

the NATIONAL SORORITY OF PHI DELTA KAPPA, INCORPORATED
KRINON
Dynamic Change: Reimagining Education



Our Beloved Founders

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



FRONT L-R

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

BACK L-R

**Ella Wells Butler, Edna McConnell
Marguerite Gross, Mildred Morris Williams**

This Journal is Dedicated to Our Fallen Comrade

Sgt. Kennedy Ladeon Sanders



Former Xinos of the Southeast Region | ΔΖ Chapter - Waycross, GA | Southeast Region Past Xinos Officer | Treasurer



30 June 1999 - 28 January 2024

Dear Sgt. Sanders,

In the solemn wake of your untimely departure, we, the Black military women who also serve the National Sorority of Phi Delta Kappa, Incorporated, stand together in mourning, yet also in profound admiration and gratitude for your service and sacrifice.

Though cut short, your journey radiates with the brilliance of resilience, determination, and unwavering commitment to duty. As a Xinos in the Southeast Region of our esteemed sorority, you embodied the very essence of our principles, leaving an indelible mark as Regional Treasurer during your high school years in Waycross, Georgia.

Your bravery in the face of adversity, your dedication to excellence, and your unwavering allegiance to your country and community serve as a beacon of inspiration to us all. As fellow Black military women, we understand the unique challenges and triumphs that accompany our shared journey. We stand united in solidarity, bound by the common threads of our heritage, our service, and our sisterhood.

Your legacy transcends the confines of time and place, resonating with the echoes of generations past, present, and future. You have paved the way for countless others to follow in your footsteps, reminding us all of the immeasurable impact that one individual can have on the world.

Though you may no longer walk among us, your spirit lives on in the hearts and minds of all who had the privilege of knowing you. We honor your memory with solemn reverence and profound gratitude, forever indebted to you for your selfless service and sacrifice.

Rest in power, dear sister. Your legacy will endure for eternity, a testament to the strength, resilience, and unwavering resolve of Black military women everywhere.

With deepest respect and heartfelt condolences,

Major Linda D. Lewis, USAF-CAP
USAF Vietnam Veteran
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FOREWORD

ESTHER “PIXI” PHILLIPS

Chief Editor, *The Krinon*

In this edition of *Krinon Journal*, where we delve into the theme of “Dynamic Change: Reimagining Education.” In a world constantly in flux, the landscape of education must evolve in tandem. This year, we explore how educators, policymakers, and innovators are embracing change to revolutionize learning.

From the profound impact of the COVID-19 pandemic to the integration of technology and the imperative of fostering diversity and inclusion, the articles in this journal offer insightful perspectives on navigating the ever-shifting currents of education.

As we embark on this journey of exploration and innovation, let us seize the opportunity to reimagine education in ways that empower learners, inspire creativity, and foster equity. Together, let us embrace dynamic change as a catalyst for building a brighter, more inclusive future for all.

We invite you to engage with the thought-provoking content within these pages and join us in the vital conversation on reshaping the educational landscape for generations to come.

*Women of the Mirror***

*A young woman stands at the mirror,
Thoughts swirling, twirling, churning, how best to pave the way?
She imagines a life of teaching, of service—
Will I stand strong in facing challenges, toil, and joy?*

*A Darling Diva looks out from the mirror,
Reflecting back on expectations, standards, and the consistency of her work.
God's plan was met, and service was well given;
Through dynamic changes, she stands bold and unbowed.*

** Inspiration *Krinon* 2024 Cover

Warm regards,
Esther “Pixi” Phillips
Chief Editor, *The Krinon*

SUPREME BASILEUS

MARGARETTE GALLOWAY

Supreme Basileus

Esteemed Sorors of the National Sorority of Phi Delta Kappa, Incorporated, As we stand on the threshold of our second century, I am filled with gratitude and anticipation for the journey ahead. With great humility and excitement, I address you as the 27th Supreme Basileus of our beloved sisterhood. In the spirit of our 2024 Krinon Journal theme, "Dynamic Change: Reimagining Education," I invite each of you to join me in envisioning a future where our commitment to education knows no bounds.



Our sorority has been a steadfast pillar of dedication, service, and excellence in education for a century. Last year, we celebrated our past achievements. Now, let us look forward with renewed vigor and determination to embrace the challenges and opportunities that lie ahead.

Reimagining education is not just about envisioning new teaching methods or curriculum designs—it is about challenging the status quo and transforming the very fabric of our educational systems. It involves dismantling obstacles and fostering avenues for every individual to flourish and prosper, irrespective of their background or circumstances.

One area where we can significantly impact health education is reimagining it. In an increasingly interconnected world, we cannot overstate the importance of health education. By providing our students with the necessary knowledge and skills for leading healthy and fulfilling lives, we enable them to make informed choices and assume responsibility for their overall well-being.

But our commitment to reimagining education extends far beyond the confines of the classroom. We must also consider how we can reimagine educational careers, ensuring educators have the support and resources they need to succeed in their vital roles. By investing in professional development, mentorship programs, and innovative teaching techniques, we can cultivate a new generation of passionate, skilled, and dedicated educators.

As we embark on this transformation journey, let us remember the lessons of the past and the vision of our founders. Like the intricate threads of a quilt, let us weave our collective talents, passions, and dreams to create a brighter, more inclusive future for all.

I express my deepest gratitude to each of you for your unwavering dedication and commitment to our shared mission. Let us embrace the challenge of reimagining education with courage, creativity, and compassion as we pave the way for the National Sorority of Phi Delta Kappa, Incorporated, to thrive and flourish for another century and beyond.

In Sisterhood and Service,
Margarette Galloway
Supreme Basileus

FIRST SUPREME ANTI-BASILEUS



Greetings to the esteemed members and friends of the National Sorority of Phi Delta Kappa, Incorporated,

As we embark on the journey of our second century, it is with great honor and pride that I extend warm greetings to each of you. As the First Anti-Basileus and a dedicated member of NSPDK for over four decades, I am humbled to witness the continuation of our noble Purpose:

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

The theme for this year's Krinon Journal, "Dynamic Change: Reimagining Education," is not just a phrase but a call to action that resonates deeply with our organization's ethos. In an ever-evolving world, it is imperative that we embrace change and innovation in education. This theme serves as a reminder of the crucial role we play in shaping the future of education. Our commitment to excellence demands that we continuously reimagine and redefine how we educate and empower future generations.

Throughout my tenure as Director of the Exemplary Eastern Region, which spans states from Connecticut to North Carolina, I have witnessed firsthand the transformative power of education. Through our collective efforts and unwavering dedication, we have made a lasting impact on the lives of countless students and educators.

As we reflect on the past century of achievements and look towards the future, let us, as members and friends of the National Sorority of Phi Delta Kappa, Incorporated, remain steadfast in our commitment to excellence, integrity, and service. These values are the foundation of our organization and it is our collective commitment to them that has brought us this far. Let us continue to inspire personal growth, cultivate sisterhood, uphold the highest standards of our profession, and nurture the potential within every young mind.

Together, let us embrace the winds of change with open arms, knowing that through our collective vision and unwavering determination, we will not only adapt to the changes in education but also shape them. The future of education is in our hands, and I am confident that we will continue to make a significant impact for generations to come.

With deepest gratitude and admiration,

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

CHIEF EDITOR

In the ever-evolving landscape of education, the insights and inspiration drawn from visionary educators shape the teaching and learning trajectory. As we present this edition of our educational journal, it is only fitting to reflect on the profound wisdom shared by Rita F. Pierson in her seminal TED Talk on educational reform. Her powerful ideas resonate deeply with our core values in pursuing academic excellence and personal growth for every student.

Rita F. Pierson poignantly reminds us that “kids don’t learn from people they don’t like.” This straightforward yet meaningful insight highlights the significance of human relationships in education. The relationship between teacher and student is not just a part but the heart of every successful educational endeavor. It is through these connections that learning becomes a meaningful and engaging journey. Pierson’s emphasis on the joy of teaching and learning is a powerful inspiration for all who are passionate about education, reinforcing our integral role in the educational process.



One of Pierson’s most impactful messages is that every child needs a champion. In a world where students face myriad challenges, the presence of a caring and dedicated educator can make all the difference. We are reminded that as educators, we are not merely conveyors of knowledge but also mentors, guides, and advocates for our students. As Pierson highlights, this influential role as a champion empowers us to make a significant difference in our students’ lives. This unwavering commitment to our students’ success sets us apart and continually drives us to improve and innovate our teaching practices.

As educators, our legacy is defined by academic accomplishments, the relationships we cultivate, and the lives we impact. Pierson’s call to action challenges us to reflect on the lasting impact of our work. Is it possible to leave a legacy through relationships? Can we create an environment where students feel appreciated, understood, and empowered to achieve their full potential? The answer lies in our daily interactions, dedication to our students, and unwavering belief in their abilities.

As you delve into the articles and research presented in this journal, we encourage you to remember Pierson’s words. Let her vision for education inspire you to forge stronger connections with your students, find joy in teaching and learning, and be the champion every child needs. Collectively, we can build a lasting legacy of relationships that will influence the future of education for generations.

With gratitude and dedication,

Esther “Pixi” Phillips
Chief Editor, *The Krinon*
2022-2025

To listen to Rita’s entire presentation, go to tinyurl.com/championrp



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

INTERNATIONAL IMPACT



AFRICA

INAUGURATION OF A LIFELONG LEGACY

Welcome esteemed members of the National Sorority of Phi Delta Kappa, Incorporated to the Ethiopia Meseret Humanitarian Organization Early Learning School! We are honored to be here to witness firsthand the impact of our International Project grant on this remarkable institution.

The International Project grant awarded to the Ethiopia Meseret Humanitarian Organization Early Learning School is a testament to our commitment to making a difference on a global scale. This grant provides crucial funding and support to ensure that children in developing countries have access to quality education and essential resources. By investing in initiatives like this, we are not only providing opportunities for individual growth but also laying the foundation for stronger, more resilient communities.

Let us reflect on the impact of our service and the power we hold to effect positive change in the world. Together, through our collective efforts and dedication to service, we can continue to make a meaningful difference in the lives of others, both at home and abroad. Thank you for your support and for being part of this journey with us.

In Sisterhood and Service,
Margarette Galloway



INTERNATIONAL IMPACT

Meseret Humanitarian Organization Early Learning Center!

The school greeting by the NSPDK-MHO young students, the NSPDK-MHO school dedication ceremony and ribbon cutting.



The Guzo World Travel Services managing Director Segi Desta coordinated the MHO visit with **Wayzaro Meseret Azage**, MHO Founder and General Manager.



Inauguration!
NSPDK/MHO Daycare Center

Supported by
National Sorority of Phi Delta Kappa Inc. (NSPDK)

NOVEMBER 30/2023 | ADDIS ABABA

Together we can change many Lives!

INTERNATIONAL IMPACT

Meseret Humanitarian Organization Early Learning Center!

NSPDK Ethiopia Ambassadors with Young Mothers of at MHO Residence



The National Sorority of Phi Delta Kappa (NSPDK) stands as a beacon of educational excellence, dedicated to fostering dynamic change in communities worldwide through its Youth, Education, and Service (Y.E.S.) Program. At the heart of this program lies the International Project, a testament to NSPDK's commitment to global citizenship and educational empowerment. One shining example of this initiative is the partnership with the **Ethiopia Meseret Humanitarian Organization (MHO) Early Learning School**, a beacon of hope in Addis Ababa. Empowering Communities Through Education The NSPDK International Project Executive Committee, recognizing the transformative potential of education, selected the MHO Early Learning School as the recipient of the prestigious 2023 NSPDK International Project Grant. This grant not only provided much-needed funding but also offered structural support to enhance the school's capacity to serve its community.



In November 2023, NSPDK Ethiopia Ambassadors embarked on a journey of collaboration and cultural exchange. Led by **NSPDK National President Margarette Galloway**, Dr. Etta Carter, and the ambassadors traveled to Addis Ababa to participate in the dedication of the NSPDK-MHO Early Learning School. This momentous occasion brought together educators, students, mothers, alumni, and community leaders in a celebration of educational empowerment.

Throughout their visit, the ambassadors engaged with the vibrant MHO community, witnessing firsthand the impact of NSPDK's support. Media coverage of the dedication ceremony captured the spirit of collaboration and the shared vision of a brighter future through education.

The NSPDK Y.E.S. Program's International Project exemplifies the power of education to effect positive change on a global scale. Through partnerships with organizations like MHO, NSPDK continues to empower communities, foster cultural understanding, and pave the way for a brighter future for generations to come. The journey may have ended, but its reverberations will continue to echo in the hearts and minds of all those touched by NSPDK's international endeavor. As they say in Ethiopia, **"Ameseginalahul!"** - Thank you for the journey, indeed.



Yvette Grant, Theta

INTERNATIONAL IMPACT

Meseret Humanitarian Organization Residence

NSPDK Ethiopia Ambassadors with Young Mothers of at MHO Residence



NSPDK Ethiopia Ambassadors Luncheon & MHO School Staff, Ethiopia Media, and Guests



ASSOCIATE EDITORS

Reflecting Potential

Reimagining Education Through the Mirror of Influence

A tiny kitten gingerly approached a mirror in the quiet stillness of a morning sunbeam. With wide eyes filled with curiosity, it gazed at its reflection. On that polished surface, it expected to see the familiar image of a playful feline companion, ready to pounce and explore the world. However, what stared back was not a kitten's gentle innocence but a lion's fierce countenance. The contrast was stark, almost surreal as if the mirror had captured the essence of something grander, more powerful, and wholly unexpected.

As the kitten stared into the mirror, perhaps puzzled by the transformation, it prompted a profound question: "As our children stare daily into the mirror they receive from their environment, what stares back at them?" This inquiry delves beyond the mere physical reflection to probe the deeper layers of identity, perception, and influence that shape young minds.



Linda D. Lewis
Southeast Region
Alpha Beta Chapter
Nashville, Tennessee

Identity

Children are like sponges, absorbing everything around them. They soak up the words spoken, the actions witnessed, and the values imparted by their surroundings. Whether it's the nurturing embrace of a loving family, the bustling energy of a classroom, or the cacophony of messages bombarding them through media and technology, each encounter leaves an imprint on their developing sense of self.

In the mirror of their environment, what do they see reflected at them? Do they see encouragement and support, igniting a spark of confidence and possibility? Or do they encounter criticism and doubt, casting shadows of insecurity and limitation? Do they see diversity celebrated and differences embraced, fostering a sense of inclusion and empathy? Or do they witness division and prejudice, breeding seeds of fear and mistrust?

The reflection in the mirror of a child's environment extends beyond mere physical appearance. It encompasses the intangible qualities of character, values, and aspirations. It shapes their beliefs about themselves, their potential, and their place in the world. Like the kitten confronted by the image of a lion, children may be surprised, even startled, by the reflections they encounter.

ASSOCIATE EDITORS



Novella M. Page
Southeast Region
Alpha Beta Chapter
Nashville, Tennessee

Perception

Yet, amidst the myriad influences vying for their attention, there lies an opportunity for dynamic change and reimagining education. It calls for a shift in perspective, a conscious effort to cultivate environments that empower and inspire.

It beckons educators, parents, and society to become intentional architects of positive influence, crafting mirrors that reflect the best of humanity to our children.

Imagine if the mirror revealed a reflection of resilience, compassion, and boundless potential instead of a lion's fierce gaze. What if children saw themselves not as mere products of circumstance but as architects of their destiny? What if they were nurtured in environments that fostered curiosity, creativity, and critical thinking, equipping them to navigate the complexities of an ever-changing world?



Sharon Washington
Southwest Region
Alpha Rho Chapter
Dallas Texas

Influence

Dynamic change in education begins with recognizing the profound impact of the mirrors we provide for our children. It involves dismantling barriers, challenging assumptions, and embracing innovation to create environments that uplift and empower.

It necessitates a joint dedication to fostering not solely academic achievement but also the comprehensive growth of every individual child.

As we embark on this journey of reimagining education, let us remember the transformative power of the mirror. Let us strive to reflect to our children the beauty, strength, and potential within them. In doing so, we not only shape the future of education but also empower generations to come, ensuring that the reflection they see is filled with hope, possibility, and the promise of a brighter tomorrow.

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Supreme Basileus



PATSY O. SQUIRE
First Supreme Anti-Basileus



DR. SYLVIA WILLIAMS
Second Supreme Anti-Basileus



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Supreme Grammateus



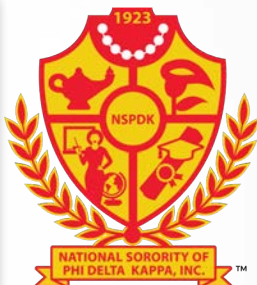
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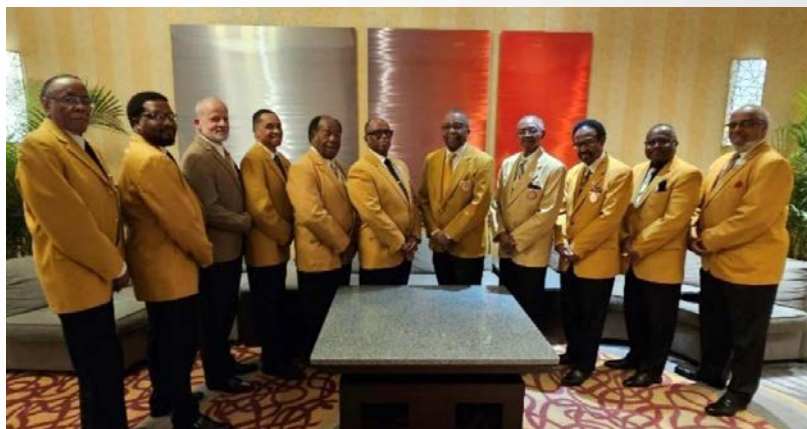
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The "Exemplary" Eastern Region



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- 1045 Alpha Chi Portsmouth, VA
- 1046 Alpha Psi Beckley, WV
- 1051 Beta Epsilon New York, NY
- 1052 Beta Zeta Durham, NC
- 1057 Beta Lambda Winston-Salem, NC
- 1061 Beta Omicron Jamaica, NY

CHAPTERS

- 1065 Beta Tau Salisbury, MD
- 1066 Beta Upsilon Pittsburgh, PA
- 1075 Gamma Zeta Monrovia, Liberia, W. Africa
- 1081 Gamma Mu Virginia Beach, VA
- 1095 Delta Gamma Virginia Beach, VA
- 1103 Delta Lambda Egg Harbor Twsp., NJ
- 1105 Delta Nu Bergen County, NJ
- 1108 Delta Pi Hillside, NJ
- 1113 Delta Phi North Haven, CT
- 1116 Epsilon Alpha Somerset, NJ
- 1122 Epsilon Eta New Bern, NC
- 1125 Epsilon Kappa Barbados, West Indies
- 1133 Epsilon Sigma Gastonia, NC
- 1135 Epsilon Upsilon Greensboro, NC
- 1137 Epsilon Chi Spring Valley, NY
- 1143 Zeta Epsilon Neptune, NJ
- 1144 Zeta Zeta Rochester, NY
- 1145 Zeta Eta Westchester, NY
- 1147 Zeta Iota Upper Marlboro, MD

2024 NATIONAL SCHOLARSHIP WINNERS EASTERN REGION



Katherine Lasek
Alpha Chapter
KOT Winner



Melany Severino
Pi Chapter
Female Winner

EASTERN REGIONAL DIRECTOR

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Delaware
Maryland
New Jersey
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Virginia
Washington, DC
West Virginia



Greetings from the Regional Director of the Exemplary Eastern Region

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

The 2024 Krinon Edition theme, “Dynamic Change: Reimagining Education,” causes us to focus on Malcolm’s thoughts on education and marvel at his challenge to recognize that the process by which we can begin this navigation into the future is education and preparation for this journey into the unknown starts now, today.

Reshaping education in today’s world filled with rapidly evolving innovative technology opens the door to all educational possibilities that will affect students and teachers in ways never imagined. The learning and teaching processes will take on a new persona where future classrooms will be examples of imaginative thought, innovation, technology, excitement, and creativity.

One of the most enormous change agents will be artificial intelligence and the impact of its infusion into the curriculum. Integrating AI and robots into the classroom can transform and enhance the learning process by creating opportunities for educators to develop effective strategies and opportunities that will empower students to use their imaginations and creativity to prepare for a very uncertain future. Learners can acquire new skills and knowledge and develop attitudes to assist them in the future.

Reimagined education is moving away from a more passive form of education. It is transforming into one that employs more multimedia resources, elements of gaming, and more interaction to challenge and engage students, as well as the potential to effectively reduce and close the achievement gap.

Congratulations to Krinon Editor Pixi Phillips and her staff for providing insight into the future of education and encouraging us to use our imaginations to visualize and begin to prepare now for this future where the sky is the limit.

Sisterly,

Anona Huntley
Eastern Regional Director
2023-2027

FEATURE ARTICLE — I See You SISTER!



Oh, yes, it is true. Sis, I need you!

Teaching today is not what it used to be.

I mean, I never knew that I needed you, as much as you needed me.

Sis, yes, I need you, can't you see?

Truly our hearts are heavy, while understanding the standards and reviewing for the test.

We spend hours navigating, negotiating, and normalizing despite our lack of rest.

I did not consider that our career would be laced with stress, while doing what we feel is best.

Sis, yes, I am tired, can't you see?

The times have changed, and no longer is the joy of teaching built in classroom nooks.

Instead, we sit in meetings discussing policy, parents and pardoning interesting looks.

Truly, now I realize that some children are the “good” result of us not banning books.

Sis, yes, I am stronger, can't you see?

If we are not careful, we will allow the media to try and convince us that education is a casualty.

We are charged to see each other better; it is now up to you and me...

I must thank you for believing in me.

Oh, sis, can't you see, I am me, but together, we are WE!

Dynamic Change: Reimagining Education, classes are built on our professional realities.

Together, we make what seems impossible, a wealth of possibilities.

Tomorrow is full of great opportunities. Let's teach them how to find daily VICTORIES!

Sis, yes, I am a teacher full of incredible capabilities, can't you see?

I see you, SISTER!

*Dr. Kimberly Crawford
Epsilon Chi*



HONORING DIVERSITY

C.R.T. in 21st Century American Education

In the 21st century, schools with a diverse group of students, faculty, and staff have intentionally developed systems to decrease racism. In 2024, culturally diverse students comprise approximately 42% of the student population across the United States compared to 24% fifty years prior (Aud et al., 2010, as cited in Curtin, 2002). Although the classroom setting promotes multicultural acceptance (Espinoza et al., 2018), educators must be responsible for selecting appropriate and relevant strategies and instructional practices that meet the needs of all students.

Notwithstanding the shift in cultural diversity within the United States, the ethnicities of teachers within the classroom remain unchanged. White, middle-class, monolingual women unfamiliar with and lacking knowledge of the cultural norms of students of color continue to educate this diverse community (Crawford, 1995, as cited in Zorba, 2020). Immigrants and minority students are overwhelmingly taught and socialized by a teacher population that does not validate their distinct cultural heritages, resulting in feelings of marginalization and alienation.

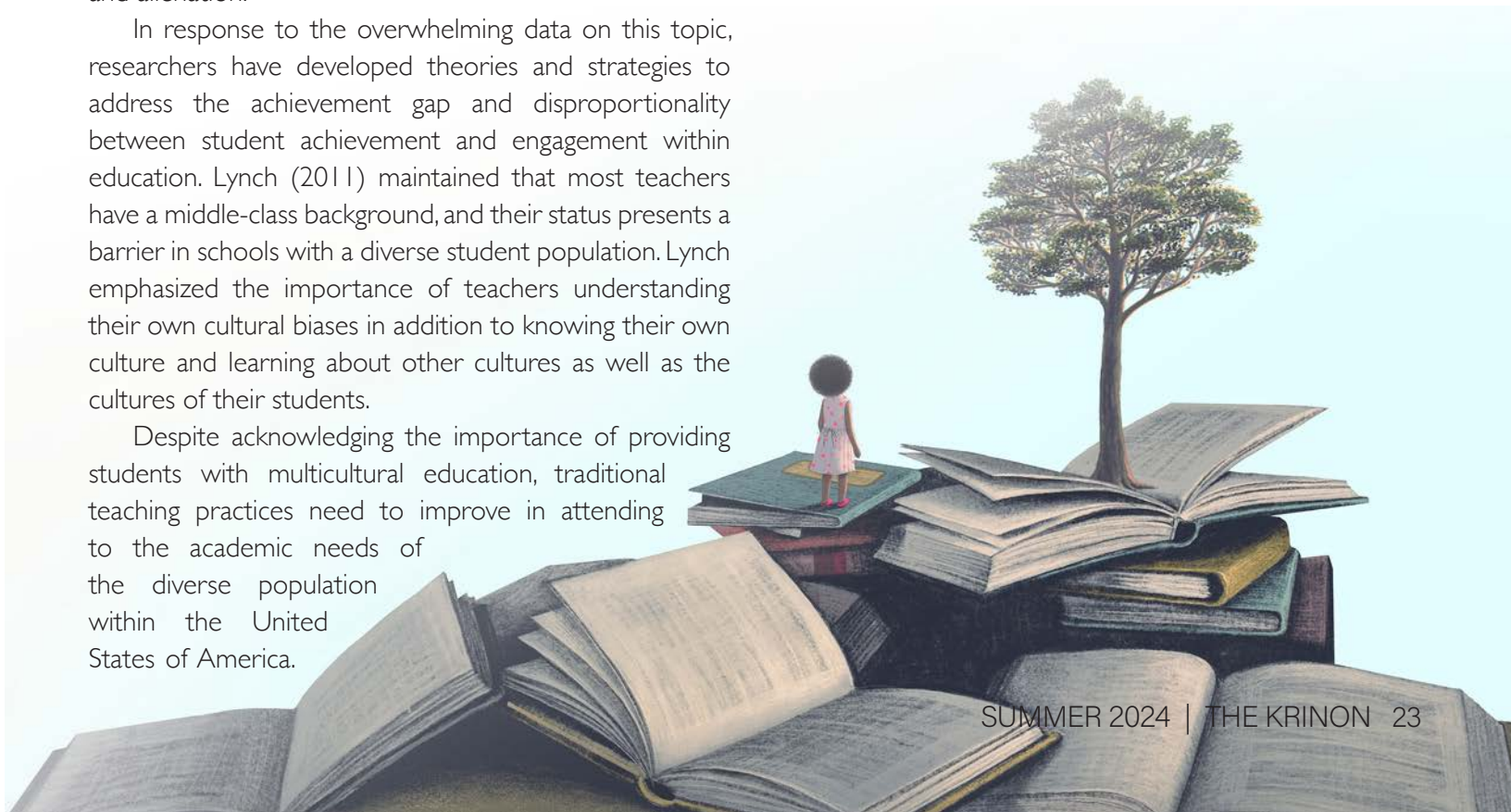
In response to the overwhelming data on this topic, researchers have developed theories and strategies to address the achievement gap and disproportionality between student achievement and engagement within education. Lynch (2011) maintained that most teachers have a middle-class background, and their status presents a barrier in schools with a diverse student population. Lynch emphasized the importance of teachers understanding their own cultural biases in addition to knowing their own culture and learning about other cultures as well as the cultures of their students.

Despite acknowledging the importance of providing students with multicultural education, traditional teaching practices need to improve in attending to the academic needs of the diverse population within the United States of America.

Culturally responsive teaching assists with bridging the gap between multicultural education and the teachers' ability to actualize its requirements.

In the United States of America, non-white students perform below grade level in core subject areas compared to their white counterparts. Veteran teachers have struggled to meet the academic needs of the diverse (academic, cultural, and linguistic) student population they serve. Teachers have relied on "traditional practices" to educate all children without considering the rich diversity that lies within each classroom. Additionally, deficit-based thinking has resulted in many disparate achievement outcomes for the culturally diverse population served.

The strengths students bring to the classroom should be used to provide the relevance they need to make their learning experiences more compelling. There is a great need for teachers in culturally diverse schools to recognize the contributions of the various cultures represented, identify within themselves the beliefs and attitudes that impact their response to the cultures of their students, and inform their teaching.



The context in which school learning occurs is entirely dissimilar to informal learning and unconnected to the student's culture. The student aids in making sense of the world by connecting the text with their own experiences. This underscores teachers' important role as they bridge the gap between one's home, community, and school culture. Teachers are valuable bridges between what they need to learn and their culture, experiences, and essential issues. CRT seeks to integrate "rigor and relevance" within the school community (Muñiz, 2019).

By forming relationships with students, teachers can learn about cultures other than their own (Ladson-Billings, 1995; Nieto, 2010). Based on the current related research literature, to successfully close the achievement gap, educators must understand the importance of implementing both pedagogy and strategies into their practice. The diversity of classrooms is representative of the diversity within society as it stands in 2024.

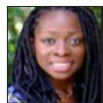
Developing culturally responsive teachers requires an investment that transcends incidental courses or workshops. Teachers will then receive clear, consistent messaging about the knowledge, skills, and mindsets needed to be culturally responsive throughout their tenure.

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Amma (Owusu-Afriyie) Brown
Epsilon Chi



COVID-19 PANDEMIC

What do you do when the need for social-emotional learning and support outweighs the need for academic learning and support (Hamilton, 2021)? You change the dynamics. Teachers across the nation have experienced some of the most difficult challenges and professional expectations and pressures because of the COVID-19 pandemic (Ferren, 2021). At a time when we were isolated and experienced less human contact, we missed opportunities to develop and enrich the relationships we have with friends, family, colleagues, and the like. During these interactions, we develop some of the most beneficial skills needed to engage appropriately with others. One can imagine just how impactful isolation has been on our social skills. Although the COVID-19 pandemic has impacted the emotional needs of teachers and students, educational leaders are fostering an environment that puts the social and emotional needs of teachers and students at the forefront of priorities.

When we talk about social-emotional competencies, what do we mean? The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines the skills children need to be socially and emotionally competent (Mariani, 2022). As per CASEL, social-emotional learning describes SEL as "the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (Mariani, 2022). Furthermore, through social and emotional learning, children benefit from acquiring the skills to be self-aware, socially aware, self-managers, responsible decision-makers, and competent relationship-builders. These are skills that youngsters need to be socially competent individuals.

Educators are witnessing the effects that the pandemic has caused on the social and emotional capabilities of children. Teachers and administrators are beginning to implement strategies and programs to support students

AS THE CATALYST FOR DYNAMIC CHANGE

in developing their social skills (Mariani, 2022). In addition, administrators are starting to understand that teachers need to be fully equipped to manage the demands of their pupils' needs. It would benefit student performance and the school climate if teachers received comprehensive training to provide the necessary care their scholars need to succeed socially and emotionally (Ferren, 2021). We must train and prepare the teacher to educate the students accurately and successfully. Schools benefit greatly when their leaders possess skills that allow them to encourage children to take care of themselves and others. The school climate is more positive and fosters better teacher-student relationships (Ferren, 2021). As a result, schools can provide better conditions for students to develop SEL skills. The teacher is the leader in the classroom and must be thoroughly prepared for developing and instructing the whole child.

The dynamics of the world of education are slowly changing. The COVID-19 pandemic has proven to affect students' social and emotional competencies adversely. Researchers discovered that pupils were concerned for their own mental well-being (Hamilton, 2021). Close to 50% of adolescents found that the pandemic impacted their ability to concentrate effectively, make decisions, and feel happy (Hamilton, 2021). This has prompted teachers, administrators, and other professionals to better understand children's social and emotional needs.

School districts are offering more regarding the needs of SEL (Hamilton, 2021). As a result of the pandemic, more than half of districts across the nation have prioritized SEL development in coming years (Hamilton, 2021). The focus for most districts is developing a plan that allows students to engage in "safe and supportive environments" (Hamilton, 2021). In addition, other districts are providing students with "point people" who are available for scholars to connect with as often as necessary (DeArmond, 2021). Programs such as Student Success Skills (SSS) have also

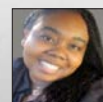
provided positive outcomes concerning children's social/emotional development. Pupils experienced gains in their self-awareness by "knowing their strengths and confidently sharing them" (Mariani, 2022). Learners also effectively improved their ability to resolve conflicts (Mariani, 2022). Teaching SEL strategies allows students to become more socially and emotionally competent individuals.

As times evolve, how we support students also evolve. These new dynamics benefit children's social-emotional needs. More school systems are creating flexible spaces for students to explore and enrich their social-emotional skills (DeArmond, 2021). These spaces may include opportunities to perform self-care and foster individual relationships (DeArmond, 2021). Although first provided in the virtual space, designated "calming rooms" can be used by administrators and leaders to serve the needs of students (DeArmond, 2022). These rooms may be adapted and changed to serve students at different grade levels appropriately. How we once worked and served our students is different, therefore the approaches we use with our students must be transformed as well.

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Cariel Clarke,
Epsilon Chi





The Dynamic Change From Caps to Careers:

Crucial Skills for Life After High School

Graduating from high school is an exciting milestone. Still, it also marks the beginning of a new chapter filled with responsibilities and challenges. As our new high school graduates enter adulthood, mastering essential life skills can make the transition smoother and more successful. This simple list covers crucial skills required for navigating today's landscape. Whether heading to college, starting a job, or exploring other paths, these practical tips will empower the reader with the knowledge to thrive and confidently face the future.

Relationships and Social Skills

- Put God first in everything!
- Learn to Manage Your Time
- Learn to Handle Disagreements and Appreciate Cultural Diversity
- Learn to Prioritize and Maintain Self-Care

Recommended Websites:

- YouTube Channel: @DailyJesusDevotional
- YouTube Channel: @AbideMeditationApp
- Dale Carnegie: tinyurl.com/H2WAFIP
- Atomic Habits: tinyurl.com/AtomHabs

Finances

- Learn to Manage Your Finances
- Learn to Create Passive Income

Recommended Websites

- YouTube Channel: @LynnRichardson
- YouTube Channel: @NehemiahDavis
- YouTube Channel: @MyronGolden
- Rich Dad Poor Dad: tinyurl.com/RKRDPD2
- Total Money Makeover: tinyurl.com/DRTMM2
- Pursuit of Less: tinyurl.com/PursueLess

Digital and Practical Skills

- Learn to Protect Your Online Privacy.
- Learn to Research and Evaluate Information.
- Learn to Perform Basic Car Maintenance.

Recommended Websites

- Online Privacy: tinyurl.com/SYBPSJR
- Evaluate Info: tinyurl.com/EvalSourceKA
- Car Maintenance: tinyurl.com/DIYCarMaint

Basic Life Skills

- Learn to Do Laundry
- Learn to Make Basic Home Repairs
- Learn to Garden and Cook Basic Meals
- Learn to Perform First-Aid

Recommended Websites:

- Magic Tidying Up: tinyurl.com/TidyUpMagic
- How to Do Laundry: tinyurl.com/LHLaundry2
- LifeHacker.com/home/cleaning
- Home Repairs: tinyurl.com/HomeRepairs2
- @CookingAtPamsplace
- @TheScaredyCatGardener
- Search: basic first aid for common injuries and conditions

Professional Skills

- Learn to Think Critically
- Learn to Speak Publicly with Confidence
- Learn to Write an Effective Resume
- Learn to Use Proper Email Etiquette
- Learn to Build a Professional Network

Recommended Websites:

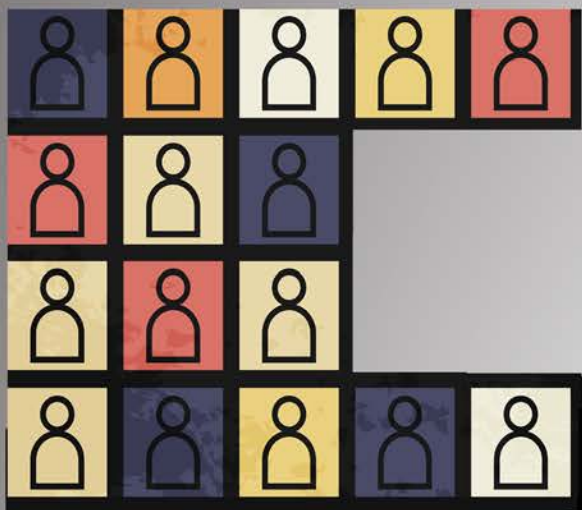
- Think Critically: tinyurl.com/ThinkCritic
- Public Speaking: tinyurl.com/SpeakConfident2
- Resume Workshop: tinyurl.com/ResumeVW
- Email Tips: tinyurl.com/EtiquetteEmail
- Think & Grow Rich 1: tinyurl.com/TAGWNH
- Think & Grow Rich 2: tinyurl.com/TAGWDK

Health and Well-being

- Learn to Prioritize and Maintain Self-Care: Prioritize your physical and mental health to stay balanced and resilient. Develop a routine that includes exercise, relaxation, and healthy eating to show yourself the care and attention you deserve.
- Learn to Perform First-Aid: Know how to perform CPR, treat minor injuries, and handle emergencies calmly.

Guest Author





BELONGING

THE STANDARD OF BEST PRACTICE FOR EARLY CHILDHOOD EDUCATION AND BEYOND

Imagine a classroom where children can learn, grow, and develop academically and socially. Imagine what that learning environment and experience for a child could be. I invite you to reimagine education where every child is afforded that very thing purposefully. Reimagine a classroom, a school, a district where each child not only feels but knows that they are included, welcomed, wanted, and have a strong sense that they belong. Understand the importance of belonging and a few ways to reimagine education with belonging in mind. Belonging is the standard of best practice for early childhood education and beyond.

Building a sense of belonging in early childhood settings is crucial for children's well-being and development (Sykes & Ostendorf, 2022). It involves creating an environment where every child feels accepted, valued, and connected. Incorporating inclusive practices is fundamental to building belonging. Teachers and caregivers should actively acknowledge and celebrate the diversity of the children in the setting. This includes recognizing and respecting various cultural backgrounds, languages, and abilities. Learning materials, books, and activities should reflect this diversity, allowing children to see themselves represented and promoting a sense of pride in their identity.

Encouraging positive relationships among children is another vital component. Implementing collaborative activities and group projects fosters teamwork and a sense of shared accomplishment. Teachers play a crucial role in modeling inclusive behavior and facilitating positive interactions. Emphasizing empathy and teaching conflict resolution skills helps create a supportive social environment, speaking volumes into the child's sense of belonging.

To foster a sense of belonging, effective communication with families is crucial. Creating open, transparent lines of communication allows parents and caregivers to be

involved in their child's education. Involving families in decision-making and regularly sharing insights into their child's progress helps strengthen the connection between home and early childhood settings.

One key aspect of belonging is establishing a warm and welcoming atmosphere. This can be achieved through friendly greetings, personalized spaces, and familiar and comforting materials. In a child's space, a sense of routine is also essential. Creating a sense of routine and predictability contributes to a feeling of security and belonging. Consistent daily schedules, clear expectations, and established rituals provide a structured environment where children can thrive. Additionally, providing choices and autonomy within safe boundaries empowers children and enhances their sense of belonging.

Acknowledging and validating each child's unique strengths and interests is crucial. Offering opportunities for self-expression and exploration allows children to feel seen and heard. Celebrating big and small achievements contributes to a positive and affirming atmosphere. Building belonging in early childhood settings is a holistic and collaborative effort. It requires intentional practices prioritizing inclusivity, positive relationships, effective communication, and a nurturing environment where every child feels connected and accepted (Iruka et al., 2023). Let us all reimagine education where we all belong. "We may not be able to celebrate everything, but we are able to celebrate everybody we meet." (Sneed, 2018).

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Tammy Y. Sneed M.Ed.
Beta Zeta



Stay^{ON} YOUR MISSION

Strategies for Dynamics Educational Transformation

Since the global pandemic of 2020, educators in the P-16 arena have been obligated to increase and improve their teaching and learning styles. Not only has the resilience of teaching proven to be stretched and strengthened at the same time, but school administrators are also finding themselves on the edge of enormous change within the field of education. The necessity to meet the evolving needs of learners, whether in a local school, university, or other extended learning community, is likened to running a race on a graveled lined track. Nothing is always leveled and smooth. Instead, each day and circumstance is sometimes aggravated, bumpy, and unpredictable. Nevertheless, the goal remains the same: we are looking for Champions at the finish line and winners at every gate.



Determining who is most impacted by this evolving post-pandemic learning scenario is difficult. We all agree that things are different now. Even our approach to teaching and learning from a decade ago has been altered. Schooling at any academic level is far from the traditional 5 Ws.

- Who is navigating all the change?
- What does this mean for the profession?
- When will this all level out?
- Where are we getting our resources?
- Why Dynamic Change?

We are forced to look at things differently. With all the changing educational dynamics, teachers and leaders are now discussing politics and policy. We must navigate our voices to be the leaders of change. It is up to us to approach each area of education with standards and strategy. No longer can we adapt or adopt policies that have been in place for decades. The means of thinking of yesteryear will not work. We are fully confronted with digital resources daily. What once looked appealing for innovative educators may now be reviewed as historical data or archival materials. Dynamic change is necessary and needed now!

The pandemic has forced many schools to re-evaluate the learning environment needed to address the new and varied support required for our students and their families (Decosta, Coronell, Ward, 2022). As we strive to give all constituents what they need, we must ensure relevancy and reality remain at the forefront of our work. Schooling is now far beyond reading and writing. As professionals assigned as school leaders and teachers, we must pivot to meet the basic needs of our students regularly. Finding out if students sleep well at night and can eat a wholesome meal is essential to meeting their needs and setting them up for success in school at any age, birth, and beyond.

Despite the challenges that confront us, we must **STAY ON MISSION**. It is hard to determine when things will ever go back to normal. Ask yourself, do we even want to go back? Our calling is to educate and inspire, not execute and irritate. As leaders continue to motivate and move forward, we are encouraged to find ways to keep the entire community scholastically

motivated, safe, strong, spirited, steadfast, and in sync. It sounds complicated, but we are on a mission to finish the job.

School districts all over the country received federal funds to help supplement learning access due to learning loss caused by the pandemic. This monumental support is life-changing for the betterment of all students. As we create sustainable practices, it is important that we take care of our minds and bodies before we even enter the building and maintain balance while we are away from school.

Below are seven reflective keys for school leaders to rely on as they lead, regardless of their level of the educational continuum. Stay on Mission; be dynamic.

1. **D**ecide on things you can realistically accomplish daily. **Be Victorious!**
2. **Y**ou determine your peace. **Be Intentional!**
3. **N**otice the blessings all around you. **Be Mindful!**
4. **A**ccept the reality that things are different from they once were. **Be Relevant!**
5. **M**ake room for your personal growth and development. **Be Smart!**
6. **I**ntegrate some form of inspiration, prayer, and reflection daily. **Be Blessed!**
7. **C**hallenge yourself to make an impact and be better daily. **Be DYNAMIC!**

As we embrace the dynamic change happening worldwide, let us reflect on the truth that we are only good if we are healthy and aware of our contribution and purpose. We must take care of ourselves to provide for others in our view and care. In the age of artificial intelligence, replicated research, and revived resources, we must follow through with self-care and be ready to be the Dynamic Change required as we Reimagine Education and **STAY ON MISSION!**

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Dr. Kimberly Crawford
Epsilon Chi



DYNAMIC LEARNING WITH DYNAMIC TOOLS INTEGRATING AI FOR A REIMAGINED MIDDLE SCHOOL EXPERIENCE

Introduction

The ever-evolving world of technology presents a thrilling opportunity for educators to reshape the learning experience. The innovative technology of Artificial Intelligence (AI) has entered the classrooms of the 21st century, promising to revolutionize student learning and engagement. Implemented thoughtfully, AI can become a powerful tool for significantly improving the learning environment.

What is Artificial Intelligence (AI)? IBM defines AI as technology that enables computers and machines to simulate human intelligence and problem-solving capabilities. Expounding on AI develops algorithms that model after the decision-making processes of the human brain (IBM, 2024). Research in AI has focused on learning, reasoning, problem-solving, perception, and using language, which are essential critical thinking skills that will lead students to academic success (IBM, 2024) and help them to apply these skills in real-world situations as they interact in society. This discussion of the potential impact of AI on student learning and academic success helps educators and parents understand the benefits of AI in education.

Britannica notes that the earliest work in AI was done in 1950 by the British computer pioneer Alan Mathison Turing, and the earliest successful AI program was a checkers program written in 1951 by Christopher Strachey. It also lists the earliest successful demonstration of a machine learning program published in 1952 by Anthony Oettinger called Shopper, simulating a mall of eight shops. Additionally, in 1952, the first AI program to run in the United States also was a checkers program written by Arthur Samuel for the prototype of IBM 701, which was extended in 1955 on Strachey's checker game, adding a feature. This feature enhanced the program's learning experience and the one-winning game against

a former Connecticut checkers champion in 1962. Lastly, Arthur Burks was one of the builders of the first computer, the ENIAC, and technology continues to evolve. This brief history of AI provides educators and parents with a better understanding of the evolution and current state of AI in education.

Technology shapes the future, and the evolution of AI has progressed alongside the advance of computer processing. An article in Edutopia (2023) indicates that AI creating unique content raises concerns for educators about how to encourage and enforce academic honesty. It also addresses how AI can make it easy to cut corners and avoid plagiarism-detection software. In today's digital age, responsible decision-making skills are crucial, and students can learn strategies that can assist in navigating AI responsibly and ethically. This underscores the importance of educators and parents being vigilant and proactive in ensuring the safe and effective use of AI tools in education.

How can educators assess student learning and growth? A strategy I use to address this concern is not giving homework. I utilize Project-based learning (PBL) and Universal Design for Learning (UDL), where students design a relevant project that gives them a choice and a voice. The teacher approves the appropriate assignments, and the students complete them in class. This way, the students are engaged, may ask questions, and get guidance and assistance from the teacher and their peers. Additionally, it allows me to assess their progression and comprehension of learning the content.

Doodle learning shows a rising interest in AI in education, and the priorities for improving teaching and learning are unmet. They mentioned that educators want technology-enhanced approaches that are safe, effective, and scalable. Studies show that

most parents are familiar with AI technologies in education. However, 80% are concerned about AI's impact on education. It's important to address these concerns, which include privacy, data security, and plagiarism, and reassure parents and educators that technology-enhanced approaches are being developed with safety, effectiveness, and accessibility in mind.

Research from the Walton Family Foundation (2023) indicates that educators and students embrace and integrate AI's ChatGPT tools into their classrooms. These tools, for instance, can be used to provide speech recognition support to students with disabilities or multilingual learners. They can also be used to create adaptive and personalized digital learning tools. Educators are exploring how AI can enable writing or improving lessons, in addition to their process of finding, choosing, and adapting material for use in the lessons (Example of an AI-Generated Lesson Plan).

Conclusion

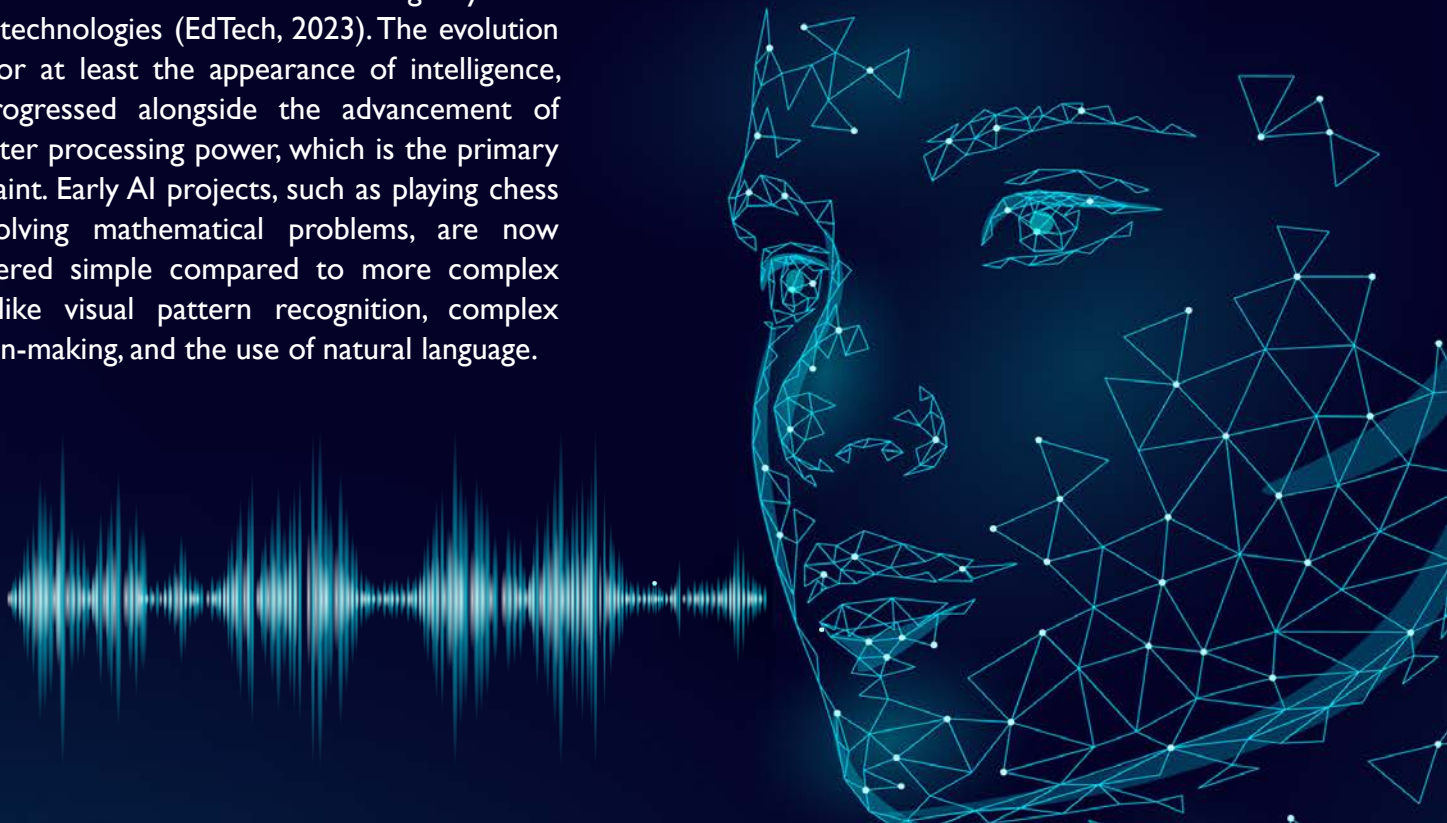
Educational technology is evolving to include Artificial Intelligence. Artificial intelligence will bring "human-like" features and agency into future technologies (EdTech, 2023). The evolution of AI, or at least the appearance of intelligence, has progressed alongside the advancement of computer processing power, which is the primary constraint. Early AI projects, such as playing chess and solving mathematical problems, are now considered simple compared to more complex tasks like visual pattern recognition, complex decision-making, and the use of natural language.

Technology can open unexpected opportunities for student learning. According to EdTech (2023), educators, students, parents, and caregivers use technology daily, which has become essential to teaching and learning. This indicates that more than half of school leaders already see AI in their school districts. Looking ahead five years, experts predict AI will revolutionize the capabilities of teaching and learning tools. However, integrating the classroom and homes, educators, parents, and students have concerns about privacy, personalization, and the overall effectiveness of AI as an educational tool. It's important to acknowledge these concerns and emphasize that responsible and ethical use of AI tools is crucial to realizing the benefits of AI in education while mitigating its risks.

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Phyllis A. Jones
Beta



SOUTHEAST REGION

The "Spirited" Southeast Region



Bonita G. Durrah
Southeast Regional
Director, 2023-2027



Gwen T. Walton
Member-at-Large,
National Chairperson for
Constitution and Bylaws

CHAPTERS

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- 2062 Beta Pi
- 2064 Beta Sigma
- 2069 Beta Psi
- 2072 Gamma Gamma
- 2076 Gamma Eta
- 2077 Gamma Theta
- 2084 Gamma Omicron
- 2085 Gamma Pi
- 2091 Gamma Chi
- 2092 Gamma Psi

- Birmingham, AL
- Ensley, AL
- Tuskegee, AL
- Mobile, AL
- Nashville, TN
- Jacksonville, FL
- Miami, FL
- Atlanta, GA
- New Orleans, LA
- Tampa, FL
- Danville, KY
- Pensacola, FL
- Montgomery, AL
- Memphis, TN
- West Palm Beach, FL
- Orlando, FL
- Chattanooga, TN
- Lakeland, FL
- Knoxville, TN
- Panama City, FL
- St. Augustine, FL
- Brewton, AL
- Miami, FL
- Paducah, KY
- Charleston, SC
- Jackson, TN

CHAPTERS

- 2096 Delta Delta Jacksonville, FL
- 2098 Delta Zeta Waycross, GA
- 2099 Delta Eta Ocala, FL
- 2100 Delta Theta Daytona Beach, FL
- 2101 Delta Iota Lake City, FL
- 2104 Delta Mu Memphis, TN
- 2115 Delta Psi Gainesville, FL
- 2127 Epsilon Mu Bainbridge, GA
- 2134 Epsilon Tau Decatur, GA
- 2138 Epsilon Psi Jackson, MS
- 2142 Zeta Delta Selma, AL

STATES

- Alabama
- Florida
- Georgia
- Mississippi
- South Carolina
- South Louisiana (New Orleans)
- Tennessee



2024 NATIONAL SCHOLARSHIP WINNERS SOUTHEAST REGION



Morgan Shaw
Nu Chapter
Female Winner



Johnathan Smith
Alpha Theta
Male Winner



Cassandra Spearman
Beta Eta Chapter
Doctoral Winner

SOUTHEAST REGIONAL DIRECTOR

Greetings from the Regional Director of the Spirited Southeast Region

I want to express my deep gratitude for your unwavering dedication and passion in the realm of education. You are the unsung heroes who have taken on many challenges and created innovative ways to continue educating our future society despite the mass obstacles you have encountered. The "Spirited Southeast Region" appreciates your dedication, and the impact you have on shaping communities and the future extends far beyond belief.

As I ponder the possibility of reimagining education, what would the educational system reveal if there were changes in our current system? Years ago, as a new educator, I was excited about all the challenging methods used to teach students. The approach allowed students to explore new dimensions, and teachers were mentors. They ensured learning; parents were supportive even if they did not receive meals, rewards, or compensation for volunteering in community-based schools. Throughout the years, many changes have occurred in the educational system, some progressive and some destructive, damaging the positive gains of the learners. The joy of students' success was appreciated and gratifying among the school, parents, and community. Fifty to thirty years ago, students who graduated from high school could master basic life-coping skills such as demonstrating proficiency in reading, writing, and comprehending mathematical operations.

Since education has changed throughout the years, significant deficits across the nation should be restored. If education is reimagined, significant gains can advance tremendously, and the reputation of education can rise to the level of excellence.

In reimagining education, we must first look at the role of the teacher. The educator should guide and mentor the student, not just one who extends directions. Based on insights from contemporary educational analyses and forward-looking perspectives on educational empowerment, it's evident that the educational framework holds the potential to empower all stakeholders—students, educators, and parents—ensuring a conducive and impactful learning milieu.

Imagine an atmosphere where teachers have the power to make decisions in administering the learning within the classroom walls, students are engaged in daily learning tasks, and parents are positively connected to the school environment. According to Rusticus et al., 2020 and Shochet

et al., 2013, a positive learning environment comprises a psychological, social, cultural, and physical setting where learning occurs and participants' experiences and expectations are co-created

Educators serve as pivotal architects of a nurturing classroom atmosphere, while students bestowed with the agency to chart their academic journey and determine their educational milestones experience true empowerment. The instructor directs students to understand they are responsible for their educational growth. Students will realize the possibilities of intellectual and moral development that can mold them into responsible citizens for the future society. Students could make decisions that cultivate, challenge, and motivate new ideas. The Educational world would benefit greatly if we were to get back to basics in our classrooms, allowing students to manifest their thoughts.

When parental and community-based involvement is present, a connection with the teacher and student becomes prevalent. The same goals and purpose are encountered and accomplished. The team works together for the common cause, "student's success."

In conclusion, reimagining education involves the main components in the educational organization that are essential for a successful change in the didactic learning environment. It would mold young leaders, thinkers, and innovators of tomorrow. Reimagining education would break down the walls and devastating barriers that currently exist today and ultimately improve the educational system.

Bonita G. Durrah
Southeast Regional Director
2023-2027

Reimagining, Redesigning, & Refocusing Education

Lessons from the 2020 Pandemic

The 2020 Pandemic presented an unprecedented crisis for American public education. Yet, it also catalyzed transformative innovation and resilience within the educational community. Educators nationwide showcased remarkable ingenuity and adaptability when faced with the abrupt disruption of conventional learning settings. They utilized emerging technologies and pedagogical approaches to better address the needs of students and families.

During the pandemic challenges, educators embraced a culture of ongoing learning and exploration, delving into innovative instructional and support methods. This included adopting 24-hour learning scenarios inspired by concepts advocated by individuals like Sal Khan. Educators produced abundant educational content across various digital platforms, ensuring accessibility and engagement for students regardless of time or location. In rural areas such as my school district in Alabama, efforts to maximize outreach included establishing media accounts across diverse platforms such as Facebook, YouTube, Instagram, TikTok, Twitter, Dojo, Remind, and SchoolCast.

Furthermore, the pandemic spurred the development of successful models for content delivery, facilitated by districts' provision of learning subscriptions and curated online resources. Schools streamlined access to educational materials through intuitive digital interfaces, empowering students

to pursue continuous learning quickly. Professional development initiatives comprehensively equipped teachers to use various learning management systems proficiently, enabling effective content delivery across real-time synchronous instruction, hybrid learning environments, and digital platforms.

In addition to technological advancements, educators prioritized fostering connections between schools and families, recognizing the critical role of community support in facilitating learning. Collaborative efforts addressed fundamental needs outlined in Maslow's Hierarchy of Needs, such as food security and access to technology. Schools mobilized resources to provide meals, offer technical assistance, and deliver medical guidance to families, ensuring holistic support for student well-being. In our district, parents signed into Facebook Live and Zoom Webinar by the hundreds to stay in the know, give vital input to school leaders, educators,

and staff, and ensure their children's best interest was always a priority. A state news outlet featured our school district for its outreach to students and families: <https://bit.ly/3VIFi0Y>.

While the pandemic necessitated rapid adaptation and innovation, the "too eager" return to normalcy should not diminish the significance of the strategies and processes developed during this period. We must focus on sustaining and refining the 'good and great' practices that emerged during the pandemic rather than reverting to outdated norms. By adopting a culture of continual enhancement and utilizing the insights gained from the pandemic, we can nurture a more resilient and student-focused education system for the future.

*Jacqueline A. Brooks,
Ed. D, Upsilon*

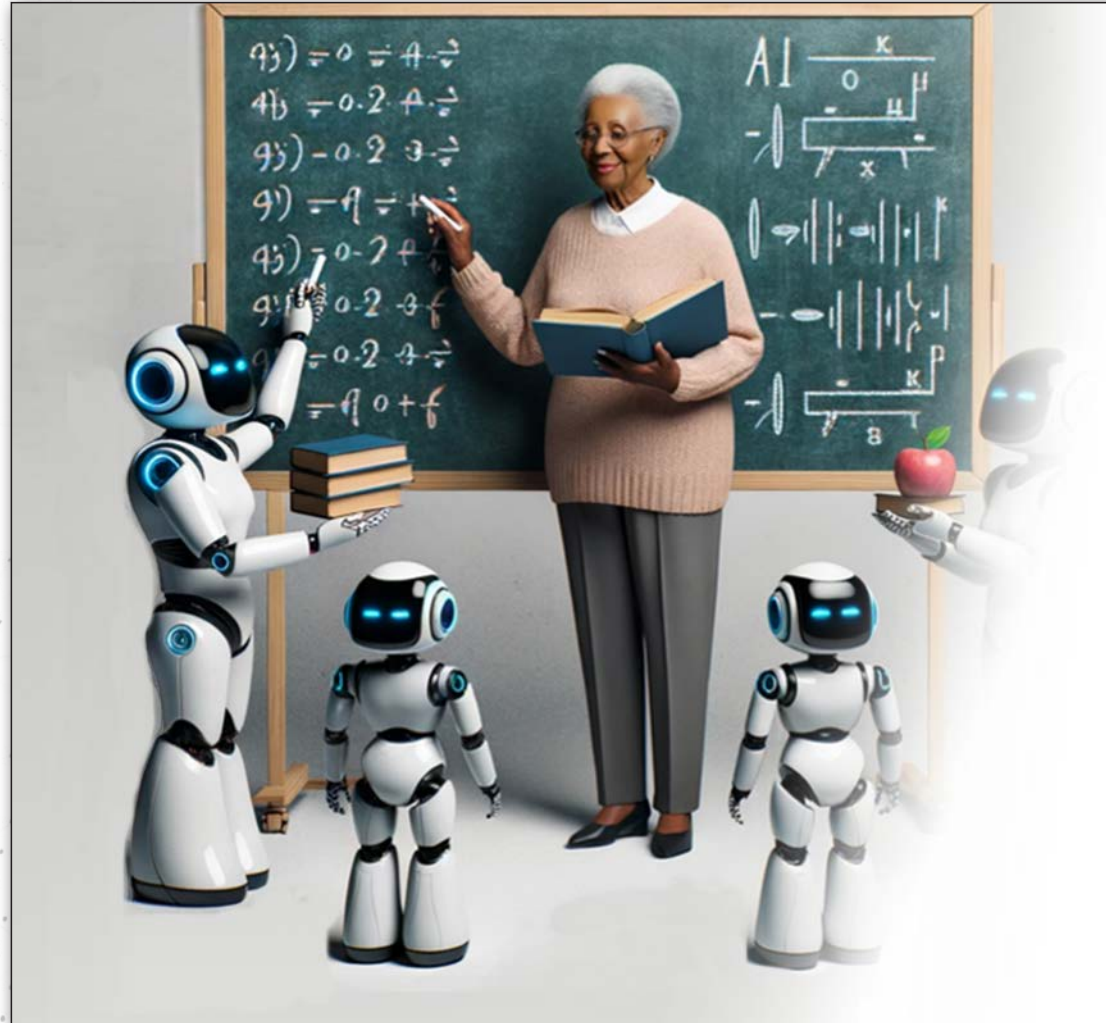


TECHNOLOGY AND TEACHERS: The Ongoing Conversation on Reimagining and Repurposing Resources Used in Education

Chance encounters at everyday venues (supermarkets, gas stations, salons, spas, etc.) often lead to passionate conversations among strangers about the pros and cons of tech platforms and their affect on education and everyday life. The impact is instructive for virtually every demographic group.

Today, baby boomers especially may feel confused, frustrated, intimidated, and even left behind by both the technology and the terminology used in living and learning, and this is the back story to those emotions. Boomers got their formative education “back in the day” when the search engines for information included the now archaic platforms such as the Dewey Decimal Library Indexing System, the Britannica Encyclopedia Series, and the Webster Dictionary Edition. So, Boomers (and others) feel understandably mystified, excluded from the conversation, and sometimes clueless about terminologies like 5G Broadband, Bots, Algorithms, and AI. Yet they know better than many that education is not a static institution and that it always has and always will be evolutionary.

I remember when “Homebound Learning” was a vast revolutionary leap forward in Public Education’s efforts to comply with the ADA (American Disability Act) to make education accessible and equitable for all students. Human resources (teachers and aides) were repurposed to



physically take their instruction into the homes of disabled students during the school day hours. Conceptually, this was the birth of “No Child Left Behind”. Now, take a minute and think of the many additional stop gaps since then in reimagining the direction of education and fast forward to 2024.

Today, technology can process information at the speed of light/sound 24/7/365 to all learners in a virtual universal classroom setting. Education and learning are now as personal as they once were public, and their access is limited only by the learners’ imagination. Even so, the humanity of a real-life teacher remains indispensable

to the institution of education. No matter the 24/7/365 accessibility, availability, and creativity of all the information platforms via technology, there is a 0.00% chance of replacing a competent, compassionate, courageous classroom teacher. Full Stop!!!

I feel kind of sad. Teachers should embrace change and use it in targeted, tailored, objective, and creative ways to enhance the quality and quantity of the educational experience for students. STEM (science, technology, engineering, and mathematics) and other moonshots of information occur daily that will intentionally provide revolutionary improvements for old methods and concepts for consumption by learners at the pace of their choosing. There is no intended competition or replacement factor between technology and teachers; the mission is to make good teachers even better teachers and help students learn more of what they need to learn ... a win-win for everyone! I say let technology do what it does (enhance and supplement). And to teachers, I say you do you and use technology to become the best "imaginable" you!

Rose Dees,
Psi



“

Education is for improving the lives of others and for leaving your community and world better than you found it.

- Marian Wright Edelman

FEATURE ARTICLE

PRIORITIZING

PLAY TIME IN THE DIGITAL AGE:

Hey Mama,

It's me, your little guy. I hope you're having a good day!

I just wanted to tell you how much I love being with you the most! You're like my superhero and my favorite person to play with. But sometimes, I feel sad when you're always busy on your cell phone.

I really enjoy playing games on my tablet, but you know what's even better? Playing with you! When we used to read stories, build stuff and go on walks, it was the best time in my life!

A Love Letter from a Little Heart

I know you're busy with work and all us kids, but can we go back to having more fun time together? Like maybe 30 minutes every day without tablets or phones? We could play games or just hang out.

It'd make me so happy!

I promise to love every minute we spend together. 'Cause you're not just my mom, you're my superhero. Thanks for being the best mom ever. I love you lots!

Happy Mother's Day!

Your son.



Juanita Wynn,
Alpha Beta



Recommended Reading:

Crouch, A. (2017). The Tech-Wise Family: Everyday Steps for Putting Technology in Its Proper Place. Baker Books; Payne, K. J. (2010). Simplicity Parenting: Using the Extraordinary Power of Less to Raise Calmer, Happier, and More Secure Kids. Ballantine Books; Mackenzie, S. (2018). The Read-Aloud Family: Making Meaningful and Lasting Connections with Your Kids. Zondervan; Palladino, L. J. (2015). Parenting in the Age of Attention Snatchers: A Step-by-Step Guide to Balancing Your Child's Use of Technology. Shambhala Publications.

Leading with Distinction: Innovating Education



Just imagine showing up in August, enthused about welcoming the faculty and staff to a new and exciting school year; then a few weeks later, everything changes with a few but profound words. “I’m sorry, but I am going to have to take an extended leave of absence for medical reasons. I thought I could wait for the procedure, but my doctor wants me to take care of it now.” Imagine hearing a variation of these words from crucial team members, including the assistant principal, not once but five times within the first sixty days of school. At that point, the level of frustration that I felt was indescribable because, as an instructional leader, how was I supposed to coach when the team did not show up? Unfortunately, this is the state of education today—oftentimes, the coach is also a player. Navigating the terrain of reasonable challenges is an integral part of being a school leader; however, what do you do when faced with a limited pool of teachers, few substitute teachers, and unexpected illnesses attacking your leadership team? Looking back, I probably should have panicked, but things happened so quickly that I had to focus my energy on 220 students depending on me to be present and provide a structured learning environment.

The truth is that COVID-19 impacted the educational landscape in myriad ways, significantly disrupting learning with a solid attempt to decimate what was left of a rapidly declining pool of educators. However, the pandemic also taught school leaders how to pivot in the face of unprecedented challenges. A giant hole was

Amid Challenges

left in my campus's faculty- a small, rural school that had yet to regain its footing academically or behaviorally post-COVID-19. However, dealing with five employees on extended leave simultaneously challenged me to pivot and re-frame to meet my students' needs effectively.

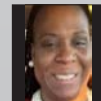
Realizing the need for unique and viable solutions, I first restructured the master schedule by establishing a stronger collaborative team of teachers. I created an opportunity for new teachers to team teach with effective teachers who demonstrated effective pedagogical skills. The desired outcome was for teachers to develop strong partnerships that included thoughtful discourse and interconnectedness to develop shared beliefs about teaching and learning. Then, I combined two classes and reassigned a teacher with a track record of success to teach a class of lower-performing students. When a teacher resigned suddenly, and no replacement was in sight, I delegated tasks to free up my time to teach the class to maximize effectiveness and reduce loss of instructional time.

In addition, I renewed my focus on Professional Learning Communities (PLCs). No matter what, PLC time was protected each week to ensure that teachers maintained a strong collaborative structure. The focus of the PLCs was on analyzing student work, implementing research-based practices, open and honest communication, and data-informed decisions that drove instructional practices. Everyone understood that PLC time was protected, and the facilitation of meetings was delegated to a capable teacher in the extended absence of the teacher leader.

Another layer of support that I utilized was our central office staff. I requested assistance facilitating disciplinary mediation for the duration of the class I taught daily. This support allowed me to focus on providing high-quality instruction to our students. The PBIS team and I implemented a time-out room to decrease the number of behavior infractions written. Students had a chance to reset and refocus instead of receiving disciplinary infractions. I relied on paraprofessionals, custodians, maintenance men, and the groundskeeper to operate the time-out room. Although no teacher was to facilitate the time-out room, our school is fortunate to have I-I device access. Therefore, students had access to their teachers' Google Classroom and were expected to complete assigned classwork while taking time out. Everyone had buy-in and understood that it was "all hands-on-deck," and everyone had to be held accountable.

Reflecting on the school year that is not quite over yet, I am genuinely grateful to God for his provision, hand of protection, and guidance. Jeremiah 29:11 states, For I know the plans I have for you. Plans to prosper you and not harm you. Plans to give you hope and a future. When people ask me how do I teach, lead a school, find time to sit and eat lunch with students, and remain sane? My response is, "To Whom much is given, much is required, and leaders have to stand tall no matter what."

Dr. Stacey-Ann Barrett
Alpha Theta



BEYOND THE CLASSROOM WALLS

REDEFINING EDUCATION FOR TODAY'S STUDENTS

All over the country, teachers face tough decisions on how to educate 21st Century students. Compounding this problem are the personal issues many students in the school system face. These individual issues include homelessness, transportation, nourishment, and acquiring appropriate resources needed to keep them actively engaged in learning. Although these issues significantly impact students' knowledge and ability, teachers encounter another problem: using modern-day technology in the classroom. Due to the ever-growing world of change and technology, students are not mastering the necessary skills to succeed today. There is a significant learning crisis in the field of education, and there is a need for a dynamic change. Therefore, for 21st Century students, teachers must now reimagine education.

Reimagining education must be consistent as more personal issues will continue to impact 21st-century students' learning. Education can be reimagined if students are not plagued with outside problems and remain focused on learning critical competencies required in major subject areas. For students to understand key competencies, teachers must develop and present content in a way that keeps students engaged in learning. 21st Century students prefer content that is exciting, meaningful, and relevant. They must see the connection to what is being learned, why it is being learned, and how it can be applied to everyday life. These questions asked by 21st Century students are why technology such as computers, video, podcasts, and interactive presentations developed or revolutionized during the 21st Century should be used as a resource in the classroom.

21st-century students find technology exciting, interesting, and engaging. Still, millions will not develop

the skills required to advance to the next level because of limited or no classroom technology access. For some 21st Century students, educational growth and development will be restricted, and many 21st Century teachers feel this is unfortunate. Technology can connect students with their peers, teachers, and communities. Technology promotes interactive learning, collaboration, communication, and access to information. Teachers can track students' progress and performance in real time, and data from content areas can be immediately assessed and assessed with proficiency. In 2020, an event occurred that revolutionized how learning was introduced. This event forced the use of several collaborative platforms like Zoom, Google Classroom, and Microsoft Teams. These platforms connected and enhanced Student's overall learning abilities and experiences. Teachers could monitor students' progress and deficiencies in real time and provide constructive feedback to each Student in a timely manner.

Teachers face a tough challenge in educating 21st-century students all over the country. The 21st Century Students' issues, coupled with technological matters, are known obstacles these students face when trying to master the necessary skills to survive in today's ever-growing world of change and technology. Teachers are aware of the significant learning crisis in education, and educators are aware that education requires a Dynamic Change. Therefore, education must be reimagined, but first, all issues 21st-century students face and will continue to face if they are not acknowledged and addressed.

*Sheena Bass,
Beta Eta*



Navigating Change: The Power of Self-Education in Shaping Future Learning Paradigms

In the ever-changing world of education, one thing's for sure: self-education packs a punch. It's like a secret weapon, shaping how we'll learn. So, let's dive into why self-education is such a big deal and how it's shaking up the education game.

At its core, self-education is about taking charge of your learning journey. It's not about waiting for someone to hand you knowledge on a silver platter; it's about going out there and grabbing it yourself. In a world where things are moving fast, and traditional education systems can't keep up, self-education is like having a superpower.

What's cool about self-education is that it's super flexible. You're not stuck following a rigid curriculum or sitting through boring lectures. Instead, you can choose how, when, and what you want to learn. Whether you dive into online courses, devour books, or get your hands dirty with hands-on projects, the world is your oyster.

But self-education isn't just about learning for the sake of it. It's about embracing a mindset of lifelong learning. In today's world, where job roles are constantly evolving and new technologies are popping up left and right, adapting and learning on the fly is crucial. Self-education teaches you how to roll with the punches and stay ahead of the curve.

Plus, self-education is a great equalizer. It doesn't matter where you come from or how much money you have; as long as you have access to the internet, you have access to a world of knowledge. Whether a kid in a remote village or a professional in a bustling city, the power to educate



yourself is right at your fingertips.

And here's the exciting part: self-education isn't just for individuals. It's also shaking things up on a bigger scale. Traditional schools and universities are starting to take notice, realizing that they need to adapt or get left behind. Instead of being the sage on the stage, teachers are becoming more like guides, helping students navigate their own learning paths.

So, what does all this mean for the future of education? Well, things are going to look a whole lot different. Instead of sitting in classrooms, students will be out in the world, learning by doing. Instead of following a set curriculum, they'll forge their paths, driven by passion and curiosity.

Self-education is more than just a buzzword; it's a game-changer. By empowering individuals, breaking down barriers, and fostering a culture of lifelong learning, self-education is reshaping the way we think about education. So, as we navigate the ever-changing landscape of education, let's embrace the power of self-education and pave the way for a brighter future for learners everywhere.

Suggested Reading:

Drive: The Surprising Truth About What Motivates Us, Daniel H. Pink; The Element: How Finding Your Passion Changes Everything, Sir Ken Robinson

Vanessa White,
Alpha Beta



Creating a Culture of HIGH Expectations

As educators move into the next era of educating our youth, we must embrace the impending challenges ahead. Our current educational infrastructure will not address the demand for future jobs. Principals, teachers, parents, school counselors, or any school staff members will face the demands of a forever-changing world. These challenges will require educators to develop a mindset that will require us to become thought partners to address the various needs of our new generation of scholars. Finding appropriate solutions to support our scholars is not impossible; however, educators must abandon the one-size-fits-all education and adapt and create proven educational strategies. Therefore, we must consider a dual approach to fortify our educational infrastructure that includes improving our schools' culture and creating systemic academic change systems.

We must begin thinking and speaking well of our school communities as an educational community. Lucey and Thouin (2022) teachers, staff, students, parents, and community members must feel part of something greater than themselves. We must provide avenues for our significant stakeholders to contribute and collaborate to reimagine our educational system.

We must use innovative practices that reach all socioeconomic communities.



However, this cannot be achieved without addressing the mindset behind our schools' existing educational cultures. A culture of high expectations begins with instilling the confidence and agency needed to strive for high levels of performance ("How Great Principals Drive High Expectations," 2024).

Educational leaders and teachers must be forward thinkers and move to create school cultures where excellent instruction occurs daily. One of the most significant parts of social infrastructure is education in schools, where children begin their education from kindergarten through high school. At the Center for Model Schools, we view culture as the interstitial glue that strengthens the organization's ability to flourish and unites the entire school community. A thriving culture is based on relationships, rigor, and relevance; it is the foundation for the most critical values in education. Above all, it demonstrates that challenging learning objectives can be met and even exceeded. When everyone cooperates to meet high standards, it fosters an atmosphere where everyone feels seen, heard, respected, and safe (Lucey & Thouin, 2023).

Secondly, we must raise the bar and reinvent how we see our beloved teaching profession. There is a great need for school districts to collaborate and partner with colleges of education to build a strong workforce of prospective teachers. Research indicates that although new teachers are likely to take their first job near their home, they are ten times more likely to take a first job near where they student taught. Building a strong workforce can begin before prospective teachers finish their preparation program (Six Steps to Hire a Strong Teacher Workforce, n.d.). The first challenges are raising the status of teaching as a career choice, attracting more talented individuals to the field, and developing teaching as a knowledge-based profession. Top-performing schools must do more than hire the best teachers available; they must also comprehend the nature of proficient teaching and apply this understanding to design professional development courses and initial teacher foundation programs (Lucey & Thouin, 2023).

Moreover, educational leaders and teachers must set goals and high expectations. A high-functioning school system is based on purposeful, continuous improvement. The word system is essential here because, as author James Clear states in his book *Atomic Habits*, "You do not rise to the level of your goals. You fall to the level of your systems." Goals are helpful and necessary in work because they can set a clear course, foster transparency, and provide a marker for communicating where one wants to end up. However, without a change-management process in place, goals are insufficient. Once a system-based continuous improvement process is established, progress should inevitably lead to achieving the intended goals and outcomes—as the renowned NFL coach Bill Walsh once said, "the score will take care of itself." (Six Steps to Hire a Strong Teacher Workforce, n.d.). Educators must create a holistic approach and set high expectations for their schools, which are equal parts belief and action. One cannot have one without the other. Moreover, as education leaders and teachers, we must have high expectations for all students because success is imminent with the right environment

References:

Ask EduCareer. (2020, December 19). *4 New challenges schools will face in the future* | AskEduCareer. AskEduCareer. <https://tinyurl.com/4k6hmjyb>; *How great principals drive high expectations.* (2024, February 13). *New Leaders Blog.* <https://tinyurl.com/4buu646s>; *Lucey, L., & Thouin, M.* (2023, October 29). *Two Ways to Address the Challenges in Education.* Houghton Mifflin Harcourt. <https://tinyurl.com/2jvne4jk>; *Six steps to hire a strong teacher workforce.* (n.d.). *National Council on Teacher Quality (NCTQ).* <https://tinyurl.com/4tu7e3ny>

Zella R. Ford
Zeta Delta



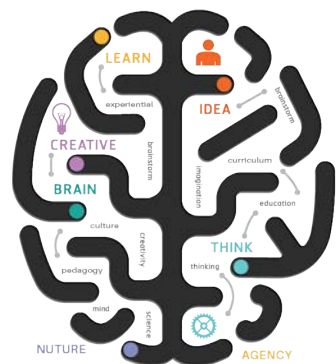
Dynamic Change: Nurturing Black Student Agency for Educational Equity & Innovation

Constraints to Privileging Black Student Agency



Born from the Industrial Revolution as a dominantly positivistic panacea for establishing order, peace, and equity in a progressively populated country, bureaucracy still pervades every entity of our society. However, many scholars revealed how this pervasion has seemingly cost more than the United States could afford, as it has often inevitably sought to establish structural constraints (such as compliance, standardization, and uniformity) at the cost of inhibiting public school learning experiences (culture, climate, curriculum, pedagogy, teacher training, and policy) that empowered Black student agency — “a critical skill needed to demonstrate ability to better one’s opportunities and life changes that manifest in deliberate effort to overcome structural constraints” (Kundu, 2020, p.23).

Consequently, bureaucracy has inherently monopolized the degree to which student agency functioned to emancipate and nurture the learning experiences of all students, no matter their backgrounds or identities, by focusing on transactional, uniform standards for knowledge



rather than embracing a standard that was inclusive of all identities and epistemologies. This monopolization directly relates to how bureaucracy reinforces and perpetuates systematic oppression within our public school system (Freire, 1970; Safir & Dugan, 2021) Specifically in predominantly Black,

Title One schools, where students are disproportionately targeted with poverty, racial bias, violence, environmental injustices, drug and alcohol abuse and inadequate access to health care services, public schools often do not practically consider the systematic plights faced by their predominantly Black, low-income student groups. Though Title One funding is provided to give extra support to low-income schools, these funds are often not correctly allotted to provide intentional and responsive space in the school to disrupt the generational cycles of oppression faced by their students. Instead, these Title One funds often function to maintain schooling as is to ensure Title One schools can “compete” with the non-Title One schools, which ultimately disregards the underlying systemic barriers faced by Black student groups.

Not giving space for Black students’ experiential knowledge and backgrounds often limits educators’ efforts to understand what is genuinely and uniquely needed to support these student groups. Freire (1970) and Kundu (2020) revealed how robbing these students of genuine opportunities to practice agency and positioning them as transactional subjects with no genuine opportunity to contribute to the learning experience also pushed these students to places of resistance and performativity against the mandated standards for achievement, thereby yielding prevalent “failing school labels” that did not reflect the actual talent, intelligence, and resilience of our Black students from low socioeconomic backgrounds.

Importance of Privileging Black Student Agency

Student agency has been foundational in every student’s short-term and long-term success and society. It (student agency) was what educator Paulo Freire (1970) noted to be exceptionally fundamental to liberating and empowering the learning experiences for historically marginalized students, as this skill helped rescue historically marginalized students from the “banking model of education” that often positioned them as passive, empty, inexperienced vessels needing knowledge. Thus, many scholars argued how fostering student agency was a necessary step toward challenging the generational cycles of oppression, poverty, and passivity that historically marginalized students (i.e., Black and Hispanic) often disproportionately faced.

When intentionally fostered throughout the school culture, student agency sparked short-term benefits, such as increased student motivation, enhanced student satisfaction in their learning, increased student leadership and academic success, and inspired greater social justice awareness throughout the school and its surrounding community. In addition, research revealed how these short-term benefits of fostering student agency could potentially pave the way for long-term benefits, such as increasing the likelihood that Black students pursue career fields that could support the future standing of our society as a whole (politically, ecologically, economically, morally) by creating culturally-responsive solutions that addressed the current ongoing world crises against climate change, food insecurity, global public health concerns, social and gender injustices, and a declining public education system.

References:
 Freire, P. (1970). *Pedagogy of the oppressed* (MB et al.). New York: Continuum, 2007. Kundu, A. (2020). *The power of student agency: Looking beyond grit to close the opportunity gap*. Teachers College Press. Safir, S., & Dugan, J. (2021). *Street data: A next-generation equity, pedagogy, and school transformation model*. Corwin.

Dr. Mashika Tempero Culliver
 Zeta Delta



MIDWEST REGION

The "Magnificent" Midwest Region



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



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

CHAPTERS

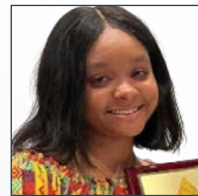
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3012	Mu	Chicago, IL
3018	Sigma	Cincinnati, OH
3019	Tau	Indianapolis, IN
3022	Chi	Detroit, MI
3024	Alpha Alpha	Kansas City, MO
3030	Alpha Eta	Evansville, IN
3036	Alpha Nu	St. Louis, MO
3037	Alpha Xi	Cleveland, OH
3049	Beta Gamma	Toledo, OH
3050	Beta Delta	Dayton, OH
3055	Beta Iota	Akron, OH
3058	Beta Mu	Gary, IN
3068	Beta Chi	Milwaukee, WI
3070	Gamma Alpha	Columbus, OH
3071	Gamma Beta	Kansas City, KS
3073	Gamma Delta	Flint, MI
3079	Gamma Kappa	Saginaw, MI
3086	Gamma Rho	Shaker Heights, OH
3093	Delta Alpha	Inkster, MI
3110	Delta Sigma	Jefferson City, MO
3111	Delta Tau	Wichita, KS
3129	Epsilon Xi	Forest Park, OH
3136	Epsilon Phi	Evanston, IL
3141	Zeta Gamma	Maywood, IL

STATES

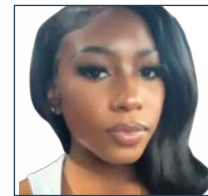
Illinois
Indiana
Kansas
Michigan
Missouri
Ohio
Wisconsin



2024 NATIONAL SCHOLARSHIP WINNERS MIDWEST REGION



Melony Spencer
Alpha Xi Chapter
KOT Winner



Alison Benson
Alpha Xi Chapter
Female Winner

MIDWEST REGIONAL DIRECTOR

Greetings from the Regional Director of the Magnificent Midwest Region

Adapting to Change: Exploring Innovative Approaches to Education in Today's Society

Several notable events from the past year have showcased innovative approaches and significant transformations in the ever-evolving education landscape. These developments resonate with the theme of "Dynamic Change: Reimagining Education" and contribute to reshaping educational practices, policies, and technologies in today's society. Here are some key highlights:

- 1. Remote Learning Revolution.** The global scale of the COVID-19 pandemic prompted schools worldwide to transition to online platforms rapidly. This monumental shift, driven by the resilience and adaptability of educators, forced a reevaluation of traditional teaching methods and a rapid embrace of digital tools and resources. The pandemic underscored the importance of flexibility and adaptability in education, paving the way for a more blended learning approach even post-pandemic.
- 2. Personalized Learning Platforms.** With the increased reliance on technology, personalized learning platforms gained momentum. These platforms leverage data analytics and artificial intelligence to tailor educational content to students' needs and preferences. By offering customized learning experiences, personalized platforms promote engagement, motivation, and academic success. They represent a dynamic change in how education is delivered, moving away from one-size-fits-all approaches toward customized student pathways.
- 3. Emphasis on Social and Emotional Learning (SEL).** Recognizing the importance of holistic development, educators have emphasized social and emotional learning in education, highlighting its significance. Educational institutions are integrating SEL curricula and practices to aid students in cultivating crucial life skills, including self-awareness, empathy, resilience, and responsible decision-making. These initiatives aim to create supportive learning environments that nurture students' well-being, fostering academic success and emotional intelligence.
- 4. Diversity, Equity, and Inclusion Initiatives.** In response to calls for increased diversity, equity, and inclusion in education, schools, and educational institutions are enacting initiatives to promote representation and cultivate inclusive environments. This implementation includes diversifying curriculum content, recruiting a more diverse faculty and staff, implementing anti-bias training, and creating safe spaces for marginalized communities. These efforts address systemic educational inequalities and ensure all students can access equitable learning opportunities.
- 5. Experiential and Project-Based Learning.** There is a growing recognition of the value of experiential and project-based learning approaches in education. These methodologies emphasize hands-on, real-world experiences where students actively engage in problem-solving, critical thinking, collaboration, and creativity. By connecting learning to authentic contexts and experiences, experiential and project-based learning foster a more profound understanding and application of knowledge, preparing students for success in an ever-changing world.
- 6. Innovations in Assessment and Evaluation.** Traditional assessment methods are being reimagined to align with modern educational

goals and practices. Educators are exploring alternative assessment forms, such as competency-based assessments, performance tasks, portfolios, and self-assessment tools. These approaches provide a more comprehensive and nuanced understanding of student learning, moving beyond standardized tests to assess diverse skills, knowledge, and abilities.

- 7. Global Collaborations and Virtual Exchanges.** The shift towards virtual communication and collaboration has facilitated global connections and cross-cultural exchanges in education. Schools partner with institutions worldwide to engage in collaborative projects, cultural exchanges, and joint initiatives. Virtual exchange programs enable students to interact with peers from different backgrounds, fostering intercultural competence, global awareness, and collaboration skills essential in today's interconnected world.

These events and developments reflect the ongoing transformation and innovation in education, aligning with our theme of "Dynamic Change: Reimagining Education" by emphasizing flexibility, personalization, inclusivity, experiential learning, and global collaboration.

As education evolves, these dynamic changes pave the way for a more responsive, equitable, and engaging learning experience for all learners.

*Dr. Cynthia D. Warren
Midwest Regional Director
2023-2027*



FEATURE ARTICLE



**REIMAGINE
THE IDEAL
TEACHER**

INSIGHT FROM THE



NING
AL

THE STUDENT LENS

In the bustling corridors of academia, teachers stand as beacons of guidance, shaping the educational landscape with their wisdom and dedication. But what qualities truly define the ideal teacher from the perspective of students? Let us embark on a journey of exploration, delving into the essence of the ideal educator through the discerning eyes of those they inspire.

The ideal teacher exudes an approachable aura that beckons students to seek guidance without hesitation. Approachability transcends mere physical presence; it embodies an openness of heart and mind that fosters trust. In the bustling corridors of academia, teachers stand as beacons of guidance, shaping the educational landscape with their wisdom and dedication. But what qualities truly define the ideal teacher from the perspective of students? Let us embark on a journey of exploration, delving into the essence of the ideal educator through the discerning eyes of those they inspire.

Approachable Aura

The ideal teacher exudes an approachable aura that beckons students to seek guidance without hesitation. Approachability transcends mere physical presence; it embodies an openness of heart and mind that fosters trust and camaraderie. Whether through a welcoming smile, a listening ear, or a warm gesture, approachable teachers create safe spaces where students feel empowered to voice their questions, concerns, and aspirations without fear of judgment.

Engaging Enthusiasm

Enthusiasm is the lifeblood of effective teaching, infusing lessons with vibrancy and vitality. The ideal teacher is a master storyteller, weaving narratives that captivate the imagination and ignite a passion for learning. Their eyes sparkle with excitement as they delve into the intricacies of their subject matter, their words reverberating with genuine enthusiasm that resonates with students on a profound level. Through their infectious energy, they transform mundane lessons into captivating odysseys of discovery, leaving students hungry for more.

Adaptive Agility

In the ever-changing landscape of education, adaptability reigns supreme. The ideal teacher possesses the agile mindset needed to navigate the ebb and flow of the educational tide with grace and resilience. They embrace innovation and experimentation, eagerly incorporating new technologies, pedagogical approaches, and cultural perspectives into their practice. With a keen awareness of their students' diverse needs and learning styles, they tailor their teaching methods to ensure equitable access to knowledge and opportunity for all.

Empathetic Empowerment

Empathy forms the bedrock of the ideal teacher-student relationship, forging deep connections built on mutual understanding and respect. Empathetic teachers possess a keen awareness of their students' emotional states, challenges, and triumphs. They extend a compassionate hand to lift students up when they stumble and celebrate with them when they soar. Through their empathetic approach, they empower students to embrace their strengths, overcome obstacles, and cultivate a sense of agency over their own learning journey.

Inspiring Mentorship

Beyond the confines of the classroom, the ideal teacher serves as a beacon of guidance and inspiration, lighting the path to academic and personal growth. They go beyond the role of educator to become trusted mentors and confidants, offering sage advice, encouragement, and unwavering support. Their words of wisdom echo in the

halls of memory, guiding students through the trials and triumphs of adolescence and beyond. With their steadfast presence by students' sides, they inspire confidence, resilience, and a lifelong love of learning.

The ideal teacher, as perceived through the discerning eyes of students, embodies a rich tapestry of approachability, enthusiasm, adaptability, empathy, and mentorship. They are not merely purveyors of knowledge but architects of inspiration, sculpting the hearts and minds of future generations with wisdom, compassion, and boundless dedication. As we reflect on the profound impact of teachers on our lives, let us honor and celebrate these unsung heroes who illuminate the path to enlightenment with their unwavering commitment to excellence.

Recommended Reading

The Passionate Teacher: Cultivating Enthusiasm and Engagement in the Classroom by Robert L. Fried. This book delves into the importance of passion and enthusiasm in teaching and offers practical strategies for igniting students' curiosity and engagement.

The Growth Mindset Teacher: Empower Students to Love Learning by Annie Brock and Heather Hundley. Brock and Hundley discuss the concept of growth mindset and its impact on teaching and learning, providing practical strategies for fostering a growth mindset culture in the classroom.

The Connected Educator: Learning and Leading in a Digital Age by Sheryl Nussbaum-Beach and Lani Ritter Hall. Nussbaum-Beach and Ritter Hall explore the transformative potential of digital technologies in education and offer insights into how educators can leverage technology to connect with students, colleagues, and resources for professional development.

Tools for Teaching by B.G. Davis. Davis provides practical tips and techniques for enhancing teaching effectiveness, including strategies for creating an inclusive and supportive learning environment.

Monica Nance
Alpha Alpha



ILLUMINATING THE EDUCATIONAL ECLIPSE

NAVIGATING DYNAMIC CHANGE IN MODERN EDUCATION

Within the continually evolving realm of education, the concept of 'Dynamic Change: Reimagining Education' emerges as a guiding light, navigating us through the intricacies of our educational framework. This theme lies within a profound dichotomy: the juxtaposition of enlightenment and obscurity, innovation and stagnation, progress and regression. This duality is encapsulated by the 'Educational Eclipse,' wherein the radiant potential of education is momentarily obscured by the shadows of outdated paradigms and institutional inertia.



The term 'Educational Eclipse' signifies a pivotal moment in the trajectory of education, where traditional methods and approaches cast a shadow over the transformative possibilities of modern pedagogy. This phenomenon is characterized by the reluctance to embrace change, the perpetuation of antiquated practices, and the resistance to innovative educational strategies. Yet, within this shadow lies the opportunity for enlightenment and renewal.

The Eclipse of Education represents a critical juncture in our journey toward educational excellence. It prompts us to question the status quo, challenge conventional wisdom, and seek innovative solutions. It encourages us to envision education not as an unchanging entity but as a dynamic endeavor that adjusts to the evolving requirements of learners and the challenges of an ever-shifting world.

At the heart of the Educational Eclipse lies the need for a paradigm shift that transcends traditional boundaries and embraces a holistic approach to learning. This paradigm shift departs from rote memorization and standardized testing, which are examples of antiquated practices, towards experiential learning, critical thinking, and interdisciplinary exploration, which are examples of innovative educational strategies. It involves harnessing the power of technology to enhance learning outcomes, foster collaboration, and promote inclusivity. It requires cultivating academic proficiency, social-emotional intelligence, creativity, and resilience.

To navigate the Educational Eclipse, educators must not only adapt but also become the driving force of change, catalysts for innovation, and champions of student-centered learning. They need to adopt a growth mindset and consistently pursue fresh concepts, optimal methods, and emerging educational trends. They must cultivate a culture of curiosity, experimentation, and lifelong learning, inspiring their students to participate actively in their educational journey.

Moreover, the Educational Eclipse compels us to reconsider the purpose and value of education in the 21st century. It challenges us to move beyond the narrow confines of standardized testing and academic achievement towards a more holistic conception of success. This includes personal fulfillment, social responsibility, and ethical leadership, as well as the ability to evolve into lifelong learners, critical thinkers, and empathetic global citizens. This broader conception of success is what we should strive for in our educational systems.

The Educational Eclipse serves as a poignant reminder of the dynamic nature of education and the imperative of continuous innovation. It reminds us that amidst the shadows of complacency and conformity, a beacon of hope exists—an inclusive, equitable, and transformative vision of education. As we navigate the complexities of the Educational Eclipse, let us not just embrace but also champion the opportunity for renewal, reimagine the possibilities of education, and illuminate the path toward a brighter future for all learners.

References:

Darling-Hammond, L. (2010). The Flat World and Education: How America's Commitment to Equity Will Determine Our Future. This book by Darling-Hammond is a seminal work in the field of education, discussing the importance of equity in shaping the future of education. Teachers College Press. Wagner, T. (2008). *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need—and What We Can Do About It. This book by Wagner highlights the gap between the skills our education system provides and the skills our children need to succeed in the globalized world. It is a call to action for educators and policymakers to rethink our educational practices and embrace change.*

DeJeanette Williams
Alpha Mu



*Teaching is more than
imparting knowledge;
it is inspiring change.
Learning is more
than absorbing
facts; it is acquiring
understanding.”*

~ William Arthur Ward

23 Ways to Have Fun with Your KRINON Journal



Visit: <https://www.nspdk.org/publications>

Greetings, Sorors!

We all hold the wisdom and connection The Krinon Journal offers in high esteem. It's more than just a magazine; it's a historical record of Sorority achievements, a platform for diverse Soror voices, and a springboard for future endeavors. However, even the most enthusiastic Soror can hit a mental block when engaging with past issues or finding new ways to use their personal notebook alongside current Krinon Journals. Fear not! This guide is here to reignite your Sorority spirit with 23 mind-blowing ways to use your notebook and The Krinon Journal, reflecting on the Sorority's rich history and blasting off into a future filled with Sorority power! Let the Krinon Journal empower you to explore, create, and lead with confidence.

1 | Chapter Meeting Krinon Discussion: Let's foster a sense of community and shared values! Dedicate ten minutes of your next chapter meeting to a lively Krinon Journal discussion. Choose an article from a recent or past edition that sparks interest. Take turns reading passages aloud, then delve into a group discussion. Consider these prompts: What are the critical points of the article? How does it relate to our Sorority values? Does it spark any ideas for future Sorority initiatives? This is not just a discussion, it's a shared experience that strengthens our bond as Sorors.

2 | Krinon Club Panel Power: Channel your inner expert! If your chapter has Krinon Clubs focused on specific interests (e.g., social justice, leadership), empower them to delve into The Krinon Journal. Task a chosen Krinon Club

with presenting a panel discussion at a chapter meeting. They can select a relevant article from the Journal, research the topic further, and present their findings. This interactive activity is a fantastic way for Sorors to showcase their expertise and engage the chapter in thought-provoking discussions.

3 | Book Club Meets Krinon Journal: Let's start a journey of self-discovery and exploration! Looking to add some extra depth to your Sorority Book Club discussions? Integrate The Krinon Journal! Choose a Krinon Journal article that thematically aligns with your current Book Club book. Before your next meeting, have Sorors read the article and the book. During the discussion, explore the connections between the two. Does the article offer a new perspective on the book's themes? Does it raise any relevant social issues explored in the book? This is not just a reading assignment, it's an opportunity for personal growth and a deeper understanding of our Sorority's values.

4 | From Journal to Lesson Plan: Sorors are educators and leaders! Turn The Krinon Journal into a valuable teaching tool. Find an article that tackles a topic relevant to your field of expertise. Use this article as a springboard to create a lesson plan. Consider the target audience (age group, subject matter). Craft engaging activities, discussion prompts, and learning objectives based on the Krinon Journal article. This lesson plan can be used for future Sorority outreach programs or shared with colleagues.

THE
KRINON

5 | A Timeless Treasure Hunt: The Krinon Journal is a treasure trove of wisdom! Dedicate some time to exploring past editions. Flip through an older Krinon Journal and see if you can unearth an article that feels surprisingly relevant to current events or Sorority life today. Was there a social justice issue tackled decades ago that still resonates today? Did an article on Sorority leadership offer timeless advice? Jot down your discoveries and share them with fellow Sorors.

6 | Sisterhood in Action: The Krinon Journal can spark innovative Sisterly Relations activities. Find an article in The Krinon Journal focusing on Sorority bonding or community building. Use this article as inspiration to design a fun and engaging Sisterly Relations activity for your chapter. This could be a team-building exercise, a creative workshop, or even a volunteer activity inspired by the article's theme.

7 | Journaling Prompts for Deeper Dives: The Krinon Journal is a conversation starter. Select an article from The Krinon Journal that you find particularly thought-provoking. In your personal notebook, create a list of journaling prompts specifically designed to encourage deeper reflection on the chosen article. These prompts could ask Sorors to connect the article's themes to their own lives, challenge assumptions, or explore potential solutions to issues raised in the article. Share your prompts with fellow Sorors and encourage them to use them for personal reflection.

8 | The Krinon Art Project: Unleash your inner artist! Find an inspiring image or quote from The Krinon Journal (past or present). Use this inspiration to create a piece of art in your personal notebook. This could be a painting, sketch, collage, or digital creation. Let the Krinon Journal spark your creativity!

9 | Krinon Karaoke Night (with a Twist!): Liven up your next Sorority social event with a Krinon-themed Karaoke Night! Instead of belting out pop hits, challenge Sorors to choose inspiring speeches, poems, or mottos from past Krinon Journals. Let the Sorority spirit fill the room as Sorors deliver these empowering messages with a touch of theatricality.

10 | Dear Soror of the Future: Channel your inner time traveler! Write a letter in your notebook addressed to a Soror living 100 years from now (in

the year 2123, our Sorority's 150th anniversary!). Using information from The Krinon Journal and your own experiences, share what it's like to be a Soror in your time. Describe the Sorority's current goals, challenges, and triumphs. Express your hopes and dreams for the Sorority's future. This letter can be archived in a Sorority time capsule to be unearthed by future Sorors in 2123!

11 | The Krinon Quiz Challenge: Test your Sorority knowledge and have fun! Gather a group of Sorors and create a Krinon Journal quiz. Pull trivia questions from past and present editions of The Krinon Journal. These questions can test Sorority history, highlight Soror achievements, or delve into exciting facts gleaned from various articles. This is a lighthearted way to engage with Sorority history and see who emerges as the ultimate Krinon Journal whiz!

12 | Create a Social Media Campaign (Inspired by Krinon): The Krinon Journal is a powerful platform for Sorority voices. Find an article in The Krinon Journal that deeply tackles a social issue you care about. Use this article as a springboard to create a social media campaign to raise awareness. Craft compelling messages, design eye-catching visuals, and utilize relevant hashtags inspired by the chosen Krinon Journal article. Encourage fellow Sorors to share the campaign and use their voices to make a difference.

13 | The Krinon Infographic: The Krinon Journal is overflowing with data and information. Choose a complex topic or historical event explored in The Krinon Journal. In your personal notebook, create a visually appealing infographic to represent the information. Use charts, graphs, and clear, concise text to summarize the key points. This infographic can be a helpful study tool or even shared with the broader Sorority community to spark interest in the chosen topic.

14 | Soundtrack of the Sorority: Music can move us. Create a "Soundtrack of the Sorority" playlist inspired by The Krinon Journal. Think about the emotions and themes evoked by different articles. Find songs that capture the essence of Sorority life, social justice movements championed by the Sorority, or historical events documented in the Journal. Share your playlist with fellow Sorors and explain how the chosen songs connect to The Krinon Journal.

15 | *The Krinon Journal Scavenger Hunt:* Turn chapter meetings or social events into exciting adventures! Plan a Krinon Journal Scavenger Hunt. Create a list of clues based on facts, quotes, or snippets from past and present editions of *The Krinon Journal*. Sorors can work individually or in teams to decipher the clues and locate the hidden “treasures” (these could be specific *Krinon Journal* articles or quotes). This is a dynamic way to engage with *The Krinon Journal* in a fun and interactive way.

16 | *Create a Krinon Journal Reading Challenge:* Encourage Sorors to delve deeper into *The Krinon Journal's* rich history! Design a *Krinon Journal Reading Challenge*. This challenge could involve reading several articles from different decades, exploring articles on specific themes (e.g., Sorority leadership, social justice), or reading articles written by Sorors from other chapters. Offer small rewards or recognition for Sorors who complete the challenge. This is a fantastic way to promote lifelong learning and a deeper appreciation for Sorority history.

17 | *Krinon Jeopardy!:* Test your Sorority smarts with a rousing game of *Krinon Jeopardy!* Create a *Jeopardy-style* game board with categories based on *The Krinon Journal*. Categories could include Sorority history, achievements, social justice movements covered in the *Journal*, or interesting facts from various articles. Develop questions with varying difficulty levels to keep Sorors on their toes. This is a fun and educational way to explore *The Krinon Journal's* content and see which Soror reigns supreme as the *Krinon Journal* champion!

18 | *The Krinon Journal Fashion Show:* The *Krinon Journal* isn't just about words and ideas; it can also spark creativity in fashion. Host a *Krinon Journal Fashion Show* with a twist! Instead of showcasing the latest trends, Sorors would design outfits inspired by *The Krinon Journal*. They could draw inspiration from historical articles about Sorority attire, cultural themes explored in the *Journal*, or even colors and symbols associated with Sorority life. This would be a visually stunning way to celebrate Sorority history and encourage self-expression.

19 | *Dear Diary: A Sorority Through the Decades:* Imagine yourself as a Soror living through different eras of the Sorority's history. In your notebook, write a series of diary entries from the perspective of Sorors from other decades (e.g., 1920s, 1960s, 1990s). Use details from *The Krinon Journal* to capture the essence of each era.

Describe Sorority life, social issues of the time, and how the Sorority responded to these challenges. This creative writing exercise will deepen your understanding of Sorority history and the enduring Sorority spirit.

20 | *The Krinon Journal Debate Club:* The *Krinon Journal* fosters a space for various perspectives and thoughtful exchanges. Choose a controversial or thought-provoking article from *The Krinon Journal*. Divide Sorors into two teams and have them debate the merits of the article's arguments. This is a fantastic way to develop critical thinking skills, explore different perspectives, and see how Sorority values can be applied to real-world issues.

21 | *Sorority Trivia Night (Krinon Edition):* Liven up your next social event with a Sorority Trivia Night with a *Krinon Journal* twist! Craft trivia questions that go beyond basic Sorority history. Use *The Krinon Journal* as your source, developing questions based on interesting facts, quotes, or achievements highlighted in past and current editions. This will test Sorors' knowledge of *The Krinon Journal* and make for a fun and competitive evening.

22 | *Soundtrack of a Sister:* Through *The Krinon Journal*, we can connect with the stories and journeys of Sorors who came before us. Create a “*Soundtrack of a Sister*” playlist in your personal notebook. Imagine the music that might have been meaningful to Sorors from different eras. Include songs that reflect the social movements of their time, cultural influences, or the overall spirit of Sorority life during those periods. This playlist will be a unique way to connect with Sorors of the past through music.

23 | *The Krinon Journal Awards:* Celebrating Excellence: The *Krinon Journal* is a platform for Soror achievement. Dedicate a page in your notebook to design mock “*Krinon Journal Awards*” to celebrate the brilliance of Sorors and the *Journal's* brilliance. Create categories such as “*Most Inspiring Article,*” “*Soror of the Year* (as featured in an article),” or “*Most Thought-Provoking Social Commentary.*” Flip through past and present editions of *The Krinon Journal* to select your winners and explain why they deserve recognition. This is a lighthearted way to celebrate Sorors' contributions and *The Krinon Journal's* enduring legacy.



Guest Author



REIMAGINING VOCATIONAL

In education, the landscape is ever-evolving, shaped by societal needs, technological advancements, and emerging trends. One such area undergoing significant transformation is vocational education. Traditionally seen as a secondary option to academic pathways, vocational education is experiencing a renaissance, garnering recognition for its vital role in preparing individuals, especially students with special needs for the workforce of tomorrow. As members of the esteemed National Sorority of Phi Delta Kappa, Incorporated, let us delve into the concept of dynamic change in vocational education and explore ways to reimagine its scope and impact as it pertains to special needs students.

Firstly, it's imperative to define vocational education. Unlike traditional academic education, which focuses primarily on theoretical knowledge, vocational education emphasizes hands-on training and the development of practical skills in specific trades or professions. These

can range from traditional vocations such as carpentry, plumbing, and electrician work to modern fields like information technology, healthcare, and green energy. Vocational education provides individuals with the technical expertise and competencies necessary to succeed in diverse industries, effectively linking theoretical classroom knowledge with practical, real-world applications.

So, how do we embark on the journey of reimagining vocational education to ensure its relevance and effectiveness for regular and special ed students in the 21st century? Here are some key considerations:

1. **Integration of Emerging Technologies:** In today's digital age, technological innovation is reshaping industries at an unprecedented pace. Therefore, vocational education programs must integrate emerging technologies such as artificial intelligence, virtual reality, and robotics into their curricula. By doing so, students can acquire cutting-edge skills that align with the demands of modern workplaces,



EDUCATION

enhancing their employability and adaptability in an ever-changing job market. Students with special needs can learn basic technical skills. Some are very high on the spectrum and can comprehend digital functions. They can do most jobs that require repetition.

2. **Industry Partnerships and Work-Based Learning:**

Collaboration between educational institutions and industry stakeholders is essential for the success of vocational education. Establishing partnerships with local businesses, corporations, and trade associations enables students to gain practical experience through internships, apprenticeships, and cooperative education programs. This hands-on exposure enhances their technical skills and provides valuable insights into industry trends, practices, and career pathways. Most special need students do very well in intern and apprentice programs. Especially in mechanics and construction programs.

3. **Customized Learning Pathways:**

Vocational education should offer customizable learning pathways tailored to individual interests and career goals, recognizing students' diverse talents and aspirations. Whether through specialized tracks, elective courses, or micro-credentials, students should have the flexibility to pursue areas of study that resonate with their passions and aptitudes. Personalized learning experiences empower students to maximize their potential and cultivate a sense of ownership over their educational journey. Job Coaching works very well in helping Special Needs students adjust to a career by coaching them to develop on the job skills training at the work site. Ex: Filing, answering phones, mail sorting etc. ...

4. **Emphasis on Soft Skills and Entrepreneurship:**

In addition to technical proficiencies, vocational education must also prioritize the development of soft skills such as communication, teamwork, critical thinking, and problem-solving. These interpersonal abilities are invaluable in the workplace, enabling individuals to collaborate effectively, adapt to diverse environments, and navigate complex challenges. Furthermore, fostering an entrepreneurial mindset encourages innovation, creativity, and self-reliance among students, empowering them to pursue entrepreneurial ventures and contribute to economic growth and prosperity. This particular point is more of a struggle, but it does not mean that a student with higher functional ability cannot achieve this level with the right training and guidance.

5. **Accessible and Inclusive**

Education: Access to quality vocational education should be equitable and inclusive, regardless of socioeconomic background, gender, ethnicity, or ability. Taking steps to expand access and remove barriers to participation is imperative, which can involve initiatives such as offering financial aid, scholarships, and accommodations. Most high schools offer these programs and skill for students with special needs. I have put many of my students in these programs to help them become more successful in the workplace system.

These efforts are necessary to ensure that every individual, especially students with special needs has the opportunity to derive value from vocational training and attain meaningful employment prospects. Additionally, promoting diversity and inclusivity within vocational education fosters a culture of acceptance, respect, and mutual understanding, enriching the learning experience for everyone involved.

The dynamic change in vocational education presents an opportunity to re-imagine its role and impact in preparing individuals for the future workforce. By adopting innovative practices, encouraging collaborative efforts, facilitating personalized learning, cultivating soft skills, and fostering inclusivity with special needs students as well, we can develop a vocational education system that prepares individuals with the knowledge, skills, and mindset necessary to flourish in an ever-changing global economy. Equally important, we can continue to champion excellence in education and advocate for the transformative power of vocational education in building a brighter future for all.

Pandra L. Taylor
Beta Gamma



Sharon Washington
Alpha Rho

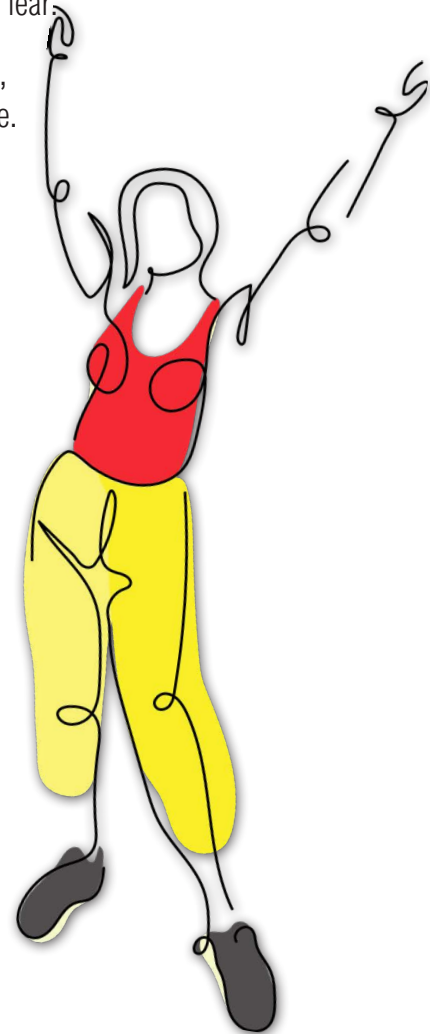
Sisterhood in Stride

Connecting the dots, we rise as one,
In unity, our journeys had just begun.
With information, we light the way,
Appreciation in our hearts each day.

For a particular purpose, we stand tall,
In patterns of strength, we hear the call.
Our heroes' [Founders] wisdom guides our hands,
Molding the youth, through life's shifting sands.

Developing skills, with every stride,
In the pursuit of excellence, we take pride.
Education, the dream we hold dear,
With passion and purpose, we conquer fear.

Connecting the dots, we weave our fate,
In the bonds of sisterhood, we celebrate.
Together we rise, our spirits gleam,
For NSPDK, we live the dream.



SOUTHWEST REGION

The "Stellar" Southwest Region

CHAPTERS

4033	Alpha Kappa	Tulsa, OK
4040	Alpha Rho	Dallas, TX
4041	Alpha Sigma	Fort Worth, TX
4047	Beta Alpha	Shreveport, LA
4063	Beta Rho	Texarkana, TX
4074	Gamma Epsilon	Oklahoma City, OK
4082	Gamma Nu	Little Rock, AR
4088	Gamma Tau	San Antonio, TX
4089	Gamma Upsilon	Waco, TX
4094	Delta Beta	Austin, TX
4097	Delta Epsilon	Dallas, TX
4107	Delta Omicron	Muskogee, OK
4114	Delta Chi	Houston, TX
4117	Epsilon Beta	Tyler, TX
4118	Epsilon Gamma	Plano, TX
4119	Epsilon Delta	Lawton, OK
4120	Epsilon Epsilon	Langston, OK
4121	Epsilon Zeta	Ennis, TX
4123	Epsilon Theta	Beaumont, TX
4124	Epsilon Iota	Galveston, TX
4126	Epsilon Lambda	Orange, TX
4131	Epsilon Pi	Arlington, TX
4132	Epsilon Rho	Homer, LA
4132	Epsilon Rho	Minden, LA
4139	Zeta Alpha	Mesquite, TX
4140	Zeta Beta	Port Arthur, TX

STATES

Arkansas
 Oklahoma
 North Louisiana
 (Shreveport)
 Texas



Dr. Cheryl Monts
 Regional Director
 2023 - 2027

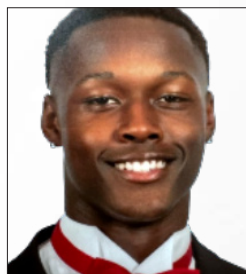


Marion Wilson
 Member-at-Large
 National Chairperson for
 Youth Guidance
 2023 - 2027

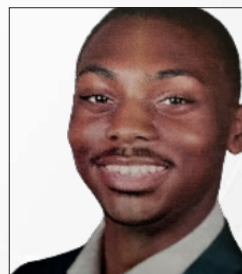
2024 NATIONAL SCHOLARSHIP WINNERS SOUTHWEST REGION



Eve Marie Compton
 Epsilon Theta Chapter
 Female Winner



Tyler Harbin
 Epsilon Delta Chapter
 Male Winner



Nicholas McDermott
 Delta Beta Chapter
 KOT Winner



Kadoria Burgess
 Epsilon Pi Chapter
 Doctoral Winner

SOUTHWEST REGIONAL DIRECTOR

Advances in Education

Greetings from the Regional Director of the Stellar Southwest Region

Sorors,

On behalf of the Southwest Region, it is a privilege to share my thoughts on the dynamic educational changes. Gone are the days of simple reading, writing, and arithmetic. There are virtual platforms and dual enrollment. Kids can take some classes in person and some virtually. Kids can do dual enrollment in high school. They can take high school classes while taking college courses. They can get an associate degree by the time they graduate high school.

There are online platforms like Edpuzzle, Flocabulary, and Google Classroom. Then, game-based online platforms like Gimkit, Blookit, and Kahoot engage students. E-sports are learning as a class and competitive sports. There are virtual learning days now. During harsh weather, education continues to advance with or without a teacher. The teacher is no longer the primary source of education and information --- if you have a phone, TV, or computer. Physical education and music classes teach content like learning states and capitals, singing multiplication tables, and learning the periodic chart. Can you believe it? Electives are helping core classes.

In 2020, the COVID pandemic occurred, thrusting technology to the forefront. It was the only way to educate. Through Zoom, Google, and Microsoft products, education was solely dependent on technical connections. Many were not prepared but had to quickly adjust to continue education in the classroom.

Artificial Intelligence (AI) is creating an environment of diverse learning styles. AI has powered grading systems that can automate the evaluation process and free up teachers' time. These systems not only further student engagement but also enhance learning outside the classroom. "Technology will never replace great teachers, but technology in the hands of great teachers is transformational." Yes, the days of reading, writing, and arithmetic are gone, but I hope there will never be a day without a human teacher in the classroom. Technology will not replace great teachers. Kids still need love, empathy, encouragement, discipline, and a hug that technology cannot provide.

I am old school. I want to come to class and interact with my teacher in person. In fact, I became a teacher because of the great teachers I had in the classroom.

Dr. Cheryl Monts
Southwest Regional Director
2023-2027

From Paperwork to Personalization:



REVOLUTIONIZING THE SCHOOL COUNSELOR'S IMPACT

In the ever-evolving education landscape, the school counselor's role stands as a beacon of support, guidance, and advocacy for students navigating the complexities of academic, social, and emotional development. As we embark on this journey of dynamic change, it is crucial to collectively reimagine and redefine our role to better meet the diverse needs of elementary, middle, and high school students.

I have been a School Counselor for over 30 years and have seen changes in the profession from doing "paperwork" (filling out forms and charts to track students' behavior) to actual "hands-on" activities. Before I retired, I remember getting more involved with the whole child, including the family. Embracing this type of counseling requires more action.

Here are some specific actions today's school counselors can take to enhance their ability to excel in this vital profession:

Personalized Student Support Plans: One of the most significant shifts in modern education is moving away from one-size-fits-all approaches. By crafting customized student support plans tailored to individual

strengths, challenges, and aspirations, school counselors can empower students to thrive academically, socially, and emotionally. Conducting comprehensive assessments, collaborating with teachers and parents, and providing targeted interventions ensure each student receives the tailored support they need to succeed.

Holistic Wellness Programs: Recognizing the interconnectedness of academic achievement and mental well-being, school counselors should champion holistic wellness programs prioritizing mental health, mindfulness, and resilience. Implementing mindfulness exercises, peer support groups, and stress management workshops will equip students with the coping skills and emotional intelligence needed to navigate life's challenges with confidence and resilience. As a high school counselor, I started a grief group for students who had lost loved ones as well as fellow classmates who were victims of drunk driving and/or drug overdose. It was very successful, and the group still exists today, even after 20 years.

Promoting Diversity, Equity, and Inclusion: As a Black high school counselor in the 80s, I knew the need

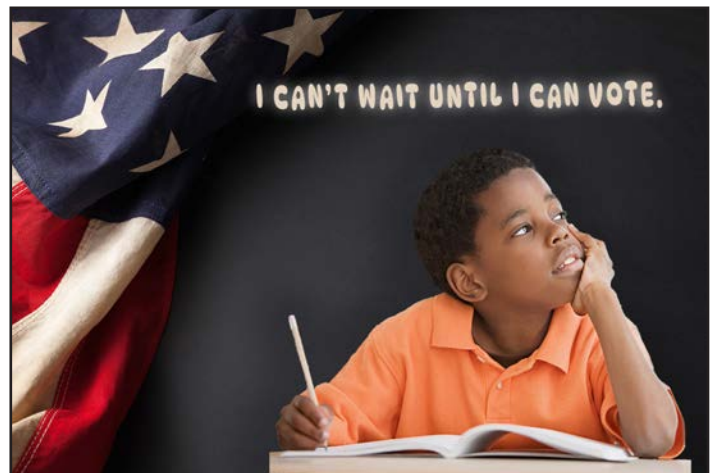
for diversity and inclusion working in a predominately white school. In the contemporary landscape, marked by increasing diversity and multiculturalism, the pivotal function of school counselors lies in fostering an environment within educational institutions that is inclusive and equitable, ensuring that each student is esteemed, honored, and assisted. Establishing a supportive and empowering learning atmosphere conducive to the success of all students requires embracing diversity, honoring cultural distinctions, and actively confronting systemic injustices.

Harnessing Technology for Student Outreach: In today's digital age, technology offers powerful tools for connecting with students and providing timely support and resources. School counselors can leverage online platforms, social media channels, and virtual counseling sessions to expand their reach and accessibility, ensuring that no student falls through the cracks and that support is readily available whenever and wherever needed.

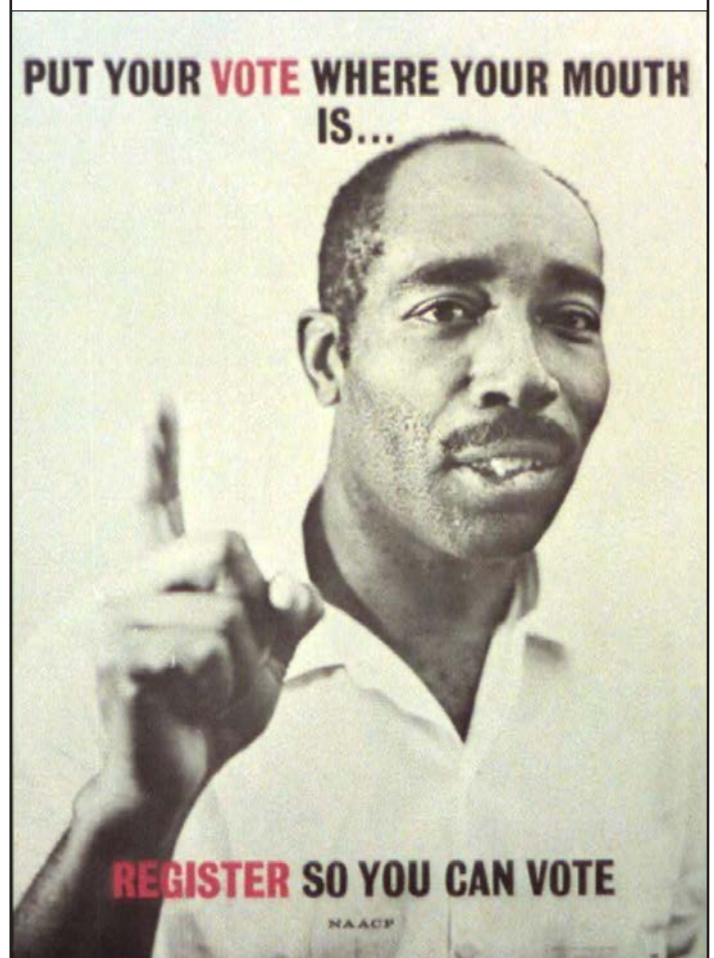
Advocating for Comprehensive College and Career Readiness: As stewards of student success, school counselors should advocate for comprehensive college and career readiness programs that empower students to explore their interests, set goals, and chart their path to post-secondary education and beyond. Offering students access to resources for career exploration, guidance on college admissions, and assistance with financial aid will empower them with the necessary knowledge and skills to pursue their aspirations and achieve their dreams.

The dynamic change sweeping through the field of education presents an opportunity to reimagine and redefine the school counselor's role. By embracing personalized student support plans, championing holistic wellness programs, promoting diversity and inclusion, harnessing technology for student outreach, and advocating for comprehensive college and career readiness, school counselors can elevate their profession and empower every student to succeed. Together, let us embark on this transformation journey and make a lasting impact on the lives of the students we serve.

Christella Cain,
Delta Beta



Encourage students to pre-register as soon as they are eligible (as early as 16 in some states).



I'm Tired of Being Silenced

I'M TIRED OF THE VIOLENCE.
I'M TIRED OF BEING SNUFFED OUT LIKE A MOUSE TO A MOUSE TRAP.
I'M TIRED OF SEEING WAR BETWEEN MY PEOPLE
WHEN WE ALL NEED TO FIGHT BACK.

I WANT TO TELL YOU A STORY, A STORY OF A BLACK GIRL.
THIS BLACK GIRL. I AM A BLACK GIRL,
I AM A FULL OF RAGE AND FIRE DEEP IN MY BLOOD.

I AM A BLACK GIRL, MY SKIN DOESN'T HAVE TO BE DARK
TO SHOW MY RACE.
I AM A BLACK GIRL DOESN'T MEAN GET UP IN MY FACE!

I AM A BLACK GIRL, YOU SEE ME AS I PLAY.
WHY MUST YOU FEEL FEAR BY ME
WHEN I JUST AM IN A PUBLIC SPACE?

I AM A BLACK GIRL, NOT SOME OPPRESSED PLAYTHING
YOU CAN MISHANDLE AND REDD.

I AM. A BLACK GIRL. I SEE THE MISUSE OF POWER OUR
SAID "PROTECTORS" PUT US THROUGH.

I AM A BLACK GIRL. AS A BLACK GIRL, I KNOW THE FEAR OF
JUST LEAVING THE HOUSE THAT NO ONE ELSE SEES.

I AM A BLACK GIRL. I WATCH AS PEOPLE TRY TO TAKE
WHAT I HAVE MADE, NO THANKS.

I AM A BLACK GIRL. THOSE WHO THINK THEY'RE BETTER THAN US
ARE THE SAME ONES WHO ENSLAVED US.
THEY KNOW NOTHING OF THE FOOD MY ANCESTORS
SCAVENGED TO PUT IN THEIR BELLIES.

I AM A BLACK GIRL, I SEE THE VIOLENT INDIFFERENCE BETWEEN OUR CULTURE AND YOURS.
I AM A BLACK GIRL, YOU TURN US AGAINST EACH OTHER
AND THEN TURN YOUR BACKS? WE CAN'T HAVE THAT!

I AM A BLACK GIRL WHO IS ALWAYS LABELED AS "MEAN" BECAUSE OF MY FACE.
I'M A BLACK GIRL WHO IS TALL, AND I WON'T LET YOU MAKE ME FEEL SMALL.

I AM A BLACK GIRL WHOSE CULTURE HAS MADE IT ALL.
I'M JUST A GIRL, I'M NOT YOUR ENEMY.

SOMETIMES I WONDER IF WE WILL EVER BE FREE.
SOMETIMES I WONDER ABOUT PEOPLE IN OUR CANDIDACY.
SOMETIMES I WONDER WHAT IT FEELS LIKE TO HAVE NO WORRIES.

BUT I'M PROUD TO BE ME – A BLACK GIRL.

*Xinos Niya McCray
Alpha Rho*





LESSON PLAN

Social Justice & Advocacy in Education Handout

Objective:

Use the poem entitled "I'm Tired of Being Silenced" by Xinos Niyah McRay to explore themes of oppression, identity, and empowerment throughout the poem and encourage students to reflect on their own experiences and perspectives on social justice and advocacy in education.

Materials Needed:

- Copies of the poem "I'm Tired of Being Silenced" for each student
- Whiteboard and markers
- Pens/pencils and notebooks for students

1. Introduction (15 minutes)

- Begin the class by asking students to reflect on the meaning of social justice and advocacy in education. Encourage them to share their thoughts and experiences.
- Introduce the poem "I'm Tired of Being Silenced" and provide some context about its themes and relevance to issues of equity and inclusion in education.

2. Reading and Analysis (20 minutes):

- Distribute copies of the poem to each student and give them time to read it silently.
- Lead a discussion on the themes and imagery present in the poem. Encourage students to share their interpretations and reactions.
- Use the whiteboard to jot down key themes and ideas that emerge from the discussion.

3. Reflection and Discussion (20 minutes):

Facilitate a guided reflection on the following questions:

- A. How do the themes of oppression, identity, and empowerment resonate with you personally?
- B. Have you ever felt silenced or marginalized in an educational setting? How did it make you feel?
- C. What are some ways in which educational institutions can promote equity and inclusion for all students?

Encourage students to share their reflections and engage in respectful dialogue with their peers.

4. Group Activity: Advocacy Action Plan (25 minutes)

- Divide the class into small groups and assign each group a specific aspect of education to focus on (e.g., curriculum reform, teacher training, student support services).
- In their groups, students should brainstorm ideas for advocating for positive change in their assigned area. Encourage creativity and critical thinking.
- Each group will create a brief advocacy action plan outlining their proposed strategies for promoting equity and inclusion in their assigned area.

5. Presentation and Reflection (20 minutes):

- Invite each group to present their advocacy action plan to the class. (After each presentation, facilitate a brief discussion on the feasibility and potential impact of the proposed strategies.)
- Encourage students to reflect on what they've learned from their classmates' presentations and how they can apply these ideas to their own advocacy efforts.

6. Conclusion (10 minutes):

- Wrap up the class by summarizing key takeaways and insights from the lesson.
- Encourage students to continue thinking critically about social justice and advocacy in education and to take action in their own communities.

STUDENT LEARNING LOSS

Interventions Past and Present

Our Way Forward

Introduction

Dillard (2022) suggests a look back into the past to remember necessary practices for survival related to teaching and remembering: “while Black people have definitely experienced that deep sense of loss, we are not lost” (p.7). According to research, students of color experienced more significant loss and decline in academic achievement from the COVID-19 pandemic than students of other demographics (Swartz, 2022).



In 2002, the No Child Left Behind (NCLB) Act was signed into act, giving schools twelve years to do whatever it took to ensure that 100%, or all, students would be proficient in the content areas of reading and math (Hess, 2022). Federal guidelines were sent to state education departments, who disseminated information to be dispersed to school districts. The guidelines listed interventions as strategies to help students become proficient in twelve years; however, due to the mandates, high-stakes testing, and the effects of the COVID-19 pandemic, district and campus report cards show educational inequities exist.

The enactment of the Every Student Succeeds Act (ESSA) was signed in 2015 because changes and interventions for poor and lower-income families were still needed, and district leaders needed support to improve student achievement (Nelson, 2015). School leaders and politicians were seeking answers to closing the gaps between Black and Hispanic students and their White counterparts. The year is 2024, and 'closing the gaps' continues to be the quest for school district leadership. Theoharis (2009) interviewed principals, of which one said she "could not pretend that our Black, Brown, and poor kids are getting what they deserve when we remove them from the regular classroom" (p.29).

In this report, a retired administrator looks back into past interventions while reflecting on current school tutorial sessions and interventions. Soror Alice Snow-Mosley, a 31-year retired classroom teacher and administrator, shares her experiences with interventions of the past and interventions she now uses as a current after-school tutor through the Title-One program. The author uses an unstructured interview to assist the respondent in feeling at ease and to allow for flexibility in answering questions.

Learning Loss

There are many reasons students experience learning loss. Greenidge-Horace (2022) posits there are many reasons students experience learning loss and fall behind, including losing interest in the subject matter, lack of support from parents, language barriers, chronic health issues, bullying, lack of materials, poor eating habits, and learning disabilities. Inexperienced teachers and good teaching can prevent students from losing years of learning and falling behind. Theoharis (2009) affirmed that if teachers lacked the skills needed to improve student learning, there would be an academic deficit.

Programs have been created to assist students who fall behind because they are labeled as at-risk and in danger of dropping out and not graduating from high school. The interviewee cited discipline as a significant problem in recent years for learning loss and added the demands of state testing and significant changes in the curriculum as barriers to learning. For example, students are not exposed to phonics and need help understanding how to use word attack skills such as consonant-vowel-consonant, blends, or dividing words into syllables.

Summary of Insights from Soror Alice Snow-Mosley

Soror Alice Snow-Mosley, a seasoned educator, shares valuable insights into past and present interventions. Her experiences highlight the importance of personalized support for students with learning disabilities and the challenges posed by inclusive classrooms. The shortage of qualified teachers further complicates intervention efforts, emphasizing the need for enhanced training and support for educators.

Conclusion

Our way forward depends on current educators and their eyes for the future of education. Technology will be a significant part of the intervention solution, as suggested by the interviewee. To close learning gaps, interventions should be comprehensive and intensive (Del Mar 2023) to meet the needs of all students.

According to Del Mar (2023), creating and implementing multi-tiered intervention systems will increase student performance and improve the chances of

closing learning gaps. Schools aim to support struggling students by responding early on to intervention needs. There are benefits to the past and present intervention models of pull-out, small group, individualized one-on-one, and behavioral and academic supports. Del-Mar suggests peer tutoring, incorporating student strengths, employing metacognitive strategies where students use critical thinking skills, and executing strategies in which students talk about their deficits and feelings toward the subject or problem, a mindset strategy.

We do know that students come to school technology-ready; therefore, moving forward, research-based intervention models should include technological enhancements to improve engagement. In reimagining education for the future, it has been recommended that we “(re)build and (re)construct” by “(re)searching, (re)visioning, (re)cognizing, (re)presenting, and (re)claiming the “genius” in our Black and Brown students, thus helping them “reach their full potential” (Dillard, 2022, p.187-190).

References: From the Editors: You can read the full article at: <https://bit.ly/3IZnrRU>.

Dr. Sharon Ross
Epsilon Beta



How to Host **a** **Masked Reader** Event at Your Campus

This past fall, I received a great opportunity to organize and host a “Masked Reader” event at our campus to accompany our Family Literacy Night. I knew that I was on to something, but I had no idea what a hit it would be with students, their families, and staff alike, so much so that I have been asked to host another Masked Reader event this school year. I look forward to hosting Part II this spring, and if you are interested in hosting a Masked Reader event at your campus, check out the necessary steps and lessons that I learned below.

1. Secure a date, time, and location that can accommodate a large group of students, their families, and school staff members. Also, ensure that this location has good acoustics, and preferably, a sound system.

Pro Tip: You may want to check out the show “Masked Singer” to get an understanding of what the “Masked Reader” event was patterned after.

2. Make a cool flyer to create hype around the event. The Microsoft Word “Mardi Gras” template came in clutch here, but you can also find great templates via Canva.

Pro Tip: You may want to send out the following link with your flyer in order to give your Masked Reader invitees a gist of what the event is: <https://bit.ly/3TEw6Dq>

3. Choose a mixture of school district leaders, community members, and campus staff to be Masked Readers and invite them to participate using your flyer (this is a great opportunity to engage your School Board Members and Site-Based Decision Making Team). I found that the sweet spot number of Masked Readers is 3-5. Let the Masked Readers choose their favorite book to read aloud as well as their costume, with the caveat that the costume is student-friendly and covers them completely, making it more challenging to guess who they are.

Lesson Learned: Invite 1-2 back up Masked Readers in the event that one of the other participants gets sick or has a family emergency.

4. Once all Masked Readers have been confirmed, develop a clue package for each Masked Reader with 3-4 visuals that will help students, their families, and staff members guess just who the Masked Readers is. If the Masked Reader

participant is not as well-known by the campus as a whole, find easier clues that can point more directly towards the participant, and if the Masked Reader participant is well-known, go more abstract. Post these clues on all of your social media accounts as well as announce them during morning announcements the week leading up to the Masked Reader event. You may even send the clues out via phone and email blast to create even more hype and curiosity.

Kadoria Burgess, M. Ed
Epsilon Pi



FEATURE ARTICLE



I Need You to Reimagine

I need you to reimagine because
education means a lot to me.

I have been told over and over that knowledge
is the best gift, it is a special key,
The education I acquire is the foundation of
my future world, the one that you design.
I need you to reimagine your lessons,
to challenge my brilliant mind.

I need you to reimagine because
education means a lot to me.
Education, the window to explore, wonder,
create, question, and process... to see...

There are many opportunities, many different
pathways, to guide me through this maze,
I need you to reimagine your teaching strategies,
to add life and fire to the long school days.

I need you to reimagine the classroom
and everything you offer inside,
Because I am on my way, I am coming FUTURE
READY, and our worlds need not collide.

I need you to reimagine the way my world might be,
Because I DREAM of a classroom, where I can be
productive in the new world, in my society.

*This poem was created from the thoughts of Southwest Xinos' and Kudos'
Regional Meeting 'education notes' from 2023.*

Dr. Sharon Ross
Epsilon Beta





LESSON PLAN

Reimagining Education: Innovative Teaching Strategies

1. Introduction (10 minutes):

- Welcome students to the class and introduce the topic: Reimagining Education.
- Explain the purpose of the lesson: to explore innovative teaching strategies that challenge traditional approaches.

2. Poem Analysis (15 minutes):

- Distribute copies of the poem "I Need You to Reimagine" to students.
- Read the poem aloud together as a class.
- Facilitate a discussion on the themes and messages conveyed in the poem,
 - The importance of education.
 - The need for creativity and exploration in learning.
 - The call to reimagine teaching methods for a changing world.

3. Brainstorming Session (20 minutes):

- Divide students into small groups.
- Provide each group with a whiteboard or paper for brainstorming.
- Prompt students to brainstorm innovative teaching strategies inspired by the themes of the poem.
- Encourage creativity and thinking outside the box.

4. Group Presentations (15 minutes):

- Each group presents their ideas for innovative teaching strategies to the class.
- Encourage students to explain how their ideas align with the themes of the poem and address the challenges of modern education.

5. Discussion and Reflection (15 minutes)

- Facilitate a class discussion on the presented ideas.
- Encourage students to reflect on the feasibility and potential impact of the proposed strategies.
- Discuss how these strategies could be implemented in real-world educational settings.

6. Conclusion and Wrap-Up (5 minutes):

- Summarize the key takeaways from the lesson.
- Emphasize the importance of continuously reimagining education to meet the needs of students in a dynamic world.

Invite students to share any final thoughts or questions.

Additional Resources: Provide students with additional readings or resources on innovative teaching methods and educational reform. Encourage students to continue exploring the topic on their own and to consider how they can contribute to reimagining education in their future careers as educators or leaders in the field.

FAR WEST REGION

The "Futuristic" Far West Region



Cheryl McClellan
Regional Director
2023-2027



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

CHAPTERS

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

STATES

- Arizona
- California
- Nevada
- Washington



2024 NATIONAL SCHOLARSHIP WINNERS FAR WEST REGION



Brittani Mitchell
Beta Nu Chapter
Female Winner



Kelijah Hyson
Beta Nu Chapter
Male Winner

FAR WEST REGIONAL DIRECTOR

Greetings from the Regional Director of the Futuristic Far West Region,

To all esteemed members and contributors of the National Sorority of Phi Delta Kappa, Incorporated!

As we embark on a new year filled with boundless opportunities and challenges, I welcome you to the 2024 edition of the Krinon Journal with great pleasure.

This year, our theme, "Dynamic Change: Reimagining Education," resonates deeply as we witness the ever-evolving landscape of education in our Futuristic Far West Region and beyond.

Education, the cornerstone of societal progress, stands at the forefront of dynamic change. From innovative teaching methodologies to the integration of cutting-edge technologies, our educational institutions are undergoing a transformative shift.

As educators, administrators, and thought leaders, we must embrace this change with open minds and hearts, envisioning a future where every learner can thrive in an ever-changing world.

Throughout this edition of the Krinon Journal, you will find insightful articles, thought-provoking essays, and inspiring stories that delve into dynamic change in education.

Together, let us explore new horizons, challenge existing paradigms, and champion educational excellence that knows no bounds.

I extend my heartfelt gratitude to everyone who contributed their expertise, passion, and dedication to this year's Krinon Journal. Your contributions enrich the dialogue and inspire transformative action in education.

May this journal serve as a beacon of inspiration and innovation as we collectively reimagine education and shape a brighter future for future generations.

Here's to a year of dynamic change, boundless possibilities, and educational excellence!

Cheryl McClellan
Far West Regional Director
2023-2027



Exploring the Essence of Love: Redefining Sisterhood and Beyond

When we ponder the concept of “re-imagining,” it beckons us to delve into the essence of the word itself – image. An image isn’t just a static representation; it’s a dynamic canvas that can be expanded upon. To imagine is to transcend the present image and envision its potential evolution. As we reflect on our personal aspirations and the collective vision of organizations like the National Sorority of Phi Delta Kappa, Incorporated, we’re prompted to consider the profound imagery envisioned by its founders. Could they have foreseen a world where love reigns supreme, despite the adversities they faced in their time?

What would it mean for our sisterhood if love were to bless, rather than curse, the earth? How do we embody this love within ourselves, among our sisters, and within our communities? Is love a static concept, or does its meaning shift with time and circumstance? These questions provoke us to explore the multifaceted nature of love.

Having traversed various corners of the world, I’ve come to recognize three universal pillars underlying the fabric of love: relationships, patterns, and symmetry (balance). Love serves as the unifying force intertwining these elements across cultures and continents.

Turning to the timeless wisdom of 1 Corinthians chapter 13:4-8 in the Holy Scriptures, we find a profound delineation of love’s attributes.

Love, as described, embodies patience, kindness, humility, protection, trust, hope, perseverance, and above all, resilience. It’s a force that transcends failure and sometimes necessitates tough measures. As a mother and grandmother, I’ve come to understand that true love isn’t about indulgence but about fulfilling genuine needs, mirroring the divine provision exemplified by our heavenly Father.

Conversely, love is devoid of boasting, pride, dishonor, selfishness, anger, resentment, or delight in wrongdoing. It’s a rubric for virtuous conduct, challenging us to assess our own actions and intentions against its lofty standards.

Renewing our love for our sisterhood requires a return to the visionary roots laid by our founders. Despite the limitations imposed by their era, these trailblazing educators dared to imagine a brighter future for the Black community. Their vision extended beyond personal growth to encompass the empowerment of teachers and youth alike, grounded in the transformative power of love.

The symbolism embedded within our sorority – PHI representing love, DELTA symbolizing sisterly affection – serves as a constant reminder of our foundational principles. From our Sorority prayer to our anthems, love permeates every aspect of our organization, urging us to embody its essence in our words and deeds.

To uphold the legacy of our founders and adapt to the evolving landscape, we must reignite our commitment to love and reimagine our purpose. By embracing initiatives that foster inclusivity, innovation, and lifelong learning, we can catalyze positive change within our communities and beyond.

In conclusion, let us honor the vision of our founders by revitalizing the spirit of education and empowerment. Through love and sisterhood, we can transcend boundaries, reshape paradigms, and leave an indelible mark on the fabric of society. As we embark on this journey of reimagining, may our hearts be steadfast, our actions intentional, and our vision unwavering. For in love, we find the transformative power to shape a brighter tomorrow for generations to come.

Dr. Debra McLaren
Delta Upsilon



Mission Possible: Retired Educators Reimagining Education (“Mirror, Mirror”)

As a retired educator, I embarked on this article, armed with a wealth of experience and insights that I believed would be invaluable to the ongoing dialogue about education.

Your years of service and the wisdom you’ve gained are not just a part of the past, but a crucial resource for shaping the future of education.

As a retired educator, I found myself in a unique position. I looked in the mirror and grappled with more questions than answers. How could I, with my wealth of experience, contribute to reimagining education? Where could my voice, enriched by years of service, be heard in this dialogue? What would be the purpose of my involvement?

Reflecting on my questions about Reimagining Education as a retired educator, I came to a realization. Reimagining education is not a task for individuals, but a demand for collective thinking. So, I turned to my fellow Far West Region Sorors, currently in education, and posed the question, What does Changing Dynamics Reimagining Education look like for our students?

The answers and opinions on how they saw Reimagining Education differed, and each contributed to the discussion. Some felt that reimagining education required returning to the basics because many of our students don’t have a strong foundation. In contrast, others stated that class sizes needed to be restructured to ensure that those students with the most needs would receive support. Still, others felt that we must ensure that our scholars can navigate the world in which they live. They must have experiences outside the constraints of the walls of the classroom or school. With all these opinions and answers about Reimagining Education, others I interviewed felt it was imperative to add character-building to the equation and to continue using culturally responsive teaching strategies. Others felt that all these must be contributing factors to Reimagining Education. Sorors concluded that with Changing Dynamics, Reimagining Education must ensure that our scholars are on the cutting edge of the skill set necessary to negotiate what is occurring now while balancing challenges.

Where and how can our voices be heard? As retired educators, we can no longer afford to stand on the sidelines, hoping that the needs of our children will be considered as the dynamics of education are changing and being reimagined. Our voices and those of our active National SorORITY of Phi Delta Kappa, Incorporated sorors, must be at the table where crucial decisions about our children’s education are being made. Retirees must step up and attend Board of Education meetings and advocate for our active sorors, ensuring they don’t jeopardize their employment. But our involvement must not end there. We must be at community meetings, know and be closely involved with our State Legislature, and, if necessary, be courageous to take our



ideas to the floors of the State Legislature. And by all means, if we have NSPDK Sorors in various positions at the local, regional, and state government levels, we must ensure they are part of the Changing Dynamics... Reimagining Education conversation because their influences can amplify our voices and reach so many more. The time for our active participation is now.

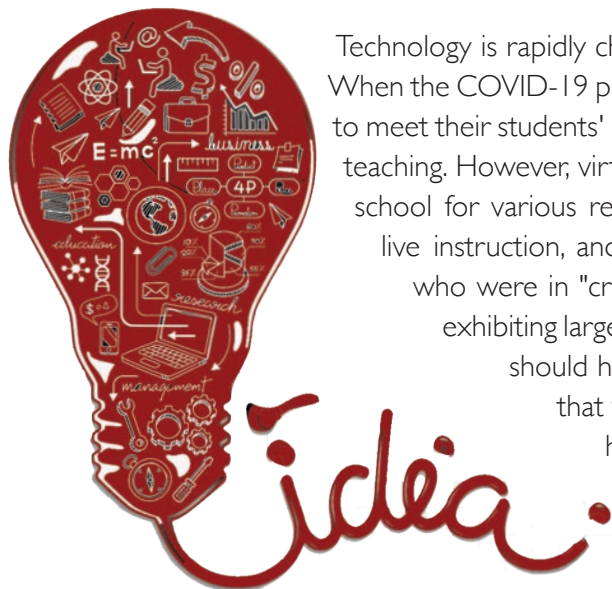
Whether retired or not, the National SorORITY of Phi Delta Kappa, Incorporated Far West Sorors belong to a professional organization of well-trained and effective educators in all components of the learning spectrum. For that reason alone, we are more than qualified to be part of the movement and design the outcome ... Dynamic Change ... Reimagining Education. Your participation has the potential to greatly impact the future of education.

After all, the Far West Region is “Striving For Excellence - Mission Possible!”

Cheryl McClellan
Far West Regional Director



Education Is Changing & We Must Be Prepared



Technology is rapidly changing, and educators must be prepared to equip students properly. When the COVID-19 pandemic struck, educators worldwide had to adjust their teaching style to meet their students' needs best. In the United States, a lot of school districts provide virtual teaching. However, virtual learning has challenges, and many students cannot participate in school for various reasons. Now that the pandemic has subsided, we have returned to live instruction, and students are back on school campuses. However, those students who were in "crucial" grades (first and second grade) during the pandemic are now exhibiting larger than ever learning gaps. In the Fourth and Fifth grades, these students should have learned many foundational skills. This reality brings forth the idea that whatever awaits us in the future, educators need to continue learning how to adjust and adapt to how students are prepared for this rapidly changing world.

The COVID-19 also affected educators in a myriad of ways. The current educational trends are Soft Skills, STEM (STEAM), Lifelong Learners, and Artificial Intelligence (AI and VR). Bernard Marr outlines these skills in a Forbes article: "Soft skills are communication

skills, teamwork, creative thinking, interpersonal problem-solving, relationship management, and conflict resolution" (p.6). These skills cannot and will never be taught using a computer. Many employers seek to find workers who already know how to do the job they are hired for, yet they may need more of these soft skills because of the changes in technology. Soft skills should be included in every subject being taught, and educators must address this new skill demand in various ways. Many schools focus on including social-emotional learning and Restorative Justice practices students need for soft skills.

Science, Technology, Engineering, and Math (STEM) learning standards are now focused on helping prepare students for the 21st century. If the school decides to focus on art, the acronym used is STEAM. STEM and STEAM equip learners with the comprehension of how theories imparted in educational settings translate into practical applications, fostering the acquisition of fundamental abilities crucial for thriving in the constantly evolving global workforce upon graduation. An essential part of the instruction in technology is the incorporation of Artificial Intelligence.

Artificial Intelligence (AI) and Virtual Reality (VR) are both critical to include in educating students for the future. Programs designed for education that include VR allow students to, as Marr states, "step back in time and experience history" (p.5). These educational experiences are delivered in a hybrid, guided play environment. Games like Minecraft, Fortnite, and Roblox attract millions of active users. This attraction is vital to education because "it is critical to think about how researchers can inform designers now so that forthcoming educational products and offerings in the metaverse are high quality and optimized" (Hirsh-Pasek, Zosh, Hadani, Golinkoff, Clark, Donohue, and Wartella, p.3-4).

The trend of being a lifelong learner has developed with the increase of online educational technology platforms. Marr states, "These platforms are designed to enable the lifelong-learning approach, which is likely to become prevalent thanks to the accelerating pace of technological advancement, which will require skills to be frequently updated" (p.5). As the world continues to change, educators must adapt to these changes to correctly prepare students for the future.

References: Marr, B. (2023). The Top 5 Education Trends In 2023. Forbes, 2/17/2023. (<https://bit.ly/3JZJdK5>); Hirsh-Pasek, Zosh, Hadani, Golinkoff, Clark, Donohue, and Wartella (2022). A Whole New World: Education Meets The Metaverse. Brookings, 2/14/2022. (<https://bit.ly/3xU6UjT>)

Jill Reed
Beta Phi



FEATURE ARTICLE

The Eclipse of Education: Inspiring Tomorrow's Innovators

April 8, 2024. What a beautiful, eventful day was to come together and watch a "Dynamic Change: Reimagining Education"! As I watched the spectacular Total Eclipse and witnessed the expression on children's faces, their eyes intensely looking up to the sky and saying their oohs, aahs, and wows, what a terrific turning point education was encompassing! This scene was repeated throughout cities in the pathway of the eclipse. These are teachable moments. I was amazed, even how I felt. I was witnessing history I may not see again.

Imagine the ideas and STEM being taught from this dynamic change. The young people ages four and up were predicting this rare experience. They were saying impressive, magical, and the incredible vastness of space. Adults were speechless and in awe. The First Total Eclipse was a repeat from 2017.

Families gathered in groups. They came from as far away as China. Cities were overwhelmed with spectators. I was happy. I predict scientists from this young group. Their young minds were already preparing themselves to be teachers, astronauts, scientists, geologists, and mineral collectors. The young minds were thinking far into the future. Imagine this!

Later in the news, a five-year-old first grader was chosen as the youngest NASA finalist for STEM. Just think: There is no stopping her. Where she will go and how she will impact the minds of others are already making dynamic changes. Remember, the entire world of ideas is in the hands of our youth.



*Delorace Daniels
Far West Regional
Krinon Chair*





DING! Notified and Distracted

This lesson was inspired by a Facebook post. Many thanks to Mary Garza, Sandy Monk Whitlock, and Jill Roland for presenting a lesson relevant to today's students.

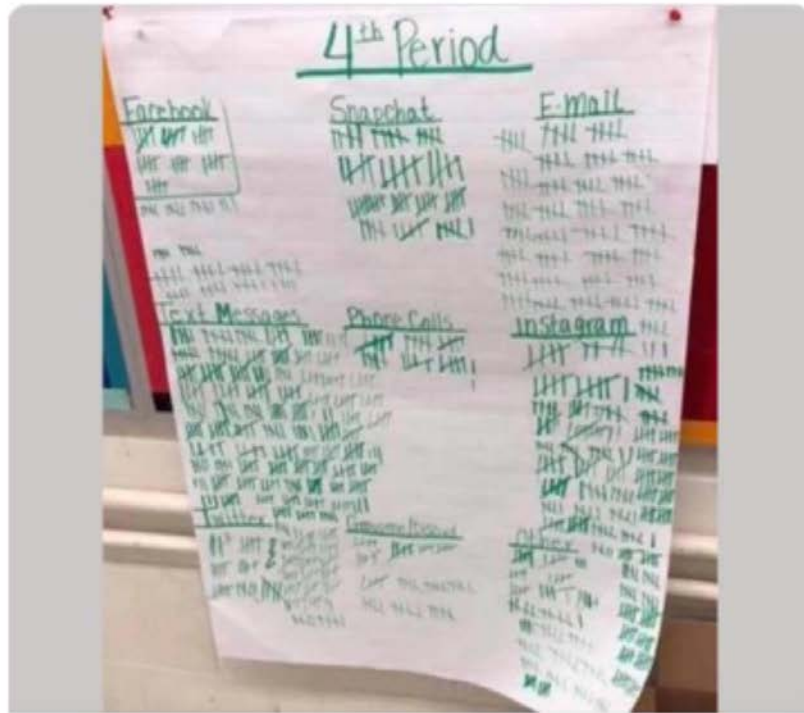
Handout



Sandy Monk Whitlock · Follow

March 12 at 2:55 PM · 🌐

I can't believe how many students DURING CLASS are getting phone interruptions 😞
Don't these people know that they ARE IN CLASS?
Do you think society cares anymore about social standards?



Jill Rowan

March 12 at 7:33 AM · 🌐

THIS IS EYE OPENING 😞 A teacher in the U.S. had her students turn their phones on loud, and every time they received a notification they went up and put a tally mark under the correct category. This was one class, one period. Every one of these tally marks is an interruption in a students education.

Cell phones can be toxic to a learning environment. (Thank you to Mary Garza for her FB post).

LESSON PLAN

A Classroom Experiment with Social Media Distractions



Objective: Students will identify and categorize distractions from social media while studying. Materials: Response journals, Cell Phones, Green Markers, Post-It Notes, Board

Duration: 55 minutes

Procedures:

1. Introduction:

- Begin by reminding students of the importance of focus and concentration during studying.
- Explain that distractions, especially from social media, can significantly impact their learning ability.

2. Partner Discussion:

- Instruct students to quietly discuss with a partner what types of interruptions they find distracting when engaged in learning.
- Please encourage them to share examples and experiences.

3. Experiment Setup:

- Display the materials needed for the experiment on the board.
- Distribute response journals to each student.
- Explain that you will conduct an experiment using their cell phones to observe distractions from social media.

4. Experiment Execution:

- Place a Post-it note on the board with categories such as Facebook, Snapchat, Email, Text Messages, Phone Calls, Instagram, Twitter, GroupMe, and Other.
- Instruct students to turn their cell phones up loud so that notifications are audible to everyone.
- Ask them to quickly place a tally mark under the correct category whenever they receive a notification.

5. Observation and Recording (time is determined by the number of students in the class)

- Remind students to use green markers to record their observations in their response journals as distractions occur.
- Please direct them to note the frequency and types of distractions they experience.

6. Discussion (Optional):

- Depending on time constraints, facilitate a brief discussion about the experiment results.
- Encourage students to reflect on how these distractions affect their ability to (1) refocus after a distraction, and (2) learn effectively.

7. Conclusion:

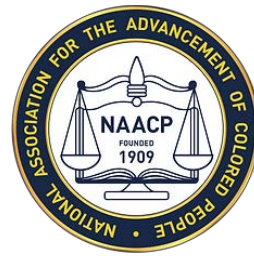
- Thank students for participating and reminding them to be mindful of distractions during study sessions, especially from social media.
- Encourage them to use the observations from the experiment to develop strategies for minimizing distractions and improving concentration.
- Note: Adjust the duration of each step as needed to accommodate the class dynamics and ensure completion of the activity within the allotted time.

Michelle Morris
Beta Theta





“A Special Thanks to Our Affiliates”



INTERNATIONAL
AFRICAN AMERICAN
MUSEUM



NATIONAL SORORITY OF PHI DELTA KAPPA, INCORPORATED

About Us

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

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

There are over one hundred chapters across the United States.

Our Philosophy

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

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

Purpose

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

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

Publication Date

The magazine is published annually.

How to Reach The Krinon Staff

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

Subscription

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

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OUR NOBLE PURPOSE

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

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

ENCOURAGE

