



NSPDK NATIONAL NEWSLETTER

OCTOBER 2020

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Greetings Sorors,

Each new day brings more and more changes and challenges to the lives of teachers, the newly designated essential workers, as we progress through this phase of the pandemic. At the beginning of this crisis, health care workers were on the front line of health recovery and they remain today. They endured isolation from family, friends, and community and placed themselves in jeopardy of contracting the virus as they provided the service needed for the ill members of society. Then, it was the support personnel who were designated as essential workers because they had the responsibility of providing transportation, delivering food and maintaining safety and security for all. Now, it's the educators, who have the responsibility to care for, teach, and nurture the children of our country.

All educators are now in the throes of the pandemic. We have been called into action, onto the frontline. Teachers are faced with tremendous uncertainty, they are juggling decisions that are forced upon them each day: whether schools will be closed because a student or teacher has tested positive for COVID-19; whether the daily contact with others has exposed teachers to the virus; whether teachers are prepared to teach remotely and return to virtual learning because schools are closed; and worried about whether students are prepared to learn through virtual online teaching; and questioning the location and well-being of a large number of students.

Teachers, YOU are more than survivors, so you must take care of yourselves. Emotionally you must laugh, love, smile, be happy; Socially, you must find a way to practice social distancing use available media to see your friends, family, church members, and neighbors i.e. Zoom, Duo, or What's App, etc. Educationally, you need to stay abreast of the current trends: read, practice using technology, and discuss new issues with others. Spiritually, we must stay prayed up, embrace faith over fear; lay your worried minds and troubled hearts before God because He will take care of you. Read Isaiah 41:10 and Be blessed!

MOVING NSPDK FORWARD...TOGETHER!

Etta F. Carter, Ph.D.
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Sisters Supporting Sisters

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



October Highlights

World Teachers' Day – October 5, 2020

Careers, Educational



Almost everybody has a favorite teacher, someone who went above and beyond to encourage you because they could see your potential. On October 5, take time to celebrate World Teachers' Day — a global event launched by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 1994. No matter where you are in the world today, remember that teachers matter!



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

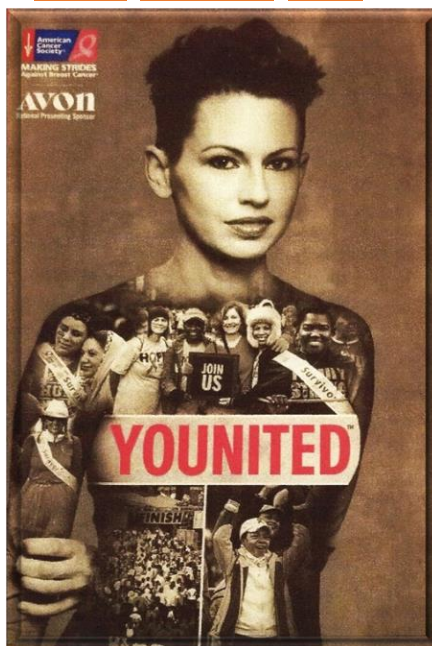
AIDS Awareness Month – October 2020



AIDS Awareness Month, observed every October, supports educational campaigns that disseminate science-based, factual, and clear information to youths, at-risk people, and the public. With over 37 million people living with HIV worldwide, public information about its prevention, transmission, and treatment must be accurate and widely available. Advocates have several goals including educating people about the importance of knowing your status and regular testing, lobbying for accessible and affordable testing and treatment, reducing stigma, ensuring the public has accurate information about HIV risk and transmission and supporting patients living with HIV/AIDS

Breast Cancer Awareness Month – October 2020

Cultural, Educational, Health



The National Breast Cancer Foundation reports that a woman is diagnosed with breast cancer every two minutes. Innovations in research, surgical options and clinical trials give women many more options. With early detection, a woman's survival rate goes up. That's why breast self-exams are an important way for women to give their "girls" a fighting chance, especially during Breast Cancer Awareness Month in October.

Down Syndrome Awareness Month – October 2020

Educational, Health



Down syndrome occurs across the human spectrum and is the most common chromosomal condition. Each year, about 6,000 babies are born with Down syndrome — a 1 in 700 chance. The prevalence of Down syndrome increases with the mother's age. It is associated with delays in physical growth, characteristic facial features and intellectual disability. In fact, the average IQ of an adult with Down syndrome is equivalent to that of an 8-year-old.

These are just facts, and like all facts, they can fail to provide a full picture. The truth is that children born with Down syndrome can absolutely go on to live happy and long lives. And with Down Syndrome Awareness Month every October, we can be inspired to learn more about this topic and to celebrate people born with Down syndrome and the medical advancements that increasingly improve their quality of life.

Global Diversity Awareness Month – October 2020

Children, Civic, Cultural, Historical



This October celebrate Global Diversity Awareness Month and pay tribute to the diverse minds and beliefs held by all cultures around the world. We live in a multicultural society and embracing the values of various cultures only strengthens our understanding and appreciation of the world. Open your mind to new views and ideas, appreciate cultural differences, and enjoy a fresh perspective you may have been missing. It helps you become a true citizen of the world.

Health Literacy Month – October 2020

Health, Healthy Food, Lifestyle, Mental Health



According to studies, more than 40 percent of Americans have difficulty obtaining, processing, and understanding basic healthcare information — which is necessary for making informed decisions. Lack of healthcare literacy can seriously hamper global healthcare efforts. Each year, October is observed as Health Literacy Month. Author Helen Osborne, who established the month in 1999, wanted to increase access to healthcare information. Several camps and workshops are organized for healthcare practitioners, discussing ways to improve health literacy worldwide.

National Bullying Prevention Month – October 2020

Children, Family, Parents



It's aggressive, mean, and potentially life-threatening. Bullying comes in many forms, none of which are acceptable. According to a recent federal survey, nearly 20 percent of U.S. high school students reported being bullied on school property within the past year. (Fifteen percent reported cyberbullying.) So how can we help? We can start by launching a community-wide educational effort that focuses on celebrating our differences. October's National Bullying Prevention Month reminds us that students, parents, teachers, and school administrators all play a role. Positive change comes as we begin to emphasize respect and inclusion on campuses across the country.

National Depression Education and Awareness Month – October 2020

Educational, Health, Mental Health



Depression can wear you out at the exact time you need all of your strength to fight. Trying to cope is extremely tiring — and it's often difficult to know when others are suffering. That's why, during October, we observe National Depression Education & Awareness Month. This important holiday helps teach us about the signs, symptoms, and treatment options for depression. It also lets all of us know that seeking help — either from a counselor, a trusted friend, or your community — is a sign of hope and strength.

National Domestic Violence Awareness Month – October 2020

Cultural, Family, Health



National Domestic Violence Awareness Month is recognized each October through educational events, community gatherings, and support groups. In 2018, the Domestic Violence Awareness Project developed a unified theme: #1Thing. The purpose of this campaign is to remind everyone that ending domestic violence starts with just one small action, whether that is seeking help or sharing resources.

National Physician Assistant Week – October 2020



National Physician Assistant Week is celebrated every year from October 6-12. Treating patients in today's complex healthcare settings takes a whole team of professionals. Among these medical workers are physician assistants, broadly trained in a wide spectrum of conditions and tasks. Their education focuses on patient education, preventive care, and chronic care management. They can help patients improve their quality of life and manage chronic conditions. Physician Assistants are unsung heroes and deserve their moment in the limelight, so this week is to celebrate them and be thankful for their efforts.

Canada

Respiratory Care Week – October 25-31, 2020

Health



Respiratory Care Week gives us a little more breathing room annually on October 25-31. Hard-working doctors, nurses and respiratory therapists, primarily in the U.S. and Canada, care for patients with breathing difficulties due to chronic conditions like asthma. Respiratory Care Week highlights the information we need to keep us breathing well so we can enjoy a great quality of life.

National Sorority of Phi Delta Kappa, Inc.



Dr. Tonya Chestnut
National Chaplain



Dr. Etta Carter
Supreme Basileus

2nd Sunday Monthly Prayer Call

6:00 p.m. CST

Click on Zoom Link in Message for Video
Audio Dial In- 1-312-626-6799 or 1-346-248-7799
Meeting ID-865 4028 4084

Hosted by Regional Chaplains:

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

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



WOMEN ANCHORED IN TRUST

THANK YOU FOR ATTENDING

I MATTER, I VOTE:
THE BLACK WOMEN'S AGENDA, INC. HOSTS VIRTUAL VOTING RIGHTS TOWN HALL
DURING ITS 43RD ANNUAL SYMPOSIUM

The Color of Change's Heather McGhee;
Rev. Dr. William Barber II;
Anthropologist, Educator, and National Council of Negro Women Chair
Dr. Johnnetta Betsch Cole;
Princeton Educator, Author, and Commentator Dr. Eddie S. Glaude, Jr.,
and Political Strategist and Social Impact Advisor Aisha C. Mills
Discuss Protecting and Mobilizing African-American Voters

The Black Women's Agenda, Inc. (BWA) went on the offensive Friday, hosting a virtual town hall devoted to protecting and securing the voting rights of African Americans and other people of color during its 43rd Annual Symposium. Moderated by Heather McGhee, Board Chair, The Color of Change, a panel of prominent political activists and observers – including Rev. Dr. William J. Barber II, President, Repairers of the Breach and Co-chair, Poor People's Campaign; Dr. Johnnetta B. Cole, anthropologist, educator and Board Chair of The National Council of Negro Women, Inc.; Dr. Eddie S. Glaude Jr., an esteemed author, commentator and Chairman of Princeton University's Department of African-American Studies, and Aisha C. Mills, a nationally renowned political strategist and social impact advisor – discussed strategies for combatting voter suppression, registering and engaging African-American voters, and ensuring that they have the opportunity to make their voices heard.

CALL TO ACTION

The 2020 U.S. presidential election will mark a seminal moment in our nation's history, and we all have important roles to play.

VOTE! DONATE! VOLUNTEER! EDUCATE YOURSELF AND OTHERS!

For more information or to get involved, contact:

- Common Cause – www.protectthevote.net
- The Poor People's Campaign – www.poorpeoplescampaign.org
- Vote.org
- Work Elections – www.powerthepolls.org

STAND UP FOR YOUR RIGHTS!



**I MATTER,
I VOTE**

ADVANCE YOUR KNOWLEDGE

This year's BWA Symposium panelists were beyond stellar. Consider treating yourself, a family member, or friend to:

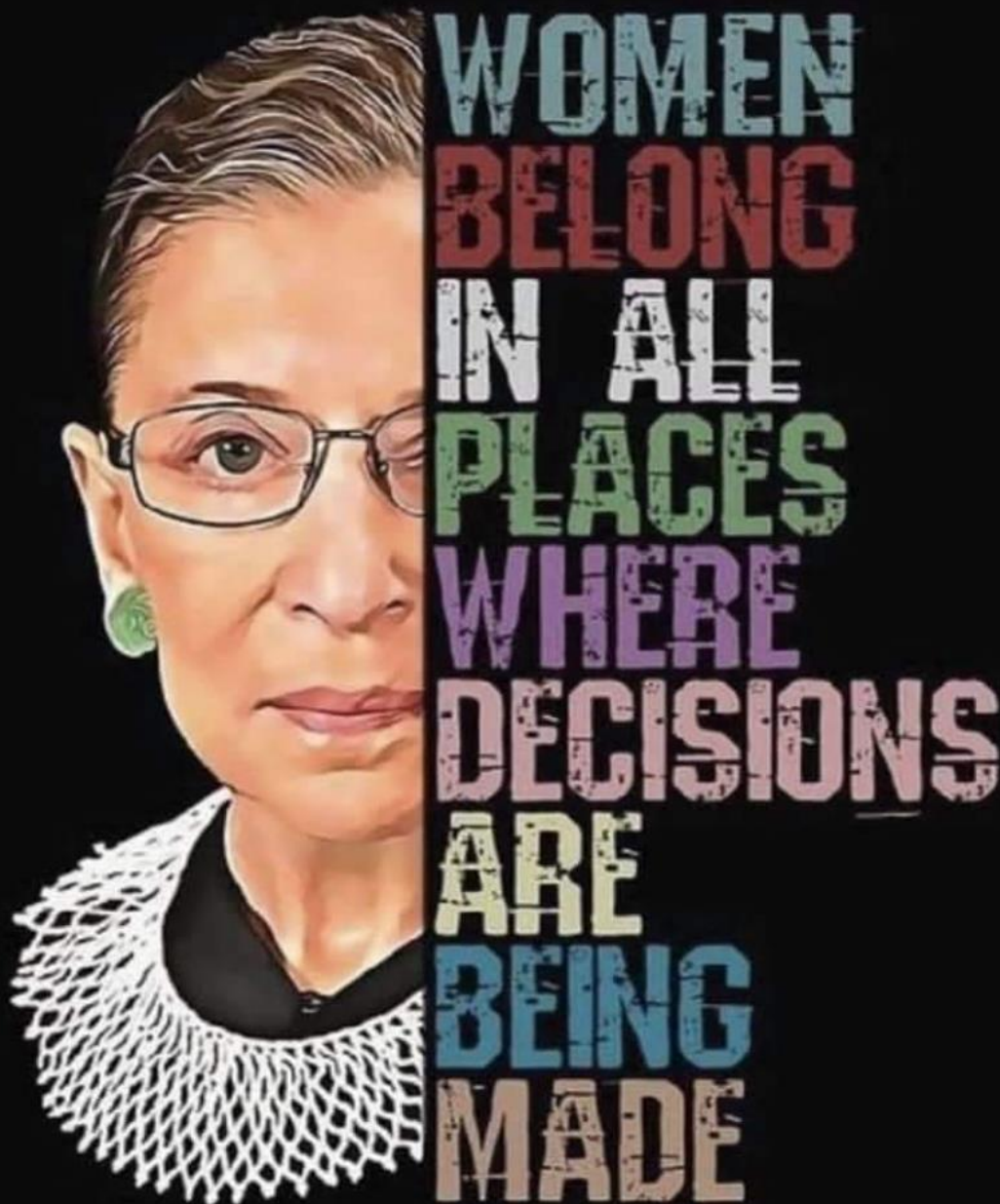
Dr. Eddie S. Glaude Jr.'s
New York Times best seller
*Begin Again: James Baldwin's
America and Its Urgent Lessons
for Our Own*

Rev. Dr. William J. Barber II's
recently released
We Are Called to Be a Movement

Heather McGhee's
*The Sum of Us: What Racism
Costs Everyone and How We Can
Prosper Together*
available for pre-order

Dr. Johnnetta B. Cole's
*Racism in American Public Life:
A Call to Action*
available next year





Associate Justice of the Supreme Court Judge
Ruth Bader Ginsburg
March 15, 1933-September 18, 2020



TEACHER RESOURCES



GEORGE LUCAS EDUCATIONAL FOUNDATION

CULTURALLY RESPONSIVE TEACHING

6 Ways to be an Antiracist Educator

Educator Dena Simmons on engaging in antiracist work in the classroom. August 28, 2020

<https://youtu.be/UM3Lfk751cg>

CULTURALLY RESPONSIVE TEACHING

Beyond the Books: Building Cultural Competency

Using diverse texts as springboards, teachers can facilitate cultural competency with supplemental materials and engaged online participation.

By [Liliana Lopez](#), [Gary Pankiewicz](#)

September 4, 2020



keanu2 / iStock

Books that explore cultural identity provide a foundation for instructional practices that develop cultural contexts and diverse perspectives. While [creating a diverse reading list](#) is important, the instructional approach, using the book as a foundation, is also critical to developing cultural competency and understanding.

We recently added texts to our middle school curriculum to enhance our students' perspectives about culture. For example, Meg Medina's short story "Sol Painting, Inc.," about a 12-year-old Latina named Merci and her family, can be a springboard for more-nuanced

conversations about cultural contexts. In the story, the Cuban-American family's painting business is hired to paint the high school gym of a fancy and mostly white private school in exchange for Merci's tuition. With the text as a springboard, teachers can use supplemental materials, an emphasis on context, and active participation to deepen student understanding.

USE SUPPLEMENTAL MATERIALS

Integrating supplemental materials can provide a more expansive, authentic, and celebratory view of diverse cultures. For instance, songs, videos, and websites depict cultural contexts in ways that may be easier for students to understand.

In the "Sol Painting, Inc." example, students could view [a video](#) on the lost art of baking pan Cubano (Cuban bread) as a prereading activity to build background knowledge, expand vocabulary, and activate their senses to anchor their understanding of the story's cultural context.

During their reading of a text from another culture, ask students to annotate or keep a list of their questions related to the culture. Encourage curiosity about differences they note and remind students to pay attention to the subtler elements of culture in the text. After reading, ask students to research the things that they wondered about in the story. Engaging with their own questions can help build confidence while demonstrating a need to interrogate one's own perspective. Ask students to share their questions and their self-selected digital research in remote breakout rooms or with the whole group.

ENGAGE WITH THE CONTEXT

Open-ended prompts can help students develop deeper understanding about the cultural context of a piece. Begin with questions about character traits with an eye on cultural identity. Ask, "What did you think about the characters in the story?" Use the initial responses to probe about specific identity and the ways it shows up in the story. Provide students with a graphic organizer to catalogue character elements and their connections to the larger cultural context of the text.

For example, in "Sol Painting, Inc.," students may discover that Merci is an outspoken female middle schooler from a working-class Cuban American family with entrepreneurial goals and a great love for her brother and papi. By understanding the complexity of Merci's context, students are more likely to understand her predicament as the story unfolds. Open-ended prompts help students gain cultural perspective while recognizing that a character or a person is more than any one aspect of their identity.

Often, conflict in texts can be a starting point for conversations about bias. Ask, "What did you think about the conflict in the story?" and "Is any character's struggle related to aspects of their identity?" Use those examples to move to bigger conversations about unfair institutions and systems by asking, "Where do we see power and privilege in the story and in the real world?"

Use the cultural context of the text to traverse into complex discussions about systemic and institutionalized inequities in the story and in the students' communities. Ask, "How are characters in the story treated unfairly? Then brainstorm what could be done to contribute to a fairer outcome. Connect the text to the real world by discussing the agency that students possess and suggest the little or big things that students can do to act against social inequity.

ENCOURAGE PARTICIPATION

The pandemic created a need for ways to regain students-as-knowledge-sharers work that teachers value in the face-to-face classrooms. Facilitating participation from all students is a

key component of instruction for cultural competence, and digital tools can help facilitate engagement.

Set up an online discussion for students to share responses in a variety of forms. For example, students could post text messages, audio clips, or video footage on a Padlet wall with opportunities for back-and-forth exchanges of ideas. Ask students not only to post, but also to respond to several of their classmates' postings to create remote social interaction. Zoom breakout rooms are useful for quick, two-minute partnership conversations about the cultural elements of a text before bringing the students back to a whole group discussion. Students can begin to connect their experiences and perspectives to the characters in the text, noting the cultural similarities and differences. Ask students to use hand signals to show agreement or an interest in speaking up.

Discussion in these forums can be curated to explore cultural differences, amplify misgivings that may be caused by privilege, and promote more cultural competence. Social interaction can help students better understand not only the character in the text, but also the cultural differences in their communities.

ONLINE LEARNING

Educators Turn to Bitmoji to Build Community and Engagement

Both fun and practical, Bitmoji classrooms are adding some levity to fall planning this year.

By [Emelina Minero](#) August 14, 2020

Since remote learning started this past spring, Bitmojis have taken the education community by storm.

Available through the Bitmoji app, these customizable, mini-me avatars have become stand-in teachers running virtual classrooms, enforcing rules and expectations, collecting assignments—and making students smile, we've heard. Simply put, they're fun.

Amber Weaver, a second-grade teacher in Louisville, Kentucky, says she likes that her Bitmoji classroom—a virtual replica of her real one—makes resources like the school calendar easily accessible to her young students and provides them with a sense of virtual familiarity and stability during a tough time.

But not everyone is a fan of the Bitmoji craze. Some educators believe that they're a distracting fad and that teachers should be focusing more on creating effective lessons and supporting students' well-being instead of creating cutesy virtual classrooms, according to an article in [Education Week](#). They also claim that Bitmoji resources raise issues of digital equity, as not all students have easy access to the internet or to digital devices to use them. Proponents counter that effective instruction and Bitmojis aren't mutually exclusive, and say they're broadly helpful in engaging students in virtual learning.

As teachers prepare for the fall, many are considering ways to bridge virtual and hands-on learning to keep kids engaged—and Bitmoji may provide the leg up to do so. We talked to more than 50 K–12 educators about how they're using Bitmoji and gathered links to their resources that you can download and customize for your own use.

GETTING STARTED

To get started creating your Bitmoji universe, you need to download the [app](#) (available for iPhone and Android) and create your Bitmoji by selecting physical features like hair and eye color and an outfit. After creating your character, you can cast it in a huge array of activities, such as reading, dancing gleefully, or even eating a sandwich.

Next, download the [Google Chrome extension](#), which allows you to choose a favorite image of your Bitmoji—perhaps your doppelganger washing its hands or saying "hello"—to copy and paste it into whatever format you'd like, such as Google Slides where you host your virtual classroom.

For inspiration, Facebook groups like [Bitmoji Craze for Educators](#) offer a range of templates and tutorials that show newbies the ropes, like this step-by-step video tutorial on [setting up a Bitmoji classroom](#), and hacks that inspire veterans with new ideas. And of course, the examples below are a great starting point.

Note: Most of the examples mentioned in this article are linked to templates that can be downloaded. One type of link goes directly to a copy that can be customized to your heart's desire. The other goes to an open Google Slide. If taken there, click "File," pause your cursor over "Make a copy," and select "Entire presentation." From there, it's yours.

BITMOJI CLASSROOMS

The most popular use of Bitmojis in education is for creating virtual classrooms, or virtual learning hubs (typically hosted on Google Slides, which can be integrated into a learning management system (LMS) like Seesaw, Google Classroom, or Schoology) where teachers post classroom materials and resources for students. Every teacher's Bitmoji classroom is unique. Some teachers have made them resemble their real-life classrooms or homes, while others have leaned toward fantasy.

Kindergarten teacher Sara Hannah's Bitmoji classroom looks a lot like her real classroom, she says, but with some elements of fun. In the virtual room, clickable icons link to assignments, games, read-alouds, and short video lessons—even the virtual cats are clickable. Incorporating Bitmojis has created more excitement around classes, which she says helps motivate students in virtual learning.



Courtesy of Brittney Harvey

Brittney Harvey, a certified occupational therapist assistant, guides elementary school students through exercises in this Bitmoji occupational therapy room.

Brittney Harvey, an elementary school-certified occupational therapist assistant, created an occupational therapy room for her students in Oklahoma. The virtual room links to resources like Zoom for one-on-one sessions, pre-writing video lessons, and GoNoodle—a video library filled with exercises that help Harvey's students develop gross motor skills.

Some teachers are also using Bitmoji as an entry point to introducing and discussing challenging topics. Jennifer LeBrun, an English as a second language teacher, says she used her Bitmoji classroom to host a [unit on stereotypes](#) for her high school students based on the viral TED Talk "[The Danger of a Single Story](#)," while Gina Pecher, a high school Spanish teacher, linked to a [unit on formal letter writing and family identity](#).



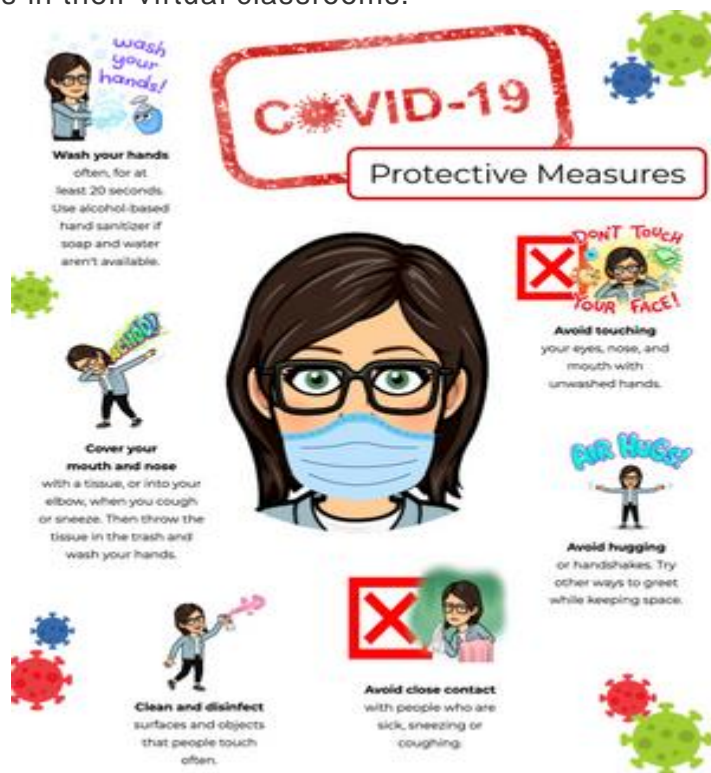
Courtesy of Jennifer LeBrun

Jennifer LeBrun's Bitmoji welcomes her high school English as a second language students to a unit on stereotypes.

The Bitmoji classroom isn't limited to core subjects. Educators have created Bitmoji classrooms for [at-home recess](#) (grades pre-K–3), [art classes](#) (first grade), and [maker spaces](#) (grades K–6).

SETTING EXPECTATIONS AND NORMS

Teachers say they've found that Bitmojis can be a helpful (and fun) way to get students to remember the rules and expectations in their virtual classrooms.



Courtesy of Brandi Dudley

Brandi Dudley created a poster to remind her first- and second-grade students of Covid-19 protective measures.

Jillian Graham, a high school math teacher from Fort Mill, South Carolina, created norms around how to act during [Google Meet](#) classes and used her Bitmoji character to remind students about them, for example. While her students waited to join a Google Meet session, they saw her Bitmoji explaining how they should act on video calls with instructions like "dress appropriately" and "be an active participant."

Aimee Wilson, a 10th-grade U.S. government and English teacher, on the other hand, created a [Bitmoji cell phone policy poster](#) that outlined when it is and isn't OK to use a cell phone, while Brandi Dudley, a first- and second-grade teacher in California, created [Bitmoji Covid-19 posters](#) to remind her students of protective measures like handwashing.

BITMOJI LIBRARIES

Many educators say they are using Bitmoji to create "libraries," or virtual bookshelves, linked to video read-alouds, PDFs, and digital books.

Cammie Duval, an elementary school teacher in Milwaukie, Oregon, created a K–2 [growth mindset library](#) for her district, for example, and has [29 libraries](#) in total on different themes like "[Mad Scientist](#)" and "[the Magic School Bus](#)," which have been downloaded as templates more than 90,000 times by teachers. To stimulate excitement, Duval hides a digital worm ("a bookworm") in every library that kids can search for as they peruse the books.



Courtesy of Cammie DuVal

Elementary school teacher Cammie Duval cocreated this mad scientist-themed Bitmoji library with her sixth-grade son.

"Most of my students cannot read and don't have family members who have a lot of time to read with them," says Duval of the benefits of the digital read-alouds. "Bitmoji libraries give those kids the ability to fall in love with reading at home by themselves."

In light of recent events, some educators have been inspired to create libraries with a host of diverse books. Overcome with emotion after the murder of George Floyd, Tracey Burton, a pre-K–5 technology teacher in Ishpeming, Michigan, created a [Bitmoji library](#) that houses [Safe YouTube links](#)—YouTube links without the ads—that connect to read-alouds of books about different races and cultures like [Mixed Me](#) and [Too Many Tamales](#).



Courtesy of Tracey Burton

Tracey Burton, a pre-K–5 technology teacher, created this diversity-themed Bitmoji library to help her students understand that they're more alike than different.

"I didn't think I could change the world, but I do feel like I [can] make a change," says Burton.

"Reading about other cultures makes the world smaller and more connected."

RELATIONSHIP-BUILDING ACTIVITIES

Other educators have found that Bitmojis can play a role in building relationships and making deeper connections with their students from afar.



Courtesy of Angie Baton Ritenou

Angie Baton Ritenour played iSpy with her fourth-grade students last semester—helping her class to connect after the abrupt switch to at-home learning.

Last spring, Angie Baton Ritenour, a fourth-grade teacher in Farmington, Michigan, collaborated with two grade-level colleagues to create an [iSpy Bitmoji room](#), which they used during a video call to get students more engaged in remote learning. They filled the virtual room to the brim with objects, like photos of students and items from their classrooms. During the video call, students took turns saying "I spy with my little eye..." and their peers had to guess what object they had picked—helping students build connections with one another.

Galiba Džaja, from West Valley City, Utah, says she added her Bitmoji to a Google Form for a [daily social and emotional check-in](#) with students—integrating [Zones of Regulation](#)—a framework that helps people identify and regulate their emotions—to guide their responses.

And Amanda Wells says she plans on having her eighth-grade students complete an [All About Me Bitmoji assignment](#) so she can get to know them better this fall. On a templated Google Slide, students will share their interests coupled with a drawing or photo, such as a drawing of them playing with their dog, and write two complete sentences explaining why they enjoy each activity.

All About Me!

Activity #1: Your answer goes here
Explanation: Your answer goes here

Activity #2: Your answer goes here
Explanation: Your answer goes here

Activity #3: Your answer goes here
Explanation: Your answer goes here

Activity #4: Your answer goes here
Explanation: Your answer goes here

Courtesy of Amanda Wells

Amanda Wells is excited to use this Bitmoji assignment to get to know her students at the start of the year.

While some educators argue that teachers should be spending their time on developing engaging lessons rather than creating superfluous Bitmoji resources, educators have proved that they can do both.

Laura Hoomes, a kindergarten teacher in Huntsville, Alabama, says she's spent more time planning this summer than in previous ones, having already created over 40 Bitmoji libraries to use next year. She's also created home learning kits, weekly at-home crafts, and 22 center games for each of her students—none of which are Bitmoji—to give students a range of activities to choose from.

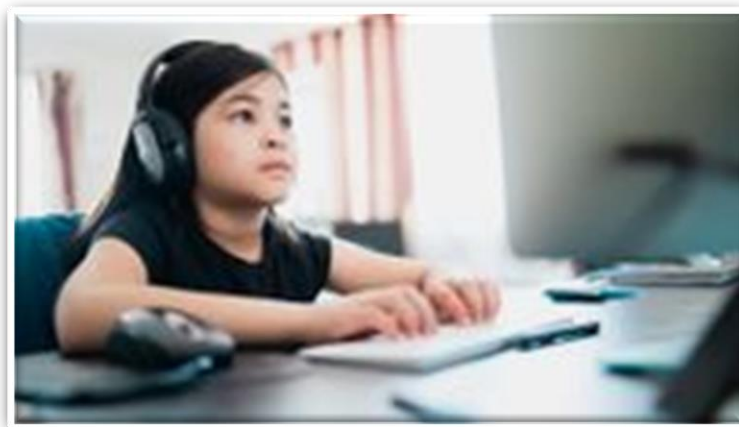
"I have two young kids, so it's mostly what I can accomplish at night after they go to bed!" says Holmes. "I'm just trying to be ready for virtual kindergarten."



ONLINE LEARNING

Connecting with Reluctant Remote Learners

Online classes make some kids anxious but building relationships with them can go a long way toward helping them feel secure. By [Logan Beth Fisher](#) August 24, 2020



nazar_ab / iStock

Teachers, as an instructional coach, I hear you when you ask, “What do we do about those kids who didn’t show up to remote learning sessions last spring if we are still teaching remotely in the fall?” How do we get them to show up, to do the work—in essence, to comply?

My daughter was one of those kids who, because of anxiety, refused to participate in virtual learning. Some of her teachers may have figured that she was one of those noncompliant kids, and of course, it looked that way. But for her, the issue wasn’t about compliance. It was about feeling safe and understood.

Most educators understand the importance of establishing respectful relationships with students, but it is often difficult to put that theory into action without a model or plan. The five steps below serve as a relationship framework for teachers to consider as they prepare for the possibility of remote learning this fall and when trying to establish lasting and meaningful relationships with their students.

STEP ONE: LET’S GET TO KNOW ONE ANOTHER

A personal connection makes us feel as if we matter. Building relationships on a human level is the first and most powerful move we can do as educators, and it is fairly simple to do. Write a letter. Send a survey that you will later respond to personally, or simply call students to say hello. Help them to understand that you’d truly like to get to know them, to establish a rapport and mutual respect.

Getting to know our students as humans will give teachers a better understanding of what makes them tick and perhaps help us understand why remote learning may be tough for them.

In my shy daughter’s case, she absolutely loved her teachers but had massive anxiety around whole-class Google Meets and all those people seemingly staring at her. Luckily, her fourth-grade teacher knew the value of putting aside work in order to prioritize the students’ need to feel safe, seen, and understood. They spent several days on one-to-one Google

Meets chatting about our child's pets, her love of writing, and their mutual admiration of all things Harry Potter. Seeing that her teacher was truly interested in who she was and how she was doing made her willing to try, albeit in small ways, to participate in virtual learning.

STEP TWO: USING WHAT YOU KNOW ABOUT STUDENTS TO SPARK ENGAGEMENT

If teachers know who their learners are, they can find texts they will read and tasks they will care about, thereby motivating them to participate. My daughter's band teacher did this masterfully. After discovering our tween's current *Star Wars* obsession, she gave our daughter the trombone music to Darth Vader's theme song, "The Imperial March."

For the first time in weeks, low and warbly blasts of bass permeated our small home as our thrilled and motivated child immersed herself in perfecting the piece. Embedding learning within the structures of something she cared deeply about became a potent way to get her involved and to ease her wariness of remote education.

STEP THREE: STUDENT PARTNERSHIPS CAN ADVANCE PARTICIPATION

Teachers inherently know that peer relationships are just as important as teacher-student relationships. So how can we use that knowledge to help students move on to the next step in our relationship framework? Once again, teachers should rely on what they've learned about the student, but this time in order to create meaningful partnerships.

Our daughter's writing-club teacher used what she knew about our child's favorite pastime—writing comics and short graphic stories—and facilitated a beautiful online-writing partnership with one of her friends, an equally enthusiastic writer. These relationships with her teacher and her writing partner made her feel valued, and that was beginning to make all the difference.

STEP FOUR: USING SMALL GROUPS TO INCREASE ENGAGEMENT

The power of a partnership naturally lends itself to the next step in the framework, which sets out to get students to interact remotely in larger peer groups. These groups should be highly engaging in order to motivate students to attend. For example, some teachers hold fun days where kids get together to play games online.

When our daughter was still having anxiety attending whole-class meetings, her teacher created a book club in which our daughter took part. The more she attended club meetings with a few trusted friends, the easier it was to share her ideas. She had come a long way in a short time, and that was directly correlated to the effort her teachers put into establishing a genuine connection with her.

STEP FIVE: CHECKING IN AND LETTING THE STUDENTS LEAD

It's important to remember that a genuine connection has to be seen as an ongoing process. In the final step of our relationship-building framework, educators should leave space for lots of scaffolding and practice. They should find ways to remind students that they care about who they are and what they need, all year long. This can be accomplished with periodic check-ins.

On her first try at participating in a whole-class meet, even with the beautiful relationship she had built with her teacher and the knowledge that her writing partner and some of her reading-club friends would be attending, our daughter didn't make it. When she heard the teacher begin speaking, she ran out the front door. When her teacher reached out to ask her

what she needed to feel safe, the thoroughness of the first four steps of this relationship model meant that our daughter felt secure and could articulate what she needed.

In his book *Personal & Authentic*, Future Ready Schools founder Thomas C. Murray says, "The best thing we can give kids this school year is not a new curriculum or technology. It's an empathetic heart that sees and hears theirs." This five-step relationship framework aims to achieve just that: educators with empathetic hearts seeing and hearing their students—taking the time to know them utterly and completely.

ONLINE LEARNING

The Science of Keeping Kids Engaged—Even From Home

The upcoming school year will be filled with uncertainty, but the need to keep students engaged while working from home feels like a sure thing. Fortunately, there is a science of motivation. By [Ian Kelleher](#), [Chris Hulleman](#) August 21, 2020

The sudden, unplanned move to distance learning during spring 2020 drove a wedge into the middle of the school year—disrupting academic schedules, putting an end to extracurriculars, and undercutting the assessment and academic feedback cycles in most schools. Student motivation, predictably, foundered.

As one of our students put it, online school "is just like in-person school but with all the fun bits removed." Without the ambient social interactions that are such a rich part of a regular day at school, and without in-person guidance from teachers, coaches, and counselors, many of the key motivational drivers were suddenly gone. In most K–12 schools, there were no fully formed distance-learning alternatives waiting in the wings. Indeed, glaring holes and inequities were exposed in the first days and weeks of distance learning: families with sporadic or no connection to Wi-Fi; students who lacked a calm place to study; siblings who needed to chip in to take care of brothers and sisters, or needed to contribute money by getting a job. Over and above it all were increased levels of [trauma](#).

In short order, the move to online learning also laid bare some of the instructional flaws in our traditional structures of accountability, evaluation, and standardized testing. We hope for intrinsically motivated students, but we tend to design for the opposite, often with the best of intentions in mind. But motivating students with carrots and sticks—through endless, demoralizing cycles of high-stakes testing and assessment—is not getting us the deep learning and love of learning we desire.

Fortunately, there is a science of motivation, and we need to design it into the very fiber of our virtual courses. There is a pressing need to do so now in order to help keep students engaged through the challenges of distance learning, and to avoid exacerbating the previously existing gaps in learning opportunities born of systemic inequities.

A TWO-STAGE APPROACH TO MOTIVATION

You may have heard of the major theories of motivation that researchers discuss, like self-determination theory and [expectancy-value-cost theory](#). We will discuss these in a second article coming soon. For now, we think that learning mindsets—students' beliefs about themselves, their potential, and the learning context—are a better starting point that we can understand and implement relatively quickly in classrooms. Once we get proficient at learning mindsets, then we can go take the next step toward an understanding of the deeper structure of motivation, and how it can be applied to create fundamental structural reform in schools.

Researchers talk about [three learning mindsets](#): sense of belonging, purpose and relevance, and growth mindset. If we want to design for intrinsic motivation, this is where we need to start. Some of these learning mindsets may be familiar to you, but they are often misunderstood and misapplied in schools.

CREATING A SENSE OF BELONGING

Make students feel heard: Include activities, topics, and examples that students identify with so they feel it's OK to bring their authentic self to class each day. Work hard at eliminating [identity threat](#). Every child deserves to feel [seen, listened to, and respected](#), and that their unique story is a part of the larger story of the class.

For example, you can create a ritual for starting your online class in which every child speaks and every child hears their name spoken by somebody else; incorporate [fishbowl discussions](#) online and encourage students to "speak from the I perspective"; co-create class rules and norms with your students and post them on the first page of each unit on your learning management system (LMS), and revisit and renew the norms periodically; have each child share their preferred pronouns with you instead of making assumptions.

Reduce barriers to connecting online: Let students know that there is an easy way to communicate with you outside of class—you can manage expectations by telling them how quickly you'll respond—and that they are welcome to do so. While setting clear expectations for the whole class, it's also important to be creative and proactive in identifying and finding solutions to challenges—emotional or academic—that individual students are facing. For example, you can set up one-on-one phone or video calls with each child on a rotating basis or offer them the ability to text or call you directly.

Remind yourself that social time is as important as academic time: If you are teaching online, deliberately [use some of your precious time for social connection](#). For example, begin your class time with a social ritual: try a short "mental stretch" break; offer some monitored hangout time before class starts; or create small groups that meet socially asynchronously. This isn't wasted class time—it's [an investment](#) to help keep them motivated and present for the long haul.

CONNECTING WORK TO PURPOSE AND RELEVANCE

Work hard to articulate purpose: Teachers often underestimate the importance of [purpose and relevance](#) in building motivation, and overestimate how good a job they are doing making the purpose clear. Deliberately and repeatedly state the purpose of assignments and activities—this is especially important when you are distanced from your students.

Use online surveys to solicit—and leverage—student interests: Ask students about their interests and passions, and design activities that target things that your students genuinely find personally relevant. It's not always necessary to make the activities academic: During distance learning, you should cut down some of your traditional content in order to forge deep connections—the goal is to boost students' long term buy-in for the year.

Build connections to real life: Research suggests that students' motivation toward education is improved when they take the time to link their learning to their existing interests—or to the world around them.

Try having students complete [this activity](#), which asks students to connect recent academic insights to their interests, by interviewing each other, perhaps over Zoom.

Give students choice: Adding well-chosen, constrained elements of choice in topic or medium are great options to help boost motivation during distance learning—students feel empowered while also learning how to improve their ability to choose. But be mindful that too much choice creates [decision fatigue](#). Example activities: Choose from one of these four essay prompts; select a renowned leader that meets a set of criteria to study for your project; produce your work in the form of a podcast, children's book, 2- to 3-minute video, art installation, or paper.

HARD WORK, FAILURE, AND GROWTH MINDSET

Explain how learning works: Begin by talking to your students. Tell them that studying is hard, but it gets easier over time when you begin to use effective study strategies. Teach them about neuroplasticity—that effortful practice over time helps rewire their brains.

Give them effective study strategies: Students should favor [study strategies](#) like articulating key concepts in their own words, [active retrieval](#), and spaced practice over rereading and highlighting—and you should build in time to let them practice and refine those strategies. During distance learning it is especially important to be deliberate about this because students are on their own more often and need strategies for self-regulation.

Help them get unstuck: Be concrete with students about the fact that they will periodically get stuck, so they'll need tactics to get over the hump. Have you created a class climate where kids feel comfortable asking peers for help—or considered setting up small study groups to facilitate better communication? Have you given your students easy ways to contact you during business hours, and even urged them to do so when they're stuck? Have you created a useful, easily accessed list of class resources in your LMS?

Use tech to create a low-stakes environment: Create low-stakes quizzes in your LMS, or use tech tools like Pear Deck, Quizlet Live, and Poll Everywhere to support frequent but gradeless [retrieval practice](#) and [formative assessments](#). Reposition these "quizzes" as part of continuous learning, and help students see them as useful tools to get a sense of where they are, how well their study strategies are working, and what they need to do next. Finally, don't confuse low-stakes with easy; students work harder and learn more deeply when they are challenged. Build time for getting things wrong and learning from those mistakes into every class.

Alter your grading systems and structures: Despite the conventional wisdom in education, grades don't motivate students to do their best work, nor do they lead to [better learning or performance](#).

What better time than now to adjust your [grading structure](#) to reward growth, development, and improvement? Even if summative assessments are beyond your control, consider adjusting your mid-unit grading by awarding points and grades based on student work related to continuous improvement. This not only helps the struggling learners, but also pushes the top achievers to show that they are putting in the effort needed to demonstrate clear improvement in their skill levels.

Be constantly ready to adjust your teaching: Because it's hard to "read the room" and determine what your students know in a virtual classroom, use your formative assessments to continually adjust your own teaching. This is a great way to model the growth mindset behaviors that you'd like your students to adopt.

Create a digital record of competence: Motivation can be boosted when students notice their growing competence. Create short activities to promote this rather than leaving it to chance—for example, bring back a piece of older work and do a then-and-now comparison, or create a simple online portfolio that can be regularly

updated and revisited. Be sure that students link their competence to hard work and the right strategies, not to innate ability.

CULTURALLY RESPONSIVE TEACHING

9 Picture Books for Preschoolers That Celebrate Diversity

Books about diverse families teach young children to appreciate—and celebrate—differences in race, ethnicity, and sexual orientation. By [Gerard Visco](#) July 28, 2020

Every June 12, America celebrates Loving Day, the commemoration of the 1967 Supreme Court ruling that overturned anti-miscegenation laws in the United States, paving the way for interracial marriage. The day is named after the plaintiffs in that case, Mildred and Richard Loving, a Black woman and White man who had originally been jailed because their marriage was illegal in the state of Virginia.

Because I am one half of an interracial couple, this day is close to my heart. My wife is a Nigerian doctor, and since our marriage last year, there have been many moments when I've been forced to rethink my own biases and learn about my own privilege—not just as the White husband of a Black woman, but also as a White teacher to Black students and as the future father of Black children.

The first time I ever saw an interracial family portrayed in any piece of media was during my first year of teaching in 2019 when I found a beat-up copy of Arnold Adoff's [black is brown is tan](#), published in 1973. I took to the book instantly because of its loving portrayal of an interracial family.

As a preschool teacher, I teach a unit on families every school year, and while I was happy to see my own reality reflected in a book, I also know there are many families that are too often ignored in picture books. When was the last time you opened a book for children that portrayed a happy, loving Egyptian American family? A modern Cheyenne family? A family with a nonbinary gender member? A family with a trans parent? A family with two moms? Unfortunately, a 2018 survey of children's literature found that a [disproportionate number of children's books](#) still feature White protagonists, and the publishing industry itself also shows a [startling lack of diversity](#).

As teachers and consumers, we can't control what books are out there for our preschool students. However, we can control what we put in front of them. We should reject the idea that a White, heteronormative, upper-middle-class family is "normal" and make sure that all our students feel that the concept of family is universal—no matter what your family looks like. Here is a list of titles I have found useful.

9 BOOKS THAT CELEBRATE FAMILIES

[Let's Eat!](#), by Ana Zamorano and Julie Vivas: Having dinner together is an important part of many family traditions, and *Let's Eat!* portrays the bustle of having a large family. Zamorano's playful prose weaves together Spanish and English as the matriarch of the family constantly laments that every night someone in their family is missing dinner—whether it's the younger siblings playing hide-and-seek or elders partaking in an intense domino game. And the illustrations look delicious. This book perfectly captures the joy and energy of gathering for a family meal.

[Bintou's Braids](#), by Sylviane A. Diouf: This story highlights the importance of intergenerational family relationships. Bintou is a young girl in Senegal who longs to wear the elaborate hairstyles reserved for grown women in her community, but with the help of her family she learns to be patient and enjoy being a child.

[Chester Bear, Where Are You?](#), by Peter Eyvindson and Wendy Wolsak-Frith: Indigenous people can often be relegated to another era, too often seen as existing only in the past. This book by Saskatchewan author Peter Eyvindson is a typical "lost teddy bear" story with a Native American family in a modern environment. As in many

families, the older brothers are pests and the parents are always busy. Wendy Wolsak-Frith's illustrations of the home are the only hint of the family's Native American roots, and the characters are engaging and easy to warm up to.

[Julián Is a Mermaid, by Jessica Love](#): When Julián tells his abuela that he wants to be a mermaid, she disapproves at first but quickly changes her mind and supports him. On the surface, this book simply challenges gender norms about what boys can do, but underneath all of that, it's a story about the loving relationship between a grandmother and her grandson.

[Mommy's Khimar, by Jamilah Thompkins-Bigelow and Ebony Glenn](#): This book is about the adoration that a young Muslim girl has for her mother and how her mother's *khimar*, or headscarf, serves as a tangible form of that connection.

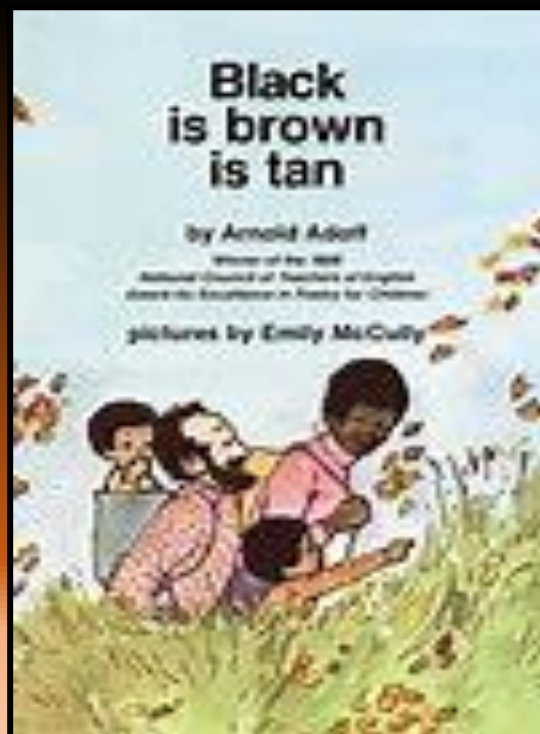
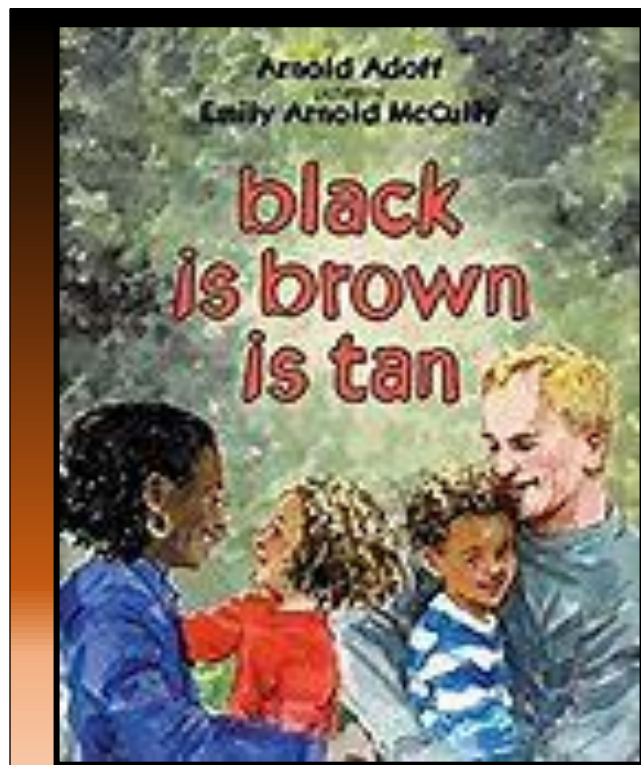
[The Different Dragon, by Jennifer Bryan and Danamarie Hosler](#): While this book may run a little long for preschoolers, it's worth reading even if you must do it in two sittings. In this story about a bedtime story, Noah and one of his moms create a fantasy world. The story touches on the importance of acceptance and mental health while also normalizing a queer relationship and throwing in some dragons to boot!

[It Feels Good to Be Yourself: A Book About Gender Identity, by Theresa Thorn and Noah Grigni](#): This book might feel a little dry for preschoolers, but it breaks down the concepts of gender identity to such simple terms that anyone can understand. With the help of some beautiful illustrations, it's a great introduction to this topic for preschoolers.

[Big Red Lollipop, by Rukhsana Khan and Sophie Blackall](#): This is a book about one of the most universal human experiences: how awful younger siblings can be. It tells the story of Rubina, a young girl who's a Pakistani immigrant. She's been invited to her first birthday party, and chaos ensues when her mom insists that Rubina take her younger sister along.

[Yo Soy Muslim: A Father's Letter to His Daughter, by Mark Gonzales and Mehrdokht Amini](#): Written as a letter from a father to a daughter, this book is a beautiful expression of love from a parent to a child. While it addresses specific themes related to the family's religion and Latinx heritage, it also gets to the heart of a parent encouraging their child to be strong and proud of who they are.

While this list is neither complete nor comprehensive, I hope these books start you on the journey that *black is brown is tan* started for me: helping all children understand the beauty in their family.



ONLINE LEARNING

Designing Your LMS to Make Distance Learning Better

Intentionally setting up a learning management system where everything students need is easy to access can help them all be successful. By [Sarah Schroeder](#) July 14, 2020



When remote learning hit, I was ready. My daughter had been in online school for three years. I teach technology integration. But during this time, our family struggled. I found that my son, a straight-A student in a traditional school setting, got distracted, lost track of assignments, and struggled academically.

So what happened? And what would help students like him? It seems to me that we teachers can use our learning management system (LMS)—Canvas, Schoology, Google Classroom, etc.—to build a digital home base for our learners. Grounding design in a delicate combination of empathy and simplicity, we can use our LMS to build community, increase usability, and keep everyone on track and on task.

START WITH EMPATHY

Empathy in design is crucial. Put yourself in the shoes of your learners and you will put them first in your design. They are the end users. They are the ones for whom we should be designing learning experiences.

When I've asked teachers why they made the choices they did, such as tool selection or ways to submit assignments, many have said, "Because it is easiest for me." No matter what we prefer, we must consider empathic, student-centered choices that we can make. In the end, student-centered design will make it easier for the teacher, too.

First, create a place that houses everything learners and families need. A checklist with links or a [week at a glance](#) on your home page or via email is a solid start but shouldn't be all you offer. This spring, many learners and families had to visit multiple learning platforms, emails, websites, and tools to find, complete, and submit online activities. This proved exceedingly difficult for most, and a lack of consistency from week to week and class to class challenged everyone.

Look at the online learning experiences you offer from the perspective of your learners. Are they simple, and do they make navigation easy? Do they support learning and build community? If you ask these key questions as you design, the experiences will be better for everyone.

BUILD COMMUNITY

A common concern is feeling disconnected in online learning. We don't want learners to feel like they are engaging with a computer. They are engaging with each other. With you. With content.

Use empathy in design to choose tools that build connection and integrate seamlessly into your LMS. For example, [Edpuzzle](#), [Pear Deck](#), and [Seesaw](#) allow you to link to or embed your voice and interactive content into your LMS. [Flipgrid](#) goes a step further and allows learners to reflect together and hear each other's voices asynchronously. Use discussion boards to field questions, allow peer review, and convert [class discussion strategies](#) to an asynchronous platform to deepen reflection.

Create an entry point in your online course that shows your personality and organizes resources for learners. Rosemary Jane, technology coordinator for Cincinnati Public Schools, encourages teachers to use a [Bitmoji classroom](#), clickable PDF, or interactive week-at-a-glance at the entry point for an online course to direct learners to what is important and organize necessary links and resources. "We need to think of where we live," said Jane. "Our neighborhood. Our homes. They should be safe and comfortable. So should your online home base. Learners should go there expecting support and familiarity that will lead them to success."

If your district or building offers a template for your landing page, use it and personalize it for you and your learners. Add in regular communication about how to be successful and celebrate student wins here. And most important, be empathetic in your communication. Understand that this is new for most, and flexibility is needed.

PRACTICE GOOD DESIGN

Keeping your home base simple decreases [cognitive load](#) and increases [working memory](#). Learners shouldn't have to use extra mental energy searching for what they need to be successful. Design your online classroom to provide a single place for daily or weekly updates, learning materials, assignments, activities, meeting links, grades, feedback, and everything else they need.

Organize everything in clean, simple chunks with limited clicks so that everyone can quickly and easily see what's expected. Apply these design best practices to avoid distraction and barriers to learning:

- Use bullets and lists; avoid paragraphs.
- Pay attention to [font legibility](#); avoid fun or fancy fonts (many are not readable).
- Limit the number of fonts; avoid using more than one font for headings and one for paragraphs.
- Use color for emphasis, but avoid having more than two text colors.
- Use contrasting colors; avoid light on light or dark on dark text.
- Use clean, simple page layouts consistently; avoid mixing up your structure day-to-day.
- Use images that reinforce key concepts; avoid images that aren't meaningful.
- Use icons to reinforce key tasks; avoid clip art and patterns or backgrounds that distract.
- Limit navigation to a couple of clicks; avoid folders inside folders.

COMMIT TO CONSISTENCY

In a traditional face-to-face classroom, everything is centralized and consistent. Bins and areas of the room are clearly labeled. Routines are created. Key information is prominently posted. Classrooms don't change location, and learners don't have to guess where they're going or where to find things. The same should be true online, and your digital home base helps learners work more independently face-to-face or online.

If your school offers templates for your LMS, embrace them. Talk with colleagues to build consistency across your team, building, or district. Fewer questions and better demonstrations of learning will be the result, improving everyone's experience. Here are some guidelines for consistency: Repeat icons for learners to quickly see what they should do, create naming conventions for online folders (e.g., topic and date), and employ a small set of effective digital tools that are familiar to everyone.

SUPPORT LEARNERS

Science and parenting journalist Melinda Wenner Moyer points out, "The more certain kids are that someone's got their back, the more confident and autonomous they can be." We can encourage confidence and autonomy by designing our home base assuming that learners and parents or caregivers need support and guidance. If everything they need is in one place, they will be able to find the help and support they need. This will also **improve effort and help them stick with and complete tasks** in the online and blended environment.

In order to provide your students with more support, do the following:

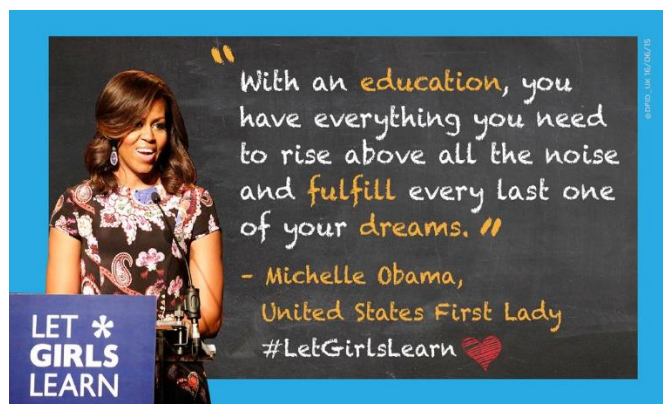
- Include school and district resources for families and students.
- Include supports benefiting all students, especially learners on IEPs and English language learners.
- Prominently display goals and objectives.
- Provide **alternatives to support individual differences**.
- Assume the best of your learners.

There are also things you can do that will make this process more difficult. You'll want to avoid the following:

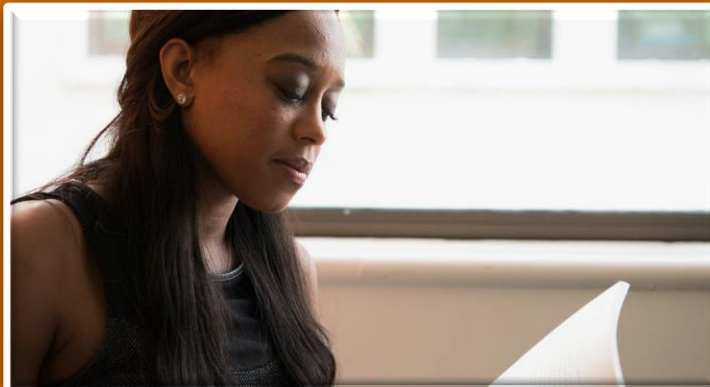
- Being tech support for your learners—empower them to seek help and find resources;
- Making students ask for supports that can be easily preloaded to your online home base;
- Adding assignments or materials that don't align with objectives;
- Using one-size-fits-all instruction, assessment, or communication; and
- Being inflexible.

Going into an uncertain fall, we can alleviate a lot of stress for parents, caregivers, and students if we prioritize student-centered design. Leveraging your LMS as a home base is a simple first step to making sure that all learners can be successful and that learning and community take front and center in our classrooms, no matter the learning environment.

Special thanks to Kathryn Hicks (University of Cincinnati), Rosemary Jane (Cincinnati Public Schools), and Krista Heidenreich (Lakota Local Schools) for sharing their brilliance.



TEACHERS' LOUNGE...

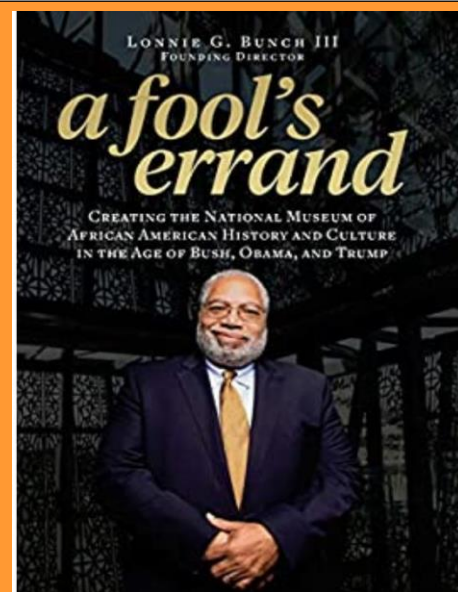


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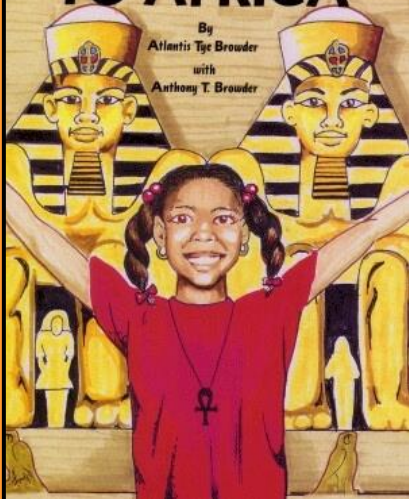
Floise Greenfield

Illustrated by
Jan Spivey Gilchrist



MY FIRST TRIP TO AFRICA

By
Atlantis Tye Browder
with
Anthony T. Browder



The Little Piano Girl

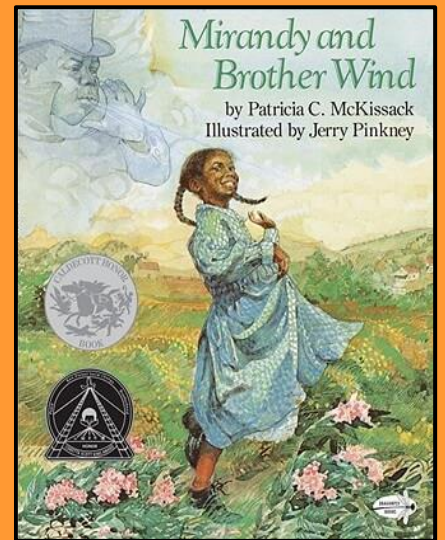
The Story of Mary Lou Williams,
Jazz Legend



Written by Ann Ingalls & Maryann Macdonald
Illustrated by Giselle Potter

Mirandy and Brother Wind

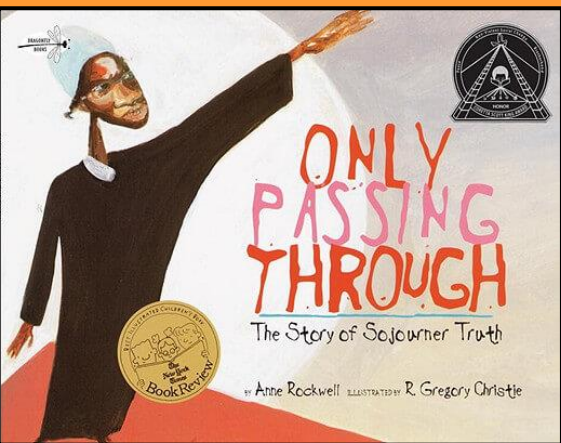
by Patricia C. McKissack
Illustrated by Jerry Pinkney



ONLY PASSING THROUGH

The Story of Sojourner Truth

by Anne Rockwell Illustrated by R. Gregory Christie



The Soul Brothers and Sister Lou



KRISTIN LATTANY

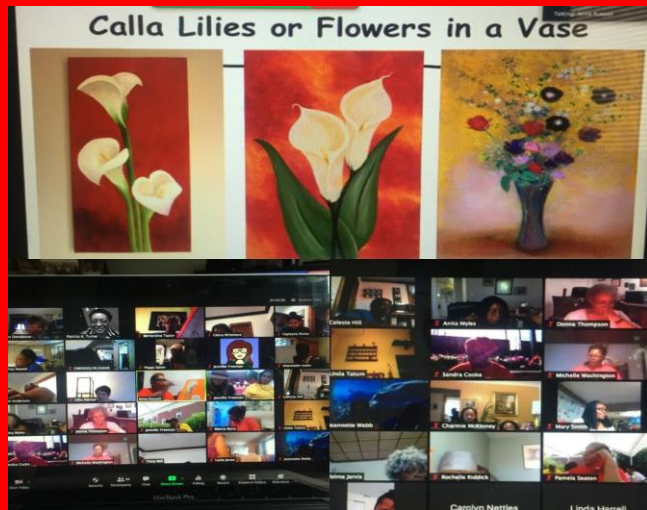


NSPDK MOVING FORWARD TOGETHER...

DELTA PHI CHAPTER AND XINOS
VOLUNTEERED TO SUPPORT THE
LOCAL NEW HAVEN, CT NAACP
BRANCH REGISTER VOTERS.
(Danielle Williams and others)



MU CHAPTER FIRST VIRTUAL PAINT PARTY



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



Tau Chapter recognized for 100% participation in the National Perpetual Scholarship Fund

Soror Brenda Roper was honored with a Public Recognition Award during the 80th Midwest Virtual Regional Conference for her achievements in service to her community, education, law and our sisterhood.

Tau Anthropo Otis Curry was the recipient of the Wally Potter Memorial Award presented by IPS Arsenal Technical High School.

This weekend was a great weekend for the Mighty Midwest region. Gamma Alpha Sorors were represented well through Regional Officers, committee members, Delegates and attendees. I am so proud to be apart of the National Sorority of Phi Delta Kappa, Inc and Gamma Alpha Chapter.

National Sorority of Phi Delta Kappa Inc.
80th Midwest Regional Virtual Conference
Saturday, September 19, 2020 – Sunday, September 20, 2020

Tiffany M. Pritchett, Midwest Regional Director



Sorors of the Gamma Nu Chapter of #NSPDK were gifted Emergency Pandemic Essential Bags from our Chapter Basileus! Pictured here is Soror Ashley with her Essential Bag! The purchase of these essentials were made possible by a grant received from the Arkansas Black Hall of Fame! We thank the foundation for supporting Arkansas' Essential Educators! ❤️👉 #nspdk #nspdkgammanu #ARBHOF @arbhof



NSPDK, Inc., Rho Chapter Sorors spend National Voter Registration Day with Deb Grier from the State Elections Dept. Engaged in training to re-certify as State Voter Registrars. Ready to get all who haven't done so registered for voting on November 3rd. Deadline for v registering in DE is October 10th. — with Angela Ringgold and Elyse Harris.



CONGRATULATIONS!
Soror Tara Dowell on receiving your DOCTORATE!!



S O U T H W E S T
C O N F E R E N C E



I attended the 54th Southwest Regional (virtual) Conference of the National Sorority of Phi Delta Kappa, Inc. Hats off to Regional Director, Anita O'Neal! The fellowship, the sisterhood, the love, everything was awesome! I'll post pics later. Just had to give a shout out to my Sorors of the Southwest Region.

Hazel McCullough



G I F T

THANK YOU SOROR
HAZEL MCCULLOUGH

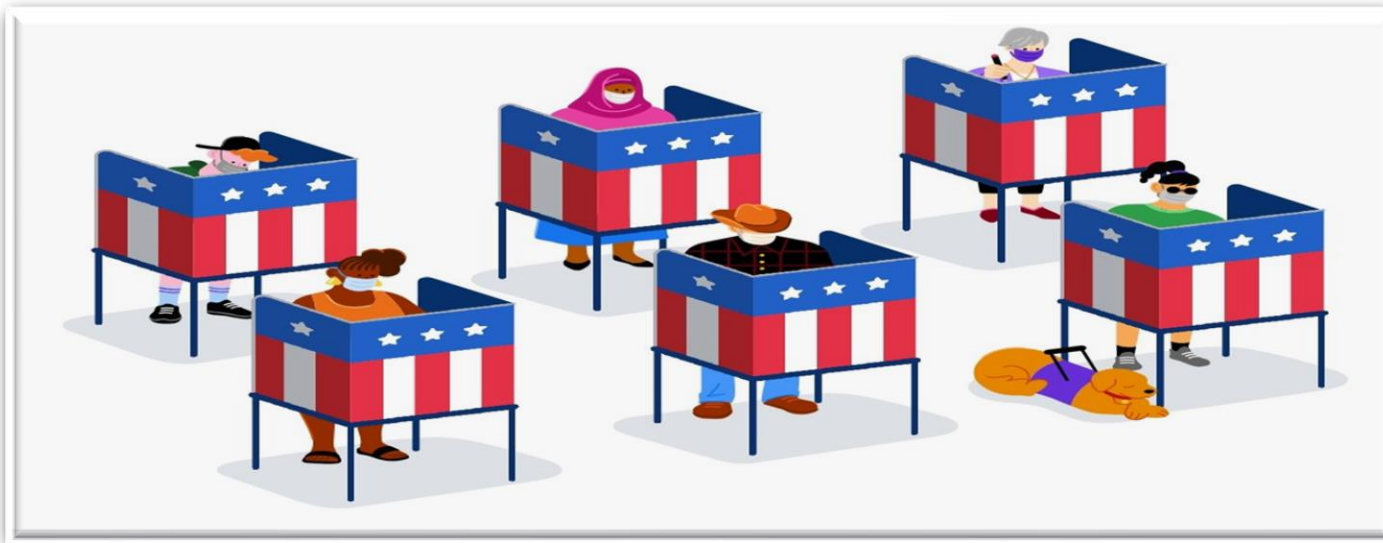


FOOD FOR THOUGHT...

"IT IS UNDER THE GREATEST ADVERSITY THAT THERE EXISTS THE GREATEST POTENTIAL FOR DOING GOOD, BOTH FOR ONESELF AND OTHERS." -Dalai Lama



VOTE VOTE VOTE VOTE VOTE VOTE VOTE VOTE VOTE VOTE VOTE!!



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

