could recall ancestral and family traditional solutions in times of chaos or apply technology-based solutions in their field in times of civility. But more than anything, their counselors and professors in their major told me that this course is something all students should take because, as the saying goes, "If you can see it, you can become it." And about that one student that asked the question, he answered for himself, "yes, we do exist, Black in the future!"

*By Carla F. Carter, Ph.D.  
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# My Students Are Extremely Unmotivated



## WHAT CAN I DO?

Unfortunately, there is no specific unique formula for motivating students. The truth is there are several factors which affect a given student's motivation to work and to learn: interest in the subject matter, a perception of its usefulness, general desire to achieve, self-confidence and self-esteem, patience and persistence. Are all students motivated by the same values, needs, desires, or wants? Absolutely not. Some of our students will be driven by peer approval and others by overcoming challenges.

Researchers have begun to identify those aspects of the teaching situation that enhance students' self-motivation (Kober, 2012). To help students become

self-motivated, independent learners, instructors can do the following:

- Give frequent, early, positive feedback that supports students' beliefs that they can do well.
- Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.
- Help students find personal meaning and value in the material.
- Create an atmosphere that is open and positive.
- Help students feel that they are valued members of a learning community.

Research has also shown that good everyday teaching practices can do more to counter student apathy than special efforts to attack motivation

directly (Ericksen, 1978). The majority of our students respond positively to a well-organized lesson from an enthusiastic teacher with a genuine interest in their students learning. Hence, activities used to promote learning will also increase students' motivation.

## General Strategies

- 1. Hold high but realistic expectations for your students.** On the first day of school, the teacher must set realistic expectations and hold them high; this sets the tone for a powerful effect on student performance. If you demonstrate these expectations, your students will be motivated, hardworking, and interested in each lesson. Set realistic expectations for students when homework assignments are given so that students are always motivated to do their best work and not become frustrated. According to the American Psychological Association (2014), to develop the drive to achieve, students need to believe that achievement is possible - which means that you need to provide early opportunities for success.
- 2. Work from students' strengths and interests.** Find out, how your student feels about the subjects they struggle and why, as well as what their expectations are. Then try to devise examples or assignments that relate to the student's real-world experiences. Have the conversation and explain how the subject and its learning objectives will help students achieve success in their educational, professional, or personal goals.
- 3. Use several teaching strategies.** There is more than one way to strike our students' involvement in the lesson and boost their motivation. Stop being traditional and begin incorporating a variety of teaching activities and methods within your lesson such as role-playing, debates, brainstorming, demonstrations, and pair share moments.

- 4. Be enthusiastic about each lesson.** A teacher's enthusiasm is a vital component in student motivation. If the teacher does not like the lesson for today, neither will the students. Usually, the teacher's enthusiasm is determined by her confidence, excitability about every part of the lesson, and genuine desire for teaching the lesson. If this lesson is uninteresting to the teacher, it may be uninteresting to the students as well; perhaps slightly tweaking it with the student's interest in mind will spark interest for both teacher and student.
- 5. Immediate feedback.** When students put their all into an assignment or test, they want to know immediately how well they did. Do not give the assignment or test then wait weeks before providing feedback. This practice will turn your students against participating in class, returning homework and performing well on future tests.
- 6. Reward student success.** A positive or negative comment can influence motivation; however, students respond better with rewards. Want to see your students' confidence, competence, and self-esteem skyrocket? Begin verbally praising them and recognizing sincere efforts, even if it was not 100%.

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*References: American Psychological Association. Learner-Centered Psychological Principles: Guidelines for School Redesign and Reform. Washington, D.C.: American Psychological Association, 2014 | Kober, N. (2012). "Student Motivation: An Overlooked Piece of School Reform." Center on Education Policy.*

# Old Techniques FOR THE NEW DIGITAL AGE



Every day, Johnnie has a conflict with someone, and every day you witness the same kind of instigating talk and further inciting a response. Johnnie is not happy that he is always the center of the trouble. He usually points to the other person whom he says picked on him. It does little good just to say “Stop it!” On the other hand, the Timid Tims of the class will employ the same techniques that stimulate the bullies to bully them. Sometimes, for example, they will say, “I’m sorry,” when there is nothing for them to feel sorry about, or they will agree to share when they should just say “No!” Dealing with conflicts is especially crucial in the digital age because people can throw a bombshell, which devastates a victim, while they hide behind a computer.

We must have the Johnnies and Tims of the classroom to watch other techniques for dealing with a problem and identify by name what are those other techniques. It is essential that all students, and not just the Johnnies and Tims, have a repertoire of problem-solving techniques from which they can pull – in the time of conflict or before the dispute arises. Too often, the methods in use are limited, ineffective or problematic because they aggravate the situation. Johnnie and Tim use the same aggravating techniques repeatedly because they are mimicking what they have seen in their homes or communities exhibited by their parents or other adults, their peers — or perhaps their teachers.

As educators, we must first examine time-tested methods for dealing with problems, practice them ourselves as role models and then practice them with our students. We must adopt techniques that de-escalate tensions rather than escalate tensions. We must assist our students in identifying problems as the problems arise and then decide on an effective way of solving issues before they escalate. We can achieve resolution by allowing time in the classroom to analyze with the class what was said or done that caused conflict to escalate or de-escalate. Please, do not forget to praise those who successfully de-escalate on their own.

You may think that this is “stuff” that should have been handled in the preschool classroom, and you do not have time to teach the basics. You would be right, especially when your students had better be ready for the next high-stakes test, or you would find your job is on the line. However, many of the conflicts (and much of the violence) we are witnessing in our classrooms and communities could be averted with proper conflict resolution skills. They are the subject matter for which much time is taken and must be taken.

In light of the cyber-bullying that has penetrated our culture, we are providing a rap for the digital age that encompasses common sense techniques from bygone days. Capturing techniques (in red lettering) is especially important for the digital age because so much of our communication is by text, snap-chat, Instagram and so forth. The interpersonal touch is lost when people text, rather than talk to classmates, neighbors, friends and even family members who are sitting directly in front of them. As situations occur in the classroom, the teacher should ask the students to identify the problem, determine how they think and feel about what is happening, and then pull a proper response from

their repertoire of techniques provided in the rap. We are providing methods that build relationships rather than tear relationships apart.

On other occasions, the teacher might give different students scenarios to role-play while the others watch. The students should raise their hands, as a way of freezing a problem in time, the moment they see a situation escalate, such as when someone calls somebody a “nasty” name during the role-play. No one technique will rectify every situation; however, there may be a variety of acceptable solutions for handling a problem. Our goal as teachers is to expose our students to some acceptable solutions and help them to discriminate between appropriate and inappropriate responses for a particular situation.

It is vital that educators bring back the human element because each of us will eventually require interpersonal social skills. Knowing how to alleviate tensions with a proper response will carry our students far beyond the classroom. Taking time for socio-emotional training will de-escalate tensions and generate a calmer atmosphere for working and instructing. Consequently, the pay-off should be worth the time spent on the subject matter of conflict resolution considering that the skills acquired may be a lifesaver. If you are not convinced, think about it this way. The life you save may be your own.

*Johnnie I'm sorry. Let's talk it out. Let's share. Tim*

*("I'm sorry," can mean you are apologizing for a wrongdoing. It also can mean that you feel badly about what another person is going through. We must know when it's appropriate to use "I'm sorry.")*

*References: The techniques in the red lettering are found in a conflict resolution chart in the book Adventures in Peacemaking: A Conflict Resolution Activity Guide for School-Age Programs; by William J. Kreidler and Lisa Furlong; Project Adventures Inc.; MA; 1995; pp.249-253 | Adventures in Peacemaking second edition: A conflict Resolution Guide for Early Childhood Educators, by William J Kreidler and Sandy Tsubokawa Whittall; Educators for Social Responsibility and Work/Family Directions; MA;1999.*

## Wrap-Rap-Rapping Up Conflicts

You've got a problem, and I've got it too  
Let's not hit, hide, run, pout or shout  
Let's decide we're going to handle the matter  
We can start with, **let's talk it out.**

You can quarrel with me, and I can quarrel with you  
When our mind, eyes and ears aren't open  
If we can **just listen** to the other's side  
Some quarrels can quickly be broken.

You want to use it, and I want to too  
How can we make it fair  
Maybe it's a time we can use it together  
Let's see how we both can **share.**

You could go first, or I could too  
Or we can both stay stuck in despair  
Let's decide we'll **take turns** going first  
And soon, we'll both get somewhere.

You want it this way, and I want it that way  
How can we both be satisfied  
You give a little, and I'll give a little  
A **compromise** will take from each side.

You take it this way, and I take it that way  
One of us needs to give way  
Just take this little **peace offering** from me  
And don't let a problem ruin this day.

You think it's my fault, and I think it's not  
I feel badly about this too  
Let me help with this problem you're having  
I hope my **I'm sorry** will do.

You don't know me, and I don't know you  
It's hard for this team to work well.  
Let's take some time to **build some trust**  
So we can both work and excel.

You've got a conflict, and I've got it too  
Let's agree to make things better  
We can't seem to move on 'til we fix it  
So let's **put our heads together.**

You are angry about this, and I'm angry too  
We can't move toward anything greater  
We need to **put it off for now**  
And think about resolving it later.

You can waste your time, and I can waste mine  
We can tear things apart bit by bit  
This thing isn't worth the time or effort it takes  
Why don't we decide to **skip it?**

You think it's this way, and I think it's that way  
We need the viewpoint of others  
To solve this problem, we will need to **get help**  
Let's ask parents, teachers, sisters or brothers.

By Judith G. Armstrong, Ed.D.,  
Mu Chapter, Chicago, IL



# HIDDEN FIGURES

## PROJECT PROMOTES GIRLS OF COLOR *IN STEM*

Cultural relevancy is an essential element of developing teaching strategies that speak to the 21<sup>st</sup> Century learner. Many school districts ignore the importance of cultural relevancy to the success of students, especially multicultural students from economically challenged backgrounds.

Culturally relevant or responsive teaching poses a challenge in Waco ISD, especially since the ratio of faculty-of-color to students-of-color does not reflect the predominately black and brown student population of the district. That is not to say that teachers who are not from the same cultural background as their students cannot be culturally responsive. However, teaching grounded in teachers displaying cultural competence is limited in Waco ISD. Further, the discouragement of community involvement in the schools (until relatively recently) has resulted in the absence of culturally relevant interaction between the school district and diverse groups such as African American and Hispanic churches, African American Greek organizations, and other cultural institutions.

Gamma Upsilon's year-long Hidden Figures STEM Project provided a model of culturally relevant teaching that displayed skillful teaching in a multicultural setting, valued and nurtured students' unique cultural strengths, enabled students to relate course content to their cultural contexts, and

promoted student achievement, particularly in the areas of STEM.

From August to February, Gamma Upsilon implemented the Hidden Figures STEM Project in conjunction with Waco ISD. We designed the Hidden Figures Project to encourage girls to do well in STEM subjects — science, technology, engineering, and math — and eventually to pursue STEM careers.

Traditionally, girls do as well or better than boys in STEM subjects from the elementary years through middle school. Studies show that from the middle school years through high school, girls' performances in STEM begin to fall. Students of color suffer an additional decline in STEM as they are deemed less capable due to their race, cultural background, and socio-economic background and therefore less encouraged to take challenging courses in STEM. The Hidden Figures Project was developed to prevent this drop off for Waco ISD middle school girls of all races and backgrounds.

In August, Jocelyn Pierce, President, and Peaches Henry, the Hidden Figures Project Coordinator, presented the program to Superintendent of Waco ISD who immediately agreed to support it. Securing this support meant that the Chapter had access to a school building, busses, Children's Nutrition Services, personnel, and materials. Additionally, because of

the Superintendent's backing, the Hidden Figures Project was a fixture in all five middle schools that required engagement with Gamma Upsilon. Consequently, it was a pedagogical model of cultural relevancy that garnered attention from teachers, counselors, and principals in the District.

After getting the Superintendent's approval, Pierce and Henry contacted the principals and counselors of all five middle schools to identify 50 girls who would be candidates for the program. Principals and counselors were encouraged to select students from the full grade spectrum from academically gifted students to strong A-B students to average students to "passing-with-a-push" students. Diversity was a strong consideration as well. Those young women who were selected received invitations to meet with Pierce and Henry and learn more about the program. After these meetings, we gave the girls the option to join the Hidden Figures Project. This process resulted in 70 girls becoming Hidden Figures Scholars.

Modeling the importance of including volunteers from students' communities in the educational process, the Chapter reached out to various community organizations for mentors to help with the program. In the case of Waco ISD, this was an effort to illustrate that students' cultural communities were valued, and to identify the vast network of cultural knowledge available to teachers who have little experience or training in cultural relevancy. The response was outstanding. Women from nearly all the African American sororities and the Links served as mentors. Students from Baylor University, the private Christian college in Waco, volunteered as well. Current and retired teachers, counselors, and principals of color also helped with the project. Indeed, women of all races and professions worked on the project.

From October to February, the program focused on providing the Hidden Figures Scholars with a culturally relevant curriculum that included culturally inclusive mentors, a culturally focused book study, and a sisterhood modeled after African

American sororities. The Hidden Figures Scholars participated in a Saturday book study, engaged with female mentors, and competed in both their campus history fairs and the Heart of Texas Regional History Fair. Together with their mentors, the scholars read Margot Lee Shetterly's *Hidden Figures: The Untold True Story of Four African American Women Who Helped Launch Our Nation into Space*. Using *Hidden Figures* exposed the Scholars to women, especially women of color from their cultural history, who had excelled in STEM professions. Moreover, the text showed the relevancy of African American broader culture to the success of the so-called Hidden Figures. The Scholars were encouraged to develop the type of sisterly relationships with each other and to support each other in their classes that they read about in *Hidden Figures*. Not only were they learning about the value of their unique cultural experience, but they were also learning to relate their cultural experience to their own academic lives.

From December to February, through group participation in the Texas Regional History Fair competition at each middle school, the Scholars were provided the means to overcome the low-expectation trap that students of color face when culturally illiterate teachers mistake lack of resources for lack of academic ambition, competence, or yearning. The poverty rate in Waco ISD is over eighty percent. Consequently, some scholars lack the financial means necessary to participate in activities like the Texas Regional History Fair. Gamma Upsilon and Waco ISD provided the financial support that the Scholars needed to compete in this activity. Additionally, Gamma Upsilon and its troop of volunteers worked with the Scholars at all five of the campuses to develop Texas Regional History Fair projects. As the Scholars worked on these projects, their relationships with each other grew as well. They learned to support and encourage each other in academic pursuits.

Ultimately, twenty-nine scholars from the five campuses qualified for the Heart of Texas Regional

History Fair. Of those who made it to regional competition, Hidden Figures Scholars garnered three special awards. Among those were the Baylor Law School Award, The Links Special Award, and the Waco Hispanic Museum Award. One group of scholars won third place at the regional contest.

Gamma Upsilon marked the midway point in the program by hosting the Hidden Figures Project Symposium: Celebrating Women in STEM in conjunction with Waco ISD. Hidden Figures scholars participated in science activities, listened to a panel of all-female engineers, and heard a keynote address from a nationally renowned engineer.

Students and faculty from Greater Waco Advanced Manufacturing Academy (GWAMA), Greater Waco Advanced Health Care Academy (GWAHCA), and University High's Academy of Health Sciences guided scholars through science activities that included rocketry, circuit labs, crime scene investigation, nursing simulation, and a drone obstacle course. The activities were designed to give scholars a taste of the many STEM professions available to them. The scholars were completely engaged in the activities and asked for more in their science classes on their campuses.

Following the science activities, the Hidden Figures Scholars listened to a predominately African American panel of female engineers discuss their educational and professional experiences. This panel demonstrated how students could be exposed to models from their cultural experience who have lived similar lives to their own. These women of color related to the students' cultural background and academic experiences. In so doing, they demonstrated for teachers and students alike how the two could be bridged. Led by Dr. Vanessa Westbrook, a retired University of Texas at Austin engineer and current STEM education manager at the DoSeum: San Antonio's Museum for Kids, the panel featured women in various fields and at different points in their careers. The group included Crystal Woods, an electrical system engineer at L3 Technologies in Waco; Andrea Lewis, an electrical

engineer at Sulzer in Houston; and Amy Schmidt, a software engineer at Trunk Club in New York City. They encouraged the Scholars to undertake math and science courses and not to be discouraged by the difficulty of such courses. Instead, the engineers told them that they should work hard and support each other.

The culminating event of the symposium was the keynote speech by Dr. Gwendolyn Boyd, the first African American female to earn an M.S. degree in mechanical engineering from Yale University. The former president of Alabama State University, Boyd is a prominent advocate for STEM. She is also a past national president of Delta Sigma Theta Sorority, Inc., and she encouraged the scholars to find their passion and work at it, never allowing anyone to tell them that they could not pursue any profession. The scholars' response to Boyd indicates that they took her words to heart and planned to heed them.

While Gamma Upsilon's Hidden Figures STEM Project continues through the 2018-2019 academic year, culminating in a showing of the film *Hidden Figures*, providing a culturally relevant pedagogical model is already bearing fruit. Waco ISD has recognized the benefits of this approach and has begun to implement the Hidden Figures STEM Project for a second year. The district has sought to develop a partnership with a historically black college with a national reputation in STEM. Significantly, Waco ISD has recognized the power of high expectations backed by financial support. While a program such as the Hidden Figures Project cannot substitute for district-wide culturally responsive teaching, in a mid-sized district like Waco ISD, such a model can show the stellar outcomes of such efforts.

*By Dr. Peaches Henry  
Gamma Upsilon Chapter  
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# Teaching Strategies for the 21<sup>st</sup> Century Learner: **CULTURAL RELEVANCY**

There is immeasurable value in a culturally competent approach to teaching. Culture shapes the thinking process and defines modes of communicating and receiving information. In a diverse classroom environment, a culturally sensitive teacher recognizes that cultural conventions help to develop their approach to teaching, just as it helps to guide a student's approach to learning.

Culturally relevant teaching was first described in 1994 by Gloria Ladson-Billings, an education researcher, to mean: "a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes." She suggests reframing how we think about and teach students, especially those typically marginalized by the greater society by acknowledging the cultural richness and the assets they bring into the classroom and society.

Research shows that academic scores increase when you deliver culturally relevant instruction (Au & Kawakami, 1994; Boykin & Noguera, 2011; Foster, 1995; Gay, 2000, 1996; Ladson-Billings, 1994, 1995; Paris, 2012). When you set high expectations for students, such as calling them scientists, doctors, engineers, no matter their age, it shows that you believe they can achieve great things.

Education in the United States is based on a particular model of certain ways of learning and

certain ways of behaving as the "right" thing to know, way to be, or way to learn. If the school is a place where you don't learn about things your family talks about nor about the accomplishments of people who look like you, if the curriculum does not reflect how you learn with your family and community, school is probably not a very comfortable or welcoming place for you.

Being a culturally responsive teacher means much more than games, food, fun, and festivals. It means recognizing and honoring that various cultural differences exist in the classroom. It means reflecting on your own culture and position of power and understanding the assumptions you might make about your students because of your own life experiences.

Linguistically and culturally diverse students can achieve greater academic success when materials used in the classrooms directly link their cultural experiences to learning and reflect their local values and traditions in the classroom environment. Becoming culturally competent involves a desire on the part of the educator and extensive training.

Excellent ways to strengthen one's cultural awareness are: professional development activities, seminars, various courses, webinars, books, and spending time with diverse learners.



*Developing culturally competent classrooms must be part of a broader systematic approach with a focus on student achievement rather than exclusively a multicultural activity.*

Classrooms can be full of materials, but are they relevant to the learner? Will they assist the learner in achieving their highest academic potential? Creating a culturally inclusive environment involves introducing specific material. Culturally relevant materials include formal curriculum material and informal classroom material, as well as classroom interactions with peers, providing students the opportunity to learn about and reflect on different cultures and ethnicities.

In this sense, culturally relevant materials enable diverse learners to be more successful by contextualizing learning and making connections which allow for learning and development to be based on the students' experiences and learning styles. Feeling connected in their learning environment helps them to build cultural capital which in turn allows them to feel valued in the school environment.

The use of culturally relevant material to increase student achievement penetrates the inner core of the teaching and learning processes, as well as the lives of students (Gay, 1999). These materials enrich both the process and content of instruction and have the potential to enhance students' classroom and extracurricular achievement and educational attainment. Using examples, illustrations, scenarios, and anecdotes that are familiar to the student build bridges between abstract concepts and real-life experiences.

Creating culturally competent classrooms should no longer be an isolated issue. Critical to the school reform effort will be a shift in how all educators think about linguistically and culturally diverse students and act on those beliefs. Developing culturally competent classrooms must be part of a broader systematic approach with a focus on student achievement rather than exclusively a multicultural activity.

A teacher may not even recognize their own prejudices. Practices or activities we have known and loved our whole lives may have implications for students, simply because of cultural differences. Culturally relevant curriculum asks us to understand and care who our students are as whole people. It asks us to use texts that reflect stories, histories, and characters that our students will be able to relate to. It asks us to be reflective about our own practices and the cultural assumptions and messages embedded within them.

A shift to such an approach has many implications for teachers, schools, and school districts. Teachers will need to acquire knowledge about the cultures of minority students and the impact of culture on the development of self-concept and social acceptance. In an environment where change is difficult, and diversity is not always welcome, this may seem a daunting task. However, it will be critical for teachers to understand how students' self-concept, willingness to participate, and freedom to learn may be constrained or supported to the extent that they feel alienated from their peers, their community, and their cultural understandings (Pena, 1997).

Teachers will need to develop effective classroom strategies that are transferable to different cultural settings. Although we have explored several approaches mentioned earlier, new strategies must be explored that combine what we know about effective instruction with new understandings of cultural and ethnic diversity.

Institutions of higher learning and school districts must re-examine coursework and professional development. Both have not often tackled issues such as inequity or prejudice even though they impact instruction, curriculum, and school relationships. Professional development programs and school reform efforts must take up the dual

task of developing new expertise for teachers and addressing inequalities (Calderon, 1997).

Culturally responsive teaching has the following characteristics:

- It acknowledges cultural heritages
- It bridges between home and school experiences
- It uses a wide variety of instructional strategies that are connected to different learning styles.
- It teaches students to know and praise their own and each other's cultural heritage
- It incorporates multicultural information, resources, and materials.

Teaching from a culturally relevant framework supports and nurtures student identities and values. It creates a safe space that allows students to excel, and sometimes to fail. But when failing in a supportive environment, you can help them get back up and try again. It is this scaffolding of learning that allows struggling performers to engage with learning and to advance.

*By Marguerite Harris  
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# Reflections

## LOOKING IN THE MIRROR AT YOUR CULTURE

Create a classroom culture where everyone can have ideas, and everyone can feel that they count. It is important to understand culture in order to understand individuals. In the end we find out that we are all the same but at the same time we are individuals.

Students will create monthly a classroom display or bulletin board. Each month will feature a different culture chosen by the class.

Students will research the culture and decide what they want to showcase on the board: food, fashion, language, family traditions, social structure, religion, beliefs, values.

Students will utilize photos, artifacts, student made materials, and any visuals of their choice.

In the end, students have traveled around the world with a better understanding of the reflections that are seen in the mirror.



*By Joyce Williams, Gamma  
Tau Chapter, San Antonio, TX*



# CULTURALLY VABBUlous

I had the opportunity to attend a seminar by Dr. Sharroky Hollie, where he challenged educators to reflect on their craft of teaching and become culturally responsive. I accepted his challenge and encouraged others to do the same.

Dr. Sharroky Hollie defines responsiveness as one's ability to both learn from as well as relate with people of your own culture as well as those from other cultures. He began sharing what it means to be culturally and linguistically responsive or CLR. According to Dr. Sharroky Hollie (2012), CLR is the validation and affirmation of the home culture and language for building and bridging the student to succeed in the culture of academia and mainstream society. The challenge requires one to be willing to do three things:

- Change your mindset
- Develop your skill set
- VABB (validate, affirm, build, and bridge)

When educators change their mindset, they are thinking about how they think and see their students. They are willing to question their belief systems over the traditional educational belief system. Reflecting on my teaching, when I began teaching my classroom was more authoritarian. I was in control, and that was it. They said teach this particular standard, and that's what I did. After taking the challenge, I was willing to relinquish

control and facilitate student learning. Teaching became more interactive and engaging for the students and less stressful for their teacher. I found myself more willing to learn more about things that were of interest to them. This willingness led to my ability to better connect with them. We began to work together, such that I was able to give them connections between their common slang and academic vocabulary. I was able to accomplish this only after I identified the different cultures that I served and changed my thinking.

Secondly, for me to have true success in this challenge, I had to develop my skillset. Yes, as educators, we find ourselves continuously learning. From book studies and professional development to seminars and workshops, we make attempts to stay abreast of the ever-changing world of education. Dr. Hollie's development of skillset required educators to re-image the learning environment, including arrangement, presentation and (for self-contained elementary teachers) scheduling of lessons. One method of re-imagining could be something as simple as rotating the times for teaching reading or math or rearranging your schedule altogether. Another method could be to establish a pool of resources and activities, such as a library of interactive software, magazines, workbooks, or even a colleague.

The plan is to incorporate quality, quantity, and strategies for success. Quality involves educators planning and precision. Quantity involves using that pool of resources, using a variety of activities and resources frequently. The strategy is knowing when to use and apply a particular activity or resource. That, my friends, is it! Once you do this, you're ready for what Dr. Hollie calls being "VABB"ulous (2012), which is simply putting our new learning in action to become the fabulous teacher we desire to be. To V.A.B.B is to:

- Validate our students and their cultural differences
- Affirm what mainstream media views as negative, their language or slang
- Build a connection with the families served
- Bridge or create opportunities for situational appropriateness or utilizing an appropriate culture of linguistic behaviors

The African proverb states: "It takes a village to raise a child." Educators are a part of that village! Let the villagers (teachers & staff) assemble to guide the children down the path in which they should go. While much of the data that we see show that the problems and issues did not just happen, (but have gone unattended/unnoticed) we have to do something, NOW! Our teachings must resemble checkups rather than autopsy's, ensuring that major failure decreases rather than increase. As stated in the Bible, we must write the vision and make it plain (Habakkuk 2:2-3). So I encourage you to take the challenge, go forth and be "VABB"ulous! When we VABB vocabulary, we ALL win, but most importantly, our children feel better about themselves and their ability to communicate with others.

By Bonita Reece, Alpha Sigma  
Chapter, Ft. Worth, TX



*References: Hollie, S. (2015). Culturally and Linguistically Responsive Teaching and Learning. Huntington Beach: Shell Education.*

# CULTURAL RELEVANCY

*Just do it.*



The Greek philosopher, Aristotle, once said: “What we have to learn to do, we learn by doing.”

Imagine your colleague noting how hard you worked on your Black history hallway décor but wanting to know how long is it going to be displayed...imagine your colleague who is a mother of two adopted Asian boys not wanting to use your graphic for a flier concerning Culture Day at your school because she considers it “too urban” ... imagine your Black colleagues giving you blank stares when you suggest celebrating the African American Tea Ceremony ( February 15) in your classrooms... imagine when a Black female child has cultivated a habit of using her imagination to extend familiar story endings and is told she does not comprehend well because she refuses to regurgitate book details as the White teacher expects ... and imagine that all young Black males are expected to behave at all times according to the “rules”; if not, they quickly become a problem and may be classified needlessly...

The above scenarios are a stark reality and a sad reflection on the downside of cultural relevancy. But what does cultural relevancy look like? Imagine:

- The renowned White educator, Ron Clark, learning to jump double-dutch rope with his Black students at a school in Harlem.
- An early childhood student being addressed as “Dr. Graves” because she drew a picture and dictated for the class book – Dr. Martin L. King: I Have a Dream – her dream to become a doctor.
- Accepting a Hispanic child’s ability to act out story details as his comprehension is unlimited when compared to his limited English language skills.
- Counting the dots on a weather graph in English, Spanish and French Creole with full respect to the DLL students who comprise 50% of the class demographic.
- Communicating with parents using “gracias”, “merci” as well as thank you in text messages and letters.

- Celebrating the Chinese New Year by learning (1) to say “gong hay fat choy”, (2) the proper way to handle and manipulate chopsticks and (3) to read the book “Fortune Cookies” along with “reading” fortune cookies because students confessed to enjoying Chinese food.
- A Puerto Rican father teaching the class how to play dominoes during TECH Day event.
- Learning the Spanish Baby Shark song!

All of these examples of cultural relevancy promote a positive classroom culture rooted in three tenets of cultural relevancy – establishing relationships between teacher and students, the teacher valuing the language and culture that belongs to the students and display of a personal connection with all students.

A prime factor of cultural relevancy is when it becomes second nature in determining and influencing one’s teaching style. For instance, an Early Childhood class enjoyed celebrating Ties and Tutus Tea Time as a reflection of the African American Tea Ceremony held the day after Valentine’s Day. The boys dressed in bowties or ties and the girls dressed in rainbow-colored tutus designed by the para-

educator. The menu included pizza, iced tea, snacks, cupcakes, cookies, and a candy corner. The book video – *This Jazz Man* – was viewed and students modeled for photos. Parents were also invited to attend *Snacks, Subs and Stories* wherein the parents shared their cultures. The students interviewed their parents and engaged in an activity – creating clay art, assembling floor puzzles and playing dominoes. They also sang – *Buenos Dias* – and recited the poem “I Can” by Mari Evans. This menu included sub sandwiches, chips, fruit snacks, and tostadas. A fantastic time was had by all at both of these special events!!

The big things in life matter, but it is the little details that matter the most in the daily interactions between the teacher and the students. If the teacher demonstrates a genuine caring attitude toward each and every student, cultural relevancy is a natural and evolving process. There is no room for complacency: effective cultural relevancy requires one to plan carefully and think outside the box and can never be ignored or performed thoughtlessly. Thus, practice makes perfect; so, as Nike says, Just Do It!!

*By Sharone E. Brown-Jackson  
Delta Lambda Chapter  
Egg Harbor Township, NJ*



# Quality Education

*For All*



As educators, it is our responsibility to reach all learners. Will our strategies engage all students at once? No. Yet, if we are consistent in our efforts to produce and deliver lessons that reach all 21<sup>st</sup> Century learners, and the diverse audiences they represent, we are indeed well on our way.

The 21<sup>st</sup> Century learner, let's put it into perspective.

In a diverse population, meeting the needs of the 21<sup>st</sup> Century learner includes ideas and strategies to teach students to be self-directed in their learning; to be successful in life, to be able to collaborate, to have a connection with the digital world, to be able to think critically and problem solve successfully. This includes the Social Emotional Learner as well. Can we separate the two? I think not. However, we can and must blend the two. After all, we're talking about cultural relevance. We must bring attention to the role of Social Emotional Learning within the umbrella of intercultural education. They both offer a framework of rethinking and changing the curricula, school climate and relationships providing the foundation for quality of education for all.

Here are a few culturally relevant strategies that will assist us in engaging the 21<sup>st</sup> Century learner. Several of them I already use in my classroom. (ProdigyGame.com)

1. **Learn About Your Students:** Open communication should uncover your students' learning styles. Distribute surveys and questionnaires and have an open discussion.
2. **Interview Students:** Take each student aside for a couple of minutes to ask about hobbies, favorite lessons, and favorite classroom exercises.
3. **Integrate Relevant Word Problems:** Contextualize equations using word problems that reference student interest and culture.
4. **Present New Concepts Student Vocabulary:** Use student diction to capture attention and build understanding before using academic terms.
5. **Bring in Guest Speakers:** Invite guest speakers who can add context to your lesson and speak from a specific culture's general perspective.
6. **Use Learning Stations:** Provide a range of material by setting up learning stations.
7. **Gamify Lessons:** Appeal to gaming culture by, for example, writing instruction manuals for projects and offering rewards such as badges.
8. **Call on Each Student:** Encourage each student to share his or her thoughts through call-and-response, keeping the class' attention in the process.
9. **Use Media that Positively Depict a Range of Cultures:** Include different cultures and language in your curriculum by presenting relevant material such as movies about them.
10. **Different Types of Free Study Time:** Divide the class into sections like learning stations, using free study time to benefit different types of learners.
11. **Encourage Students to Propose Ideas for Projects:** Let students take projects from concept to completion by emphasizing their ideas and allowing them to showcase their strengths.
12. **Experiment with Peer Teaching:** Embrace student vocabulary and communal practices by allowing them to teach each other through exercises such as jigsaw activities.
13. **Establish Cooperative Base Groups:** Schedule meeting times and make agendas for groups of three or four students, allowing them to review lessons and answer each other's questions.
14. **Run Problem-Based Learning Scenarios:** Present relatable real-world problems for your students to solve, explicitly referencing cultures and communities when applicable.
15. **Involve Parents by Using Take-Home Letters:** Open the door to parent participation when starting a new unit or trying an education tool for the first time. Parents can provide cultural context and act as the primary educators in many societies.

These suggestions work best when they are customized by grade level and to your student population.

Dr. Martin Luther King once said, "Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly".

It would be an injustice everywhere if we did not do everything we can to provide the means for the success of all children anywhere!

*By Donna Alexander, Alpha Rho Chapter, Dallas, Texas*



# Teaching Mindfulness to Early Learners: Our Awesome 21<sup>st</sup> Century Learners!

Early childhood students — our awesome early learners — eagerly embrace new learning!

My first job in education was as a Head Start teacher in inner-city Houston, working with culturally diverse students. Regardless of their culture and or ethnic background, uniqueness and differences, all children can learn.

All young children are the same in their developmental sequence of learning - their excitement of the wonders of the world. All young children have a sense of discovery, the love of play, music, dance, song, nurturance, structure, the love of nature and guidance. Furthermore, the importance of fostering their imaginations, creativity, self-imagery, resiliency, and self-efficacy lies within us their educators and parents. Also, as we motivate all students and introduce them to the joys and successes of learning, we help to build self-efficacy and developmental assets that will help them become successful in the world.

As a school psychologist in the Dallas ISD, I serve as a consultant, providing strategies to assist students' learning, personal growth, and development. I support the classroom teacher in training students on Mindfulness and Socio-emotional Learning.

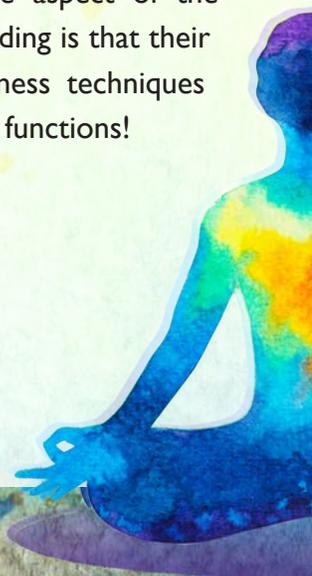
Some of the teaching strategies to assist the early childhood learner in remaining engaged,

focused, motivated and ready to learn and have a fondness for his classroom teacher, peers, and his school include:

## I. Mindfulness:

Teachers can begin the morning with deep breathing exercises, students can greet one another, make glitter jars as a calming technique, make slime do the pretzel exercise, teachers can discuss the brain, and yes, Pre-K students can say, "The pre-frontal cortex helps me think." "The amygdala helps with feelings." "The hippocampus helps me remember." There are visuals of the brain they utilize to help them associate which parts of the brain help them learn to read, sort out their feelings and remember what they have read.

Teachers can also have a calming corner their classrooms where students can go to calm down with pillows, stuffed animals, a sensory basket with fidget spinners, glitter jars, stress balls, slime, books, puzzles, and music. One aspect of the program that parents find rewarding is that their Pre-K can teach them mindfulness techniques and can discuss the brain and its functions!



## II. Socio-Emotional learning: Looking at the CASEL's Model: The Collaborative for Academic, Social, and Emotional Model

### Teaching Strategies for Mindfulness & Socio-Emotional Learning Include:

1. **The Chime:** Hit the chime once and ask the children to listen until they can no longer hear the vibrations. Later you can ask them to breathe.
2. **Hoberman's Sphere:** A plastic sphere that children can pull in and out, imitating breathing motions that helps them regulate their breathing. Children can take turns leading their peers to a calmer state and focus
3. **Slime:** The new fun way to learn! Children of all ages enjoy making this sensory gooey clump out of baking soda, food coloring, glue, and contact solution
4. **Sensory beads:** Fidgeting with sensory beads allows a frustrated child to feel calmer
5. **Emoji stickers:** to calm students down and identify their feelings.
6. **Fidget Spinner:** Gadgets that light up and spin around as they hold it helps them to calm down and become more focused.
7. **Mind jar:** Students can make with 6 oz plastic water bottle, with glitter, glue, glitter glue, hot water, and beads. When they feel overwhelmed, they can shake their jar, watch the glitter slowly settle to the bottom of the bottle—just like their own thoughts will settle and regain their calm.

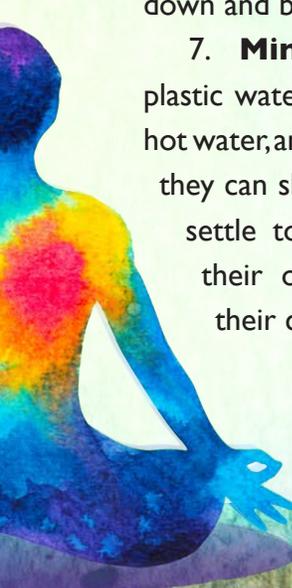
8. **Therapy Sand:** the kinesthetic quality of sand itself allows the student a soothing way to have the freedom to be creative. If they are not ready to communicate their feelings, they may create something in the sand.

### Involving Parents

1. At Parent Night, children can do a presentation on the amygdala, hippocampus and prefrontal cortex and their functions.
2. Children can lead their parents in the breathing techniques using the chime and the Hoberman's Sphere
3. All parents can make the glitter jar with their students to take home and practice calming techniques.
4. One aspect of the program that parents find rewarding is that their Pre-K-ers can teach them mindfulness techniques and can discuss the brain and its functions.

Mindfulness and socio-emotional learning are common to all diverse students regardless of their ethnicities. I have seen early learners of all cultures embrace these calming-developmental techniques with the same amount of enthusiasm with a sense of self-efficacy ready to learn—after they have settled down with calm-focused engagement.

*By Lillie Haynes, Ph.D., LP, NCSP  
Alpha Rho Chapter, Dallas, TX*





# Culturally Responsive Considerations for Early Learners

Ms. McKnight is directing her kindergarten class in counting and singing the “Days of the Week” song. Brooklyn, a kindergarten student, was sitting with her class during the morning Math Board activities. Suddenly, Ms. McKnight stops and walks over to Brooklyn, who left the rug meeting area and is now at the computer center repeatedly clicking and twirling the mouse. When Ms. McKnight reaches her, Brooklyn starts to pull back, yells and is flaring her legs. Ms. McKnight slowly bends down alongside of Brooklyn, looks her in the eyes, and gently says to Brooklyn that she does not seem to be happy, and may not want to participate in the Math Board games. The teacher gently, yet directly, asks Brooklyn would she like to take a handheld electronic device, come back to the meeting area and work on the desktop computer after the morning meeting. Ms. McKnight recognizes Brooklyn’s smile, smiles back, shakes her hand and asks her to join the class on the community rug. Harrelson (2009) explains that when positively communicating with young children,

there are ways to help them build confidence, feelings of self-worth and good relationships with others. Some effective messaging ideas for young children are looking directly at them, touching them on the shoulder, getting on the same level by stooping, making requests firmly, providing clear instructions and including a thank you when the children follow through (Harrelson 2009).

Brooklyn walks back to the meeting area with Ms. McKnight’s guiding hand and sits. Ms. McKnight continues to show a cheerful expression, thanks Brooklyn, and tells the class that she is “happy Brooklyn is sitting nicely with the rest of our friends on the rug.” Ms. McKnight immediately turns on the Smartboard bookmarked website of a familiar beat music video and poses, “can all the children sing the ‘I Love Math Like Crazy’ song?” YouTube.com Boogie Break 27 BESMART365 (2013). Brooklyn and her classmates are bobbing their heads, smiling and singing the Math song with the tune of a current pop song.

Brooklyn's interruptive behaviors may have escalated and become more demanding for the teacher. The initial behaviors described could have taken more time away from the quality teaching and learning activities; educators should review lesson plans to determine pacing and meaningful experiences for all students. Price & Steed (2016) remind educators to reexamine lesson plans and answer whether proposed activities find students sitting too long and if they present students with rigorous opportunities, and how to aid students who may pose extraordinary actions. Powell, Dunlap & Fox (2006) describe certain student behaviors as challenging to classroom learning and include, "repeated patterns of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning, or engagement in prosocial interactions with peers and adults." At times, some students may have different behaviors from their peers that indicate limited school readiness. Fantuzzo, et al. (2007), report how challenging behavior can signal difficulty with social and emotional adjustment.

Unique behaviors may take place in all types of school settings; there are reports that demonstrate how some inner-city students come into contact with limited social and emotional developmental opportunities. Fox, Dunlap, & Powell (2002) reveal that challenging behavior can occur in any classroom: "research suggests some students in urban communities experience conditions that contribute to risk factors for social and emotional delays". Price & Steed (2016) state how students residing in scarce communities are found to be doubly at risk from fully growing and keeping up with wealthier peers behaviorally and socially.

There are positive practices that cultivate beneficial outcomes when working with young

children; specifically, intentionally incorporating basic culturally relevant strategies to lessen objectionable behaviors. One great emphasis when addressing culturally relevant approaches is how the community of stakeholders have relationship-building practices reflective of each child's assets and challenges. One place educators can start is to find out about young students' backgrounds and families. Gay (2002) defines cultural responsiveness as "using the experiences and perspectives of children and their families as tools to support them more effectively."

Educators can purposefully integrate students and families' culture at school in many ways; one way to gain more knowledge about student and family cultures is when educators establish partnerships with student's parents to learn more about children's experiences. Special parent events and arrangements can be regularly scheduled [there are schools, for instance, that have established certain days of the week for parents to visit the school on a weekly basis, e.g., the New York City Department Of Education has set aside every Tuesday after school for parents to visit the schools ([www.uft.org/Parent](http://www.uft.org/Parent))]. Teachers can meaningfully interact with parents to find out more about the family culture, food, holidays, music, festivities and other customs. From the parent and teacher conversations, the teacher can increase equity and align curricular picture books, tools and resources that reflect the different students in the class, even from backgrounds that are alike. Ford & Kea (2009) explain that dialoging with the families also helps educators understand that all families in a particular race or ethnicity may not necessarily have similar characteristics, and helps educators broaden perspectives and check conceivable bias.

Teachers might also consider meeting parents off-campus (community centers, libraries, host



restaurants, historic societies, etc.), corresponding with parents to encourage involvement, thank those who attend meetings, and for sharing information about the child (the teacher can add a note about relatable occurrences and follow-up activities). The messages can be in person, via telephone, handwritten correspondence or digital messages, such as with the application Remind.com. Price & Steed (2016) declare letting parents know something about their child's cultural experiences gains the confidence of the parents and lets them know that the teacher pays attention to their child, and attempts to learn about their child. The efforts clearly communicate that the children and their families are important members of a class community.

While Ms. McKnight was chatting with Brooklyn's parents, for example, she found out that Brooklyn was having a big family annual gathering at her grandmother's house, where many of Brooklyn's relatives and friends were expected to attend. Brooklyn's father said he was barbecuing for the special event, her mother stated that she was baking her famous peach cobbler, and grandma was having a spread of food for endless eating (as a matter of fact, Brooklyn's aunts, uncles and friends were bringing their signature dishes too).

From the information Brooklyn's father shared, Ms. McKnight researched and brought in the counting book, *Grandma's Tiny House: A Counting Story* by Janay Brown-Wood to read to the class; the counting book mirrors Brooklyn's racial identity and family traditions. Wanless and Crawford (2016) cite how children value books that reflect images like their own. Ms. McKnight was also able to link the

text, *Grandma's Tiny House*, with the family unit of study in Social Studies. Brooklyn's classmates were able to participate and respond to the literature with their own associated family experiences. Bishop (1990) and Botelho & Rudman (2009) exhibit that books can be windows that allow young students to learn and acquire other cultural views by looking at classmates' environments.

The community of responsible and nurturing adults can make the most of the lives of students when learning about them, and provision their learning environments with materials, trips and texts that reflect their existence. Having intentional student cultural connections in their learning experiences state directly that educators see students for who they are, and positively build their self-identities.

**By Yvette Grant,  
Theta Chapter  
Brooklyn, NY**



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# JUST BECAUSE OUR STUDENTS ARE LIVING IN POVERTY



Many times, we allow stereotypes to rule our perceptions of others, whether it's race, gender, or socioeconomic status. We enable these perceptions to cloud our judgment, and we make decisions based on these misconceptions. We believe that if it is true of one, it is true of all. This belief is unfair to the students who walk into our classrooms every day.

A child "living in poverty" seems to be a hot button issue right now, and rightly so. But how much do we let the fact that any of our students are living in poverty affect how we relate to them? How does the fact that some of our students are living in poverty change the way we teach ALL our students?

I'm just thinking out loud. We need to make sure that we put the "brush" away, and see our students as individuals, and not a statistic.

Just because they are living in poverty, it does not mean that:

- We should not have high expectations of them, and only expect minimum effort from them.
- Their mother is an addict, dad is absent, and no one has a job.
- They can't read, write, or do the math.
- They can't make it to school most of the time.
- They are not gifted.
- There is not anyone at home who wants them to be successful.
- They will behave poorly in class.
- They should be provided with limited or non-equitable resources.
- They can't compete with other students.
- They are unable to participate in any extracurricular activities (stem, mystery Skype, etc.).
- They are only capable of test prep and incapable of thinking critically.
- They cannot graduate from high school or college.
- We are better than them.
- We know better than them.
- They don't want more from their teachers, their community, their world.
- They don't dream big.

Living in poverty comes with many struggles, but we should still provide our students with an education they could use to escape it.

Please take a moment to listen to the TED talk by Mia Birdsong, "The Story We Tell About Poverty Isn't True" at the following link: <https://youtu.be/E0oPnS7rUwE>.

*By Lisa Mims, Rho Chapter,  
Wilmington, DE*





When Your  
**INNER CHILD**  
Wants Something She  
Doesn't Need

A culturally relevant topic is transferable, i.e., it can be used in almost any setting, not just the classroom. My topic, while culturally relevant, is simply not encouraged in our American culture: What do you do when your inner child wants something she doesn't need?

Whether it's an expensive watch, a third dog, or a bear-skin rug, there's a good chance you don't really need it. **You might want it desperately, but you certainly don't need it.** That doesn't mean you can't have it, but there's a good chance you'd be better off without it. How can you know for sure?

## Try these techniques to be clear on your needs versus your wants:

### 1. Wait.

If there's a four-letter word most of us don't like, it's this one.

When you want something that you don't really need, you'll often find that the desire to own it will fade if you give it time. Whether it's a puppy, a new car, or a banjo, **you might find that you can live without it if you wait 30 days.** See how you feel about it next month.

### 2. Remind yourself of why you don't need it.

Be logical with yourself. Maybe you don't need a new car because your current car works just fine. Or, you don't need a puppy because you already have a dog, a bird, and a tank full of fish.

### 3. List the disadvantages of acquiring it.

What are the negatives of following through on your impulse? For example, a new car is expensive, requires more expensive insurance, and you'll be worried about someone scratching it. You're also not sure about how much your boss likes you. It would be challenging to be stuck with a car payment without a job. Talk yourself out of it.

### 4. Avoid buying anything that doesn't fit into your life.

If you live in an apartment and enjoy your peace and quiet, a noisy parrot doesn't really fit into your life. Buying snowshoes doesn't make a lot of sense in Florida. You don't need the latest and greatest running shoes if you don't run.

### 5. Calculate the cost in terms of hours worked.

For example, if you earn \$15 per hour, and the item costs \$90, would you be willing to work 6 hours instead of using money?

### 6. Use cash to purchase the item instead of plastic.

In this way, you can actually feel the pinch of the purchase. If the pinch is too painful, put it back on the rack.

### 7. Buy one thing but get rid of two.

If you're going to buy something, at least make your life a little better by creating some extra space. For each thing you bring into your home, get rid of at least two. **That way, you're gaining ground.**

## 8. Find a more suitable substitute.

Why do you want to buy that particular item in the first place? Perhaps you want to buy a grand piano because you love the sound of a piano. However, you might not have the space and finances for an 8-foot long, \$100,000 piano.

- A small, less-expensive digital piano might be perfect for your situation.
- A cat might be just as good and require less time and attention than a dog.
- A Prius might make more sense than a Mercedes.
- A sports package on your cable box could be a wiser decision than season tickets.
- **What benefits does your urge fulfill? Is there a better way to fulfill it?**

## 9. Just be strong and tell yourself, “No!”

For some people, that’s all it takes. You know you don’t need to eat that doughnut, so don’t buy it. Some people are better at telling themselves “no” than others. Most of us are good, however, at telling ourselves that we’ll begin telling ourselves “no” tomorrow. Unfortunately, we continue telling ourselves that over and over.

## 10. Consider getting it.

If we only acquired the things we truly needed, we’d have little more than bread, water, and a toilet. Obviously, there’s much more to life than the bare minimum. We need more. Just be choosy in what you decide to bring into your life.

Be careful giving in to your wants. You only have so much time, money, and space. Maximize their utility. Take note when you really want something. You might be leading yourself astray.

By Linda D. Lewis  
Alpha Beta Chapter  
Nashville, TN



# AUTOBIOGRAPHICAL MAGAZINE PROJECT

A Non-Fiction Research Project  
(Grades 6 - 12)  
(NJCCCS: W. 4,5,6,10)

This is a creative research project. You will be using the computer center in your classroom, library, or home computer to research some of your information. You will be writing creatively about certain articles. This is a fun project that will not be overwhelming if you keep up with the sections. The final magazine is worth two test grades, so be sure to turn in quality work. Be sure to turn this sheet in with your magazine; it will be used as a rubric/grade sheet. Have fun, good luck, and don’t procrastinate!

Directions: Design a magazine that reflects your culture and or your interest! Base all your articles on your culture or interest. For Example, if you are an athlete, create your own **Sports Illustrated**. All the articles you write should revolve around sports. Perhaps you are interested in becoming a professional chef. Design your magazine after **Gourmet Magazine** and write all your articles to reflect your interest in food preparation. Include your culture within your interest. Try to create a new title for your magazine — **BE CREATIVE!**

\_\_\_\_\_ 1. Cover - 5 pts

Your magazine cover should look like a real magazine. Study the elements of a typical cover. The date of your magazine should be **YOUR 25TH BIRTHDAY**. Your cover image should be related to your cover story. You may use Microsoft Publisher to create this cover. You will need to include the following elements on your cover:

- A. The title of the magazine as it typically appears
- B. Title of the cover story in prominent letters
- C. Date of issue
- D. Price of magazine
- E. One dominant image, picture, or theme

\_\_\_\_\_ 2. Table of Contents - 5 pts

Include titles of your articles and page numbers. Be sure that your table is in order!

\_\_\_\_\_ 3. American Scene - 10 pts

**Name of your junior high or high school**

In this section, you will present one aspect of **your junior high or high school** that relates to your theme. Interview someone at the school who is connected to your theme. For a sports theme, you might interview the physical education teacher; for a food theme, you might interview the foods manager. Be sure to include quotes.

\_\_\_\_\_ 4. Cover Story - 20 pts

Dream about your future. What will you have achieved by age 25? Here is your choice to make it big. The story should be believable. The main part of this cover story should revolve around your magazine topic, but you may include information about other aspects of your life at 30. (2 to 3 pages in length)

\_\_\_\_\_ 5. Current Events -15 pts (5 pts each)

In this section, you will research FOUR current events that relate to your magazine theme. For each current event, you will locate and read an article and summarize it in one or two paragraphs. You will need to document your resources. (1 to 2 pages in length)

\_\_\_\_\_ 6. Highlights - 10 pts

In this section, report on the headlines of the day, month, and year you were born. Again, see if you can report on headlines that relate to your theme. Then, interview a member of your family about what he/she remembers was going on the day you were born. (1 to 2 pages in length)

\_\_\_\_\_ 7. Reviews - 10 pts (5 pts each)

Movies, books, music — you will need to read several reviews in order to get a feel for the style of a review. Choose a movie, book, DVD, CD that you have experienced this year and write a reaction to it. If interested in aerospace engineering “Hidden Figures” would be a good movie. WRITE TWO REVIEWS. (1/2 page for each review)

\_\_\_\_\_ 8. Reflection Essay - 15 pts

Look back and reflect on your life so far (from 2017 and back). Choose 3-5 significant memories, describe them, and discuss what each event meant to you. Again, try to follow your magazine theme. (2 to 3 pages in length)

\_\_\_\_\_ 9. Photographs/Illustrations - 5 pts

Include at least five photographs or illustrations that relate to your articles. This does not include the photos or illustrations on your title page. You may use the digital camera and import pictures.

\_\_\_\_\_ 10. Advertisements - 5 pts

Include at least 2 ORIGINAL advertisements in your magazine. They can be for items that exist, or you may invent them. Try to follow your magazine theme.

Don't forget to **cite your sources**. You may wish to include these citations at the end of the appropriate articles, or you may include a **Works Cited Page** (bibliography) at the end of your magazine.

*By Jarian R. Graham, M.Ed.  
Eta Chapter, Camden, NJ*



# My Keys **2** and **4** A Successful Life

As we continue a rapid move into an advanced society, some things and practices will endure throughout our lives. The same is true of our heirs.

Twenty-first century African American youth and career seeking young adults appear to have left behind the basic skills which brought them through their earlier years.

Despite the onslaught of cellular phones, i-pads, laptops and desktop computers and other technological innovations, there is a missing link that many of our young disregard: the written communication skills necessary for a fruitful exchange of information. Students must put down the convenient devices and utilize the tools taught in the classroom.

Unfortunately, a few of our peer educators are remiss in demanding that students not depend on computerized spell or grammar checks when writing. (Often, we roll our eyes at the mistakes and share them with fellow teachers.) The technological tools may be accessible, but they are not always correct. I advocate banning these items from the classroom, due to the damage they may do.

As instructors, we are aware that a spell checker may replace a misspelled word with an incorrect one. For instance, if the intended word is "inverted," a slip of the finger may allow the computer to insert and allow "invented" because it is an actual word. The computer cannot read minds (yet) and has no idea what a student wants to say. An inappropriate word alters the cohesion and meaning of the sentence. I find that we no longer teach independent students who consult dictionaries. Rather, today's students are technologically dependent. How many times have we heard, "but the computer said it was right"? Still, that does not make the error acceptable.

Another concern with written communication is that the "rap generation" believes that they may

freely substitute figures for words. As a retired university educator, I distinctly remember an essay entitled "my keys 2 and 4 a successful life" in which "2" and "4" stood in place of the words. If I were to ignore the rules of capitalization, can I then ignore the figures? NO! I have frequently admonished students that "If your name is not Jay-Z or any other rapper, then this is not a script for your latest lyrics. Except for certain exceptions, figures are not considered standard English."

There is a simple solution to this problem. Instead of a regular lesson plan, write or select a poem, a short essay or even a sentence. Then insert as many numerical figures that you can muster. Afterward, each day for a week, have students decipher the meaning of the sentences. Think of it as a game that can blossom into the habit of writing out words. When tutoring, I found that young people even enjoyed the activity.

The reality is that everyone requires proper writing skills to meet a multitude of personal needs: a college admission essay, reference letter, job objective, opinion pieces or any communication with another party. When we communicate, we want to be understood, but we do not always have the luxury of one-on-one or face-to-face encounters. The use of figures suggests that an individual does not know the rules of grammatical usage or sentence structure.

At one time the issue among African American students was the use of Standard English (sounding White) as opposed to Black English/Dialect. Today, when people of color are moving forward by leaps and bounds, do not allow our young people to take 2 steps back.

*By Patricia Rosebough  
Epsilon Chapter, Dunbar, WV*





WORDS CAN BE  
*Powerful*

Words can have everlasting impact. You should choose your words carefully. Educators at all levels meet learning goals and reinforce literacy skills using a variety of strategies.

During those early years, we use counting songs, finger plays and rhymes to teach and inspire preschoolers. Elementary age students learn rhymes, and you will often witness students transferring this behavior into their play. Groups of children from around the globe engage in this behavior. How vivid is your recall of children playing and singing rope skipping chants? Words are powerful!

Many educators find that their lesson planning can become much more streamlined by incorporating monthly themes or projects.

# April Observances

We started the month observing Fool's Day on April one.

A day full of jokes, pranks and poking fun.

Juxtaposed, shared this year with Easter.

Easter, a time I celebrate when my Savior  
arose from the dead.

And others, children and adults, gather to hunt for eggs.

There are many observances in April.

April is a time for Awareness during

Child Abuse Prevention month.

Child, horrible stories on television.

School shootings have happened over  
and over, time after time.

April 20, 1999. The first shooting was in Columbine.

Almost 20 years later and still  
there is gun violence in schools.

What's the answer and what will you do?

Prevention is the key.

Child, horrible stories on television.

April is when the NC Department of Transportation (DOT)  
rolls out their annual campaign "Drive to Live"

Focused on preventing automobile deaths of teens.

It's prom season; partying and after party, drinking, and you  
know, the morning after pill.

These are tough topics, we must figure out  
not run away and hide.

Now, hide, is what some people try to do from the IRS.

Tuesday 2018, April 17th was Tax Day. Tech problem  
extended to the 18th.

Do you e-file or wait on the U.S. Postal Service  
to give you that stamp?

Taxes, federal and state returns it's done.

We live in America people, school budgets,  
embrace taxes, don't run.

Now run, is what you should do, down to your local  
bookstore and pick up a good read.

Or borrow a book from the county branch, take my lead.

Drop in, flip through a magazine,

Take a break and view a DVD.

Pick up a newspaper, it's chalked full of stories  
hot off the press, some are positive and some bleak.

Rejoice, it's National Library Week.

Read, read all about these observances.

Some of them can be pretty hard to take.

How does it make you feel?

Write it down!

National Poetry Month comes but once a year.

It's in the month of April, let's all cheer!

April Observances, it's here.

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This poem addresses several current social issues and informs about annual events that promote reading and writing. We are a global community often viewed as a cultural melting pot. Poetry can serve as a written account of cultural norms.

If you are a fan of the Scripps National Spelling Bee<sup>2</sup> then Poetry Out Loud<sup>1</sup> should be of interest to you. Poetry Out Loud requires participants to choose from selected poems to compete. If you are interested, you can contact your state arts agency coordinator for specifics. Perhaps you will investigate and find this to be a desirable strategy for your students.

By Wilma Herndon  
Beta Zeta Chapter  
Durnham, NC



# Developing Self-Leadership in the 21<sup>st</sup> Century Learner for Cultural Relevancy

## Self-leadership Defined

*“...the process of influencing oneself, which is focused on the cognitive, motivational processes of directing one’s personal thoughts and behaviors.”*

Students in the 21<sup>st</sup> Century are diverse learners, who possess great gifts and talents. To cultivate this technically, digitally inclined generation, great care must be given. These students excel on high levels of learning that can propel them to achieve greatness. To reach their potential, students must develop self-awareness to become self-leaders. To become self-leaders, who are able to meet broad goals and objectives in an ever-changing world, the 21<sup>st</sup> Century student must engage in activities that enhance their own cultural relevancy. To do so, students must be willing to develop self-leadership. This article discusses the elements of self-leadership and the impact of developing self-leadership in 21<sup>st</sup> Century learners.

### Self-leadership Defined

Furtner, Baldegger, Rauthmann, (2012) defined self-leadership as the process of influencing oneself, which is focused on the cognitive, motivational processes of directing one's personal thoughts and behaviors. As students seek to find purpose in their own lives, they must be taught and nurtured as they grow into different spheres of responsibility and accountability (Boa, Buzzell, & Perkins, 2007). Leadership is an on-going process that requires self-awareness and self-efficacy.

Furtner (2012) asserted that self-leadership consists of three primary strategy dimensions: behavior-focused strategies, natural-reward strategies, and constructive thought-pattern strategies. Behavior-strategies includes setting goals for oneself, self-rewarding, self-observation, and self-cueing (Furtner et al., 2012). Natural reward strategies involve the generation and maintenance of intrinsic motivation. Constructive thought pattern strategies involve visualizing one's successful performance, self-talk, and evaluating beliefs/assumptions (Furtner et al., 2012). Further, Furtner et al (2012) submitted that "the three domains must work together to generate effective and productive patterns in individuals." The importance of self-leadership is, thus, predicated on how well leaders apply the three domains in governing oneself in leading others (Furtner et al., 2012).

Therefore, in governing oneself, students must develop self-leadership by incorporating behavior-focused strategies, natural reward strategies, and constructive thought pattern strategies (Furtner et al., 2012). To integrate the behavior-focused approach, the student sets clear goals, identifying measurable outcomes, and monitoring the completion of tasks (Furtner et al., 2012). The students must, also, implement a reward system for themselves when goals and objectives are met, using



intrinsic motivation for self-empowerment (Furtner et al., 2012). The students' constructive-thought pattern strategies may include self-talk, reevaluation of beliefs and assumptions to adjust and adapt their worldviews, accommodating necessary changes and adaptations in considering the world around them (Furtner et al., 2012). More specifically, students must develop critical thinking skills to make sound decisions and solve problems, applying appropriate strategies and tools. In doing so, the students need to be cognizant of their values and attributes, taking steps to strengthen their skills through the consistent reflection of his/her self-efficacy and expectations.

### Facilitating Self-leadership

To help facilitate self-leadership, teachers should encourage self-learning techniques through learner-centered instruction. In learning environments that promote self-discovery and self-management, students are given opportunities to construct meaning, analyze patterns, and solve problems (APA, 1992). More importantly, the students are allowed to gain responsibility for their own learning and decision-making (APA, 1992). Their education is, thus, expedited through self-leadership (APA, 1992). Hence, having students to practice self-cueing exercises, engage in self-talk, and write self-narratives in reflection journals promotes skills to help students monitor the behavior, both academically and socially, to develop self-leadership (Furtner et al., 2012). They are, thus, able to engage more readily in independent practice while acquiring improved study habits. Ultimately, the students' learning becomes a continuous process, in which, they build a higher basis for learning that is ignited, intrinsically.

### Self-leadership to Lead Peers

The importance of self-leadership is immersed in the concept that to lead others one must be able to lead oneself (King, Altman, Lee, 2011). Good

leaders teach others. Teaching others enhances students' self-confidence and provides exemplary modeling for peers (Zemelman, Harvey, & Hyde, 1998). As students interact with their peers, they begin to incorporate the viewpoints of others into their own attempts to communicate and assess the world around them (Zemelman et al., 1998). Students are more apt to learn by sharing knowledge and experiences to determine moral judgment and acquiring academic achievement (Blankstein, 2004). As students develop self-leadership with peers, they begin to share strengths and weakness while reflecting on the best methods for completing tasks and overcoming obstacles (Blankstein, 2004). They begin to model the way for positive behavior and thinking. The students, also, acquire a sense of cultural competency as they learn the diverse cultures, in which they live. They, thus, gain respect for discovering a new ideology that inspires new learning (Blankstein, 2004). By embracing the diversity of others, students learn to acquire shared accountability to inspire successful learning and leadership among peers, which creates a cultural environment of leadership for high achievement in the 21<sup>st</sup> Century and beyond (Blankstein, 2004).

By Onitta Parker, Beta Mu  
Chapter, Gary, IN



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# Ensure Your Child's Success by Teaching These Critical Life Skills

Everyone is happier if they learn the skills needed to succeed in life. We can all think of examples of nice, intelligent, capable people who can't seem to get their lives together. By taking the time to intentionally teach your children effective life skills, you can ensure they won't struggle later in life. Consider teaching these skills to your child.



## ONE CURIOSITY

As adults, we can teach ourselves nearly anything. The first step to learning something is asking a question. Kids are excellent at it. It's a parent's job to encourage and foster that natural tendency.

- Be an example. When you and your child encounter something interesting, ask aloud, "I wonder how that works." And then figure out the answer together.
- Many parents just want their children to be quiet. *Encourage children to ask questions and reward them when they do.*

## TWO FINISHING TASKS

Many of us get into the bad habit of not finishing a task or project before it's complete. Avoid this mistake. Set a good example for your children about following through.

- For example, you can say something like, "We can go to the park, but first I have to finish the dishes. I like to finish what I start."
- Teach your child to finish what they start, whether it's cleaning their room or brushing their teeth.



## THREE FINDING SOLUTIONS

Children that learn to work through challenges will have an easier time as adults. If your child's zipper is stuck, let him work on it for a while.

- Avoid rushing to your child's rescue every time something fails to go perfectly. When you do so, you're just implying to him that he's helpless without the assistance of others.



## FINDING PEACE IN BEING ALONE

Not many people are happy being alone 24/7, but spending a couple of hours alone shouldn't be traumatic.

- Everyone needs to learn how to entertain himself to a certain degree. Only-children often become quite good at being alone and appreciating those moments. Every child should learn that it's okay to be alone for a short period of time.



## DISCOVERING THEIR PASSION



Wouldn't you like to get up each day and pursue your passion? You'd certainly want the same for your children.

- Help your children explore the things that really motivate and excite them. Encourage every interest and then assist them with figuring out how they can be successful at it.
- It's great for them to discover their passion early, and they'll love you for supporting them through the process.

Kids are amazing and they have the ability to learn nearly anything. Part of a parent's role is to prepare their children for the future. Spend a little time each day asking yourself what you think your child needs to learn to become a successful adult. Then come up with a fun way to teach them.

- Be a good example. Try not to be concerned if you think your children aren't listening. **Just know that they're always watching.** Remember that they look up to you as an example of how to behave.

## COMPASSION

Life is easier and more enjoyable when we learn to feel compassion for others. **Demonstrate compassion in your life, and your child will learn it as well.** Simply be kind and help others.



## BEING COMFORTABLE WITH CHANGE

Adults who are unable to deal well with change fail to grow. Change is simply a part of life and nobody can control all the variables.

- **Explain to your child that things are always changing and change can be exciting.**

## BOLDNESS

The universe seems to be uncommonly kind to those who are bold. Children can be encouraged to try new things and to stand up for themselves. Self-confidence is a wonderful thing to have.

- Children that are a little bold also learn to become more independent and not rely on others for every, single, little thing.
- **Children who learn to be bold have an easier time in managing themselves as adults.**



By Novella M. Page, Alpha Beta Chapter, Nashville, TN.



Is Teaching Minority Students to

# CODE Switch

CULTURAL **Discrimination**  
OR CULTURAL **Relevancy**



Have you ever been in a predicament like mine? I was confident I knew what cultural relevancy was until I “googled” the term and learned that teaching cultural relevancy enables students to relate course content to their cultural context. Wow! Now, I am only slightly confused.

As the title of this article indicates, I will explore and discuss the cultural relevance of teaching students to code-switch.

During my Google search, I learned that code-switching is the alternating or mixed use of two or more languages, especially within the same discourse. Wow! Now at this point, my questions began to mount.

1. When a teacher requires students to change their dialect or accent to match their audience, is that the same thing as encouraging them to switch from their vernacular (common language in everyday life) to standard grammar?
2. Should teachers allow students within inner-city schools to use “slang” or incorrect English without intervening?
3. What about those students in rural socio-economic areas? Should they receive a passing grade even though they speak incorrect English?
4. When students speak correct English (e.g., speaks in a “White” voice), should teachers allow them to be shunned and ridiculed?

A teacher who expects students to become effective 21<sup>st</sup> Century learners, must model correct grammar and insist that all students use it.

But how can teachers reach this goal while respecting their students’ cultures? What are some teaching strategies that will prepare students for the 21<sup>st</sup> Century?

Start by understanding that cultural relevancy goes beyond recognizing and honoring different cultures through food and festivals.

The following seven strategies are not exhaustive, but should help you on your journey:

**Strategy 1:** Get to know students as individuals.

**Strategy 2:** Incorporate some of their languages in your lesson plans. This will both personalize and supplement the curriculum.

**Strategy 3:** Create a multi-cultural library within your classroom. This will expose students to diverse cultures.

**Strategy 4:** Use a variety of technology.

**Strategy 5:** Incorporate real-world stories or problem-solving scenarios in your lesson plans.

**Strategy 6:** Invite guests from different cultures to monthly career day programs.

**Strategy 7:** Create a classroom dictionary of cultural words or expressions.

In conclusion, effective 21<sup>st</sup> Century students understand that code-switching and cultural relevancy are not cultural discrimination.

*By Dianna Mayo Neal, Beta  
Chapter, Washington, DC*



# Pampering Professionals: 10 Secondary Trauma Stress Reduction

You can't always control the circumstances that life throws your way, but you can control how well you take care of yourself. What is "Secondary Trauma" It is the emotional duress that results when an individual hears about the firsthand trauma experiences of another.

This is vital for building resilience toward those stressors in life that you can't eliminate for several reasons. When you're too tired, eating poor nutrition, or generally run-down, you will likely be more reactive to the stress in your life. You may even create more problems for yourself by reacting poorly rather than responding from a place of calm strength.

Conversely, when you're taking good care of your body and mind, you can be more resilient toward whatever comes, use the resources you have in your life to their fullest, and become less reactive toward the stress you face. The process of taking proper care of your body, soul and mind can keep you in optimum shape for handling stress, which gives you as much

resilience as possible to help you manage those uncontrollable things in life. The following are some essential basic self-care strategies that can keep you functioning well and ready for life's challenges.

### **1. Get Enough Sleep**

Sleep is crucial for your emotional and physical well being. Lack of sleep can negatively impact your ability to handle stress, be productive, and function properly. Unfortunately, busy schedules and stress can make sleep more elusive. Between having too little time to sleep, having a hard time falling asleep, and getting poor-quality sleep from stress, getting adequate shut-eye isn't always easy, but it is vital.

Fortunately, there are many things you can do to support your sleep habits, from using time management strategies to carve out more time, to finding relaxation techniques to help you fall asleep and get quality sleep all night. And if you really aren't able to get enough sleep at night, don't underestimate the value of a power nap!

### **2. Maintain Proper Nutrition**

Many people aren't aware of the extent to which this is true, but a poor diet can actually make you more vulnerable to stress. Ironically, stress (and the things in your life that cause it) can make it more challenging for you to maintain a healthy diet, which can contribute to more stress. If you're too busy, you may find it more difficult to find time to cook healthy meals, and you may be more tempted to eat unhealthy 'convenience' foods, which can exacerbate stress. Being too busy can also create stress, and feeling stressed can make you crave unhealthy foods as well, contributing to a vicious cycle. While hectic schedules can make it harder to get proper nutrition, a poor diet is not inevitable. Learn how to maintain a healthy diet when stressed. You may be surprised by how much stress you can handle when your body is well-nourished.

### **3. Exercise Regularly**

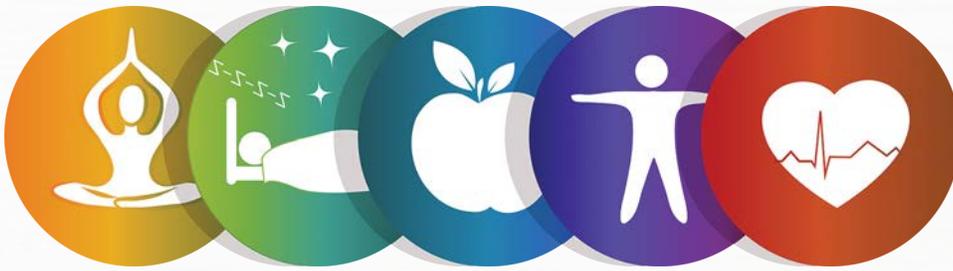
Exercise can be great for you physically and mentally. It provides a stress release and keeps your body healthy. It also helps your body release endorphins, which increase your feelings of overall well-being. Exercise classes can offer social support and group motivation, or home workouts can provide health benefits that are cheap and convenient to get before you start your day. Regular exercise can be a long-term solution for building resilience to stress, a short-term way to blow off steam, or both.

### **4. Maintain Social Support**

Having the support of a good friend can help you to cope with just about anything. Social support can keep you healthier and happier, creating a buffer against stress, and it's a natural stress reliever to utilize. Friends can pick you up when you're sad, provide insights when you're confused, and help you have fun when you need to blow off steam. Learn how to cultivate supportive friendships and expand your social circle so you'll have someone to lean on when stressed. Don't forget, it's essential to provide a supportive ear when your friends need it, too! Develop effective listening skills so you will be a better support to your friends and loved ones.

### **5. Find Hobbies**

Drawing is a great hobby that helps you to express your creativity and relieve stress. Having some "down time" is important, and hobbies can provide a nice distraction from stress and help you stay 'in the moment,' which is also a great way to relieve tension. Artistic expression is a great stress reliever, even for those who don't see themselves as particularly creative. Drawing and gardening are great stress relievers, but just about anything you enjoy can work. Many unconventional stress relievers can provide some fun and distraction from stress.



## 6. Pamper Yourself

Taking care of your body on the outside—with a spa treatment, for example, can work wonders for your internal state. Don't overlook the importance of pampering yourself regularly. This can come in the form of a massage day, a movie date, or a simple cup of coffee, depending on what you find to be relaxing. It can help you feel great about yourself and feel ready to take on the world.

## 7. Keep Your Mind Sharp

If you maintain the attitude that stress is a challenge—rather than a threat, you are better able to handle it. By keeping your mind sharp, you are more equipped to solve the problems and take on the “challenges” that life presents. You may want to dive into learning more about a subject that fascinates you. School may have been stressful, once you don't have to worry about grades, learning becomes a way to focus and sharpen your mind. Games like crossword puzzles, Sudoku, and trivia challenges can be fun to play and a way to relax when you are feeling stress.

## 8. Have The Right Attitude

Much of what you experience in life can feel more stressful or less so depending on your point of view. Looking at things from an optimistic frame of mind can not only decrease your stress level but bring you more success in life and more. You can even change ingrained negative thought patterns to more positive ones by using positive affirmations.

## 9. Process Your Emotions

Keeping your emotions bottled up may lead to an emotional explosion later on. It's generally healthier to listen to your feelings, process them, and try to understand them. Consider them 'messengers' that tell you when something is not right with your world. A great way to process emotions is the act of journaling. When you write about your feelings, and potential solutions to your problems, you can reduce stress in your life and even see some health benefits.

## 10. Maintain a Spiritual Practice

Research shows that a lifestyle including religion or spirituality is generally a healthier lifestyle. Many people, especially seniors, use prayer as a major stress reliever and strategy for emotional health. You can use prayer to enhance your spiritual life or use meditation if you do not feel comfortable with prayer. Spiritual practice is intensely personal, and whatever your approach, it should nurture your soul.

*By Dr. Eunice Inez Hale, Gamma  
Alpha Chapter, Columbus, Ohio*



## Cherish the Footprints

Recently, while on a girl's day out after shopping and lunch, my granddaughter and shadow looked at me and said, "Grandmother, when you go to heaven, can I have your shoes". I was driving at the time, so I just glanced over at her. She was talking on her phone, so I did not attempt to converse with her about what she had said. After we got home, I began to reflect on her question.

If part of my legacy to her would be my shoes, what kinds of footprints have I left for her to fill?

When she slips on my shoes, what will she remember about our time together?

What lessons have I taught her? What kind of human being, WOMAN, will she be?

When she puts on the White shoes, will it make her feel pure at heart?

Will the BLACK shoes make her feel proud of her beautiful skin?

Will the RED shoes make her feel the fire in her belly when she needs to be fired up?

Will the PURPLE shoes make her feel regal?

Will the GOLD shoes make her feel valued?

Will the GREY give her comfort knowing that trouble does not last always?

Will the BLUE make her look to Heaven when she needs comfort knowing that GOD is a comforter and that I will always be with her?

Will the BROWN remind her that things done in the dark will be exposed in the light?

Will the CHITA-PRINT make her feel like she is ALL that and more?

Will the FLATS make her keep her feet planted on the ground, be brave, and stay focused?

And my HIGH HEELS will encourage her to reach for the stars.

Will she know that Grandmothers Shoes were meant for her?

By Karen O. Kelly  
Xi Chapter, Chester, PA



“Everyone communicates, few connect.”

~ John Maxwell

You never know if they are really listening, and you pray they can someday use what you told them once you are no longer with them.

The following essay exemplifies this year’s theme. It was written by a 7th Grade Asian student who attended one of my presentations on the Civil Rights Sit-ins of the 1960s. Her class assignment involved writing a short essay about an African American figure she felt had made an impact in society and considered as a role model.

*By Novella M. Page, Alpha Beta Chapter, Nashville, TN.*



## 2019 BLACK HISTORY MONTH: AN AFRICAN AMERICAN PERSON THAT HAS MADE AN IMPACT IN SOCIETY AND CONSIDER AS A ROLE MODEL

Written by Anais Villaruz – 7th Grade

“One, two, three, four. This...” she said looking back at us, “This is my seat. I know it exactly.” To some, this is just any barstool at a restaurant counter, but to Novella McCline-Page, this barstool represents strength, bravery, history, and most importantly, hope.

A student at Nashville State University at the time, she along with other students marched into the restaurant, Woolworth on 5th, in downtown Nashville in 1960 to begin their sit-in for the Civil Rights Movement. She sat on the fourth stool at the lunch counter, waiting to be served and would continue to sit there until



she and the other African American customers had been rightfully served. Bombarded with racial slurs, doused with food from head-to-toe, spat upon, and burned from

cigarettes pressed upon her, she remained in that fourth seat, refusing to move as she knew she was fighting for equality. Despite being one of the first ones police ripped off the stool to be arrested, nothing could shake her core. She knew she was fighting to better the future.

Almost 60 years later, I, along with some other students, walked beside her as she entered the same Woolworth on 5th for the first time since the protest. Before entering through the doors, she stopped us and said she once did not know if she could ever bring herself to come back to this place after facing all that she endured, but it was time. She

summoned that same courage from decades ago and opened the doors.

We promptly walked inside, and she counted the barstools until she came upon the fourth seat. She immediately sat upon it, knowing where her place was. She later shared her story, and I marveled at her courage and strength. She was living history standing in front of me.

She later dedicated her life to helping others by becoming a school counselor and operating a meal program called “Meals on Wheels.” Presently in her 80’s, she remains very passionate and active in these roles today. As co-president of a school club I help found called “Street Outreach,” I was inspired by Ms. Novella’s story to extend our work to serve homeless shelters in downtown Nashville by partnering with the Nashville Rescue Mission and Room in the Inn. We bring high school volunteers every other week to the shelters to help with children’s activities and serve meals to those in need.

Most importantly, Ms. Novella has inspired me to live life fearlessly. At a time where it would have been easier to hide in fear, she only stood taller with courage. As I grow more as a person, more opportunities present themselves to take the easy route and run away, but because of her, I am choosing to stand tall. She has inspired me to chase my future with courage to pursue even the most daunting task, fighting for what I believe in, and to continue my passion for volunteering to help others.

# All Roads Can Lead to Teaching

(Testimonials from Three Teachers)

The teaching profession is a noble calling that is not intended for the faint of heart. Many educators end up in the classroom although they may not have set out to become teachers. Circumstances in life may have caused them to reconsider where their true passions lie. Consider this point: Teaching is the funnel that contributes to all other professions in our society. Educators are diligent and dedicated to their calling to train and to help others achieve their goals. Teaching is a calling that must be heeded, and one way or another, the most effective teachers hear and heed this calling. Whether one's first teaching experience was "playing teacher" as a child, working with children in a child care facility or embracing one's genuine love for children, the following testimonials further enlighten readers as to the passion demanded by the teaching profession.

## **Let us take a look at Teacher One: (Edwards)**

In 1973, upon graduating from high school, I had no intentions of going to college. I was content driving a school bus. I loved children! I heard about a program at Forsyth Technical Institute called Early Childhood Specialist. I inquired and enrolled. Having had no desire to go to college, I had not prepared academically; therefore, I had to take developmentally delayed classes. I stayed with the program and graduated in 1974 earning an Associate's Degree. A love for teaching, and a desire to dig a little deeper in my studies, propelled me to enroll in the Early Childhood program at Winston-Salem State University where I earned a Bachelor's degree in 1978. This led to 28 years of service in education as a Primary Reading Teacher, then Kindergarten Teacher, and finally my retirement as an Assistant Principal. I followed my heart and my passion for teaching.

## **Teacher Two follows the footsteps of relatives as well as her entrepreneurial spirit (Mickens)**

I was inspired to teach by following in the footsteps of the other educators in my family. I believe that education is the key to our livelihood. Teaching is still the profession that makes all other professions happen. While attending college and having the opportunity to complete work study at a childcare facility, my love of children encouraged me to major in Early Childhood Education and to pursue my dream of working in the field of education. Upon graduating and moving to Atlanta, Georgia, my father gave me the opportunity to move back to Winston-Salem, NC to start my own business. I worked as an entrepreneur, managing a daycare facility for ten years before applying for a part-time position as a Primary Reading Teacher. Working as a Teacher, Curriculum Coordinator, and Assistant Principal has given me purpose and direction in life. Teaching

became a passion. To help others to succeed and to become what they desired became my goal. Our children deserve a fair chance, so teachers must take heart and teach them the right way. Teachers must become life-long learners who promote 21st Century Standards. Education is a right, not a privilege. Qualified professionals must rise to the challenge and with proper training, support educational standards that propel public schools and students in them to reach their fullest potential needed to fulfill their dreams.

## **Teacher three goes from play to reality (Irby)**

As a little girl, I would gather my younger brother and sisters to play school, and I was the teacher. When it was time for me to go to college, I went for one year and then chose to become a wife and mother. I still intended to teach my children, maybe home school, because I knew that education was necessary for their future. After ten years as a homemaker, the call to become a teacher came back. After I restarted my four-year return to college, my marriage fell apart, and my mother died of cancer. In spite of these trials, I was able to graduate Summa Cum Laude from WSSU with a Bachelor's Degree in Education. I now know that teaching is not just a job for me, but it is "my calling,"

Finally, teachers of NSPDK, Incorporated must feel the calling, hear the calling, then answer the calling. They must perform their jobs with compassion and love for students. They must be empowered with relevant 21<sup>st</sup> century trends. They must push students sometimes out of their comfort zones to aspire to be their very best selves full of hope and potential for the future. Please know, Teachers of NSPDK, Inc., "teacher" is not a profane word. Wear your title like a badge of honor. Say: "Call me a Teacher; I don't Care; I love teaching, so teaching is what I do!"

*By Ann Moye, Beta Lambda  
Chapter, Winston-Salem, NC*



## 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         |
| Zeta Delta    | Selma, AL           |

### 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           |



# National Scholarship Winners



2018

## Eastern Region



Victoria McKenzie-  
Gamma Chapter



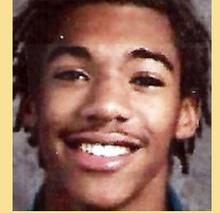
Anthony Maffea Jr.  
Beta Omicron Chapter

2019

## Eastern Region



Angelina DeLaTorre  
Beta Omicron Chapter



Numarr Bundy  
Iota Chapter

## Southeast Region



Aaliyah Cummings  
Alpha Beta Chapter



Torrance Buntyn Jr.  
Gamma Psi Chapter

## Southeast Region



Stephanie G. Byrd  
Alpha Delta Chapter



Alexander Castillo  
Alpha Delta Chapter

## Midwest Region



Amaya K. Butler  
Beta Mu Chapter

## Midwest Region



Zharia Dodson  
Beta Mu Chapter



Michael Britten  
Alpha Xi Chapter

## Southwest Region



Gracie Mae Pipes  
Epsilon Pi Chapter

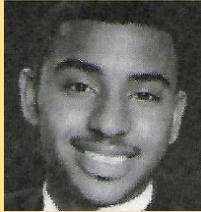


Kendrian Collins  
Alpha Rho Chapter

## Southwest Region



Amunique Swan  
Delta Beta Chapter

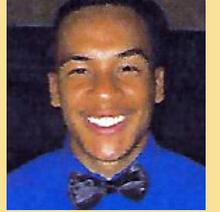


William Anderson  
Alpha Rho Chapter

## Far West Region



Sabrina McFarland-Kelley  
Beta Nu Chapter



Reginald Elijah Myles  
Gamma Lambda Chapter

## Far West Region



Tiera Cummings-Scales  
Beta Nu Chapter



Malachi Davis  
Delta Rho Chapter



Jasmine Williams  
Delta Beta Chapter  
KOT Recipient

## Kappa Omicron TAU



Djazmina Jean Pierre  
Eastern Region  
Epsilon Chi Chapter



Ojuwa Lewis  
Southwest Region  
Delta Beta Chapter



# SAVE THE DATE!

*National Sorority of Phi Delta Kappa, Inc*

**96th Anniversary Conclave**

**July 15 - 18, 2019**

Meet us in  
**ST. LOUIS**



## Pre-Conclave Activities:

Tours,

Entertainment,

Shopping, etc.

Saturday, July 13, 2019 - Sunday, July 14, 2019

## Conclave:

Monday, July 15, 2019 - Thursday, July 18, 2019

St. Louis Union Station Hotel

1820 Market Street

St. Louis, MO 63103

314.621.5262

Dr. Etta F. Carter, Supreme Basileus  
Margarette Galloway, First Supreme Anti-Basileus  
Anita Totty, Conclave Coordinator  
Dr. Carla F. Carter, Conclave Coordinator  
Dr. Barbara Gwinn, Basileus, Alpha Nu Chapter

Joyce Williams, Chief Editor, Krinon  
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