



NATIONAL SORORITY OF PHI DELTA KAPPA, INC.

SEPTEMBER 2019



Dear Sorors,

It's September! It's the time of year that tends to be the most crucial, anxious and exciting for educators. Teachers set their minds to focus on their curricula, their levels of responsibilities, and the students who will be under their care for the next year.

The "known" is what teachers expect and plan for as students walk through the doors and you greet and encourage them with a smile. However, it's the "unknown" that causes the sleepless nights, the worry-filled thoughts, and presents the most difficulty.

How will teachers soothe children who arrive in a state of mental and/or physical trauma? There are children who are affected by situations of displacement, homelessness, deportation, gun violence, terrorism, abandonment, adult responsibility, mental disease, emotional instability, inability to focus, gang intimidation, hunger, bullying, weather related disasters, hatred, drug abuse, fear, sexual abuse, and many other societal ills. Yet, they come to us!

There is no doubt that good teachers are prepared to teach the specific subjects and course work designated for the school year, and their classrooms will be environmentally stimulating. You have prepared your minds for the challenges ahead. But have you prepared your hearts to meet the challenges that may be presented by students who are living with trauma?

I am no expert, however, I know that it's just as important to prepare your heart with a caring spirit, a sensitive and listening presence, and a determination to make a difference in each child's life. Good teachers are ready! They know that Love is a major factor for successful academic achievement, in addition to, building great character and instilling moral values. Children know when you care. So, teach them well and love them through the trauma!

Be blessed! Have a Great School Year!

Etta F. Carter, PhD

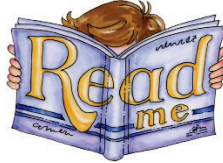
September Highlights!

SEPTEMBER 8, 2019

National Grandparents Day



International Literacy Day



SEPTEMBER 11, 2019

National Day of Service & Remembrance



SEPTEMBER 13, 2019

World Day of Prayer



SEPTEMBER 15-OCTOBER 15, 2019

National Hispanic Heritage



SEPTEMBER 17, 2019

Citizenship Day

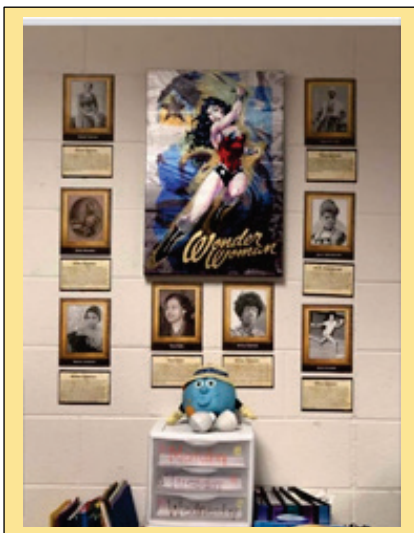


SEPTEMBER 21, 2019

International Day of Peace



READY TO TEACH!!



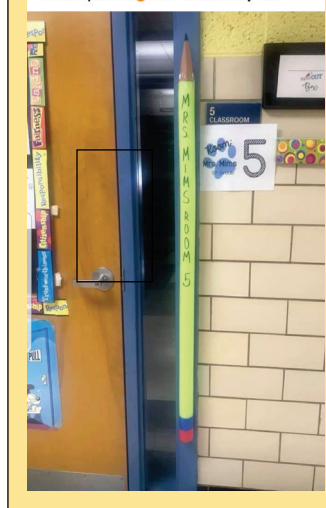
**Beta Lambda
Soror LaQueeta Best
has prepared students
for a culturally
relevant classroom**

A TEACHER
OPENS MINDS
AND TOUCHES
HEARTS ❤️

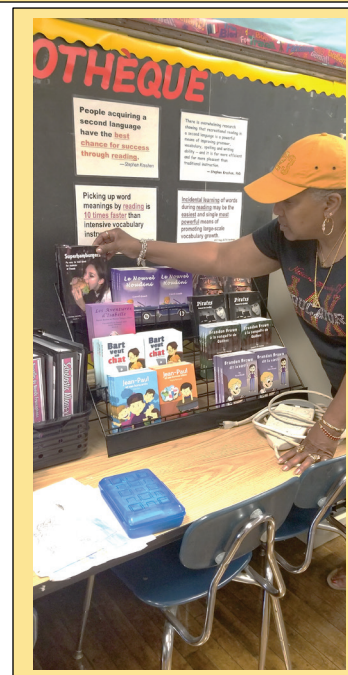
**Eta Chapter
Soror Jarian R. Graham helping
set up daughter's high school
French classroom**

**Soror Lisa Mims
says...**

I am not a teacher who does cute Arts and Crafts projects, so I have to show off my noodle pencil! 🍝 And it was easy too!



**Alpha Chi Chapter
Sorors on board to welcome back
students of Westhaven Elementary
School on Tuesday, September 3, 2019
Queen Malone, Harriette Riddick,
Carolyn Stiff, and Marian Carey**



Be Who You Are.

Do What You Love.

Make a Difference.

Change the World.

There's No Limit To What You Can Do. TEACH!

Back to School Checklist for Teachers

A Comprehensive List Help you Organize for Success

<https://www.thoughtco.com/back-to-school-checklist-for-teachers-2081486>



A Guide to Help First-Year Teachers Survive

<https://www.thoughtco.com/first-year-teacher-3194672>

NEA - Back to School Guide

www.nea.org/tools/back-to-school-guide.html

Survival Tips for First Year Special Education Teachers ...

<https://owlcation.com/academia/Survival-Tips-for-First-Year-Special-Education-Teachers...>

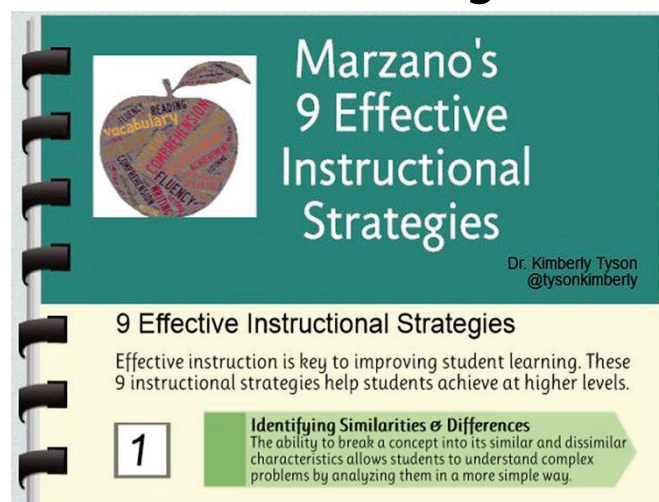
Beginning-of-Year - Super Teacher Worksheets

<https://www.superteacherworksheets.com/beginning-of-year.html>

Videos, Teaching Strategies And Lesson Plans For Teachers ...

www.teachingchannel.org

Marzano's 9 Instructional Strategies For Teaching And Learning



<https://www.teachthought.com/learning/marzanos-9-instructional-strategies-graphic/>

FOLLOW ON TWITTER # DAVID MAKES MAN
VIEW WEDNESDAY AT 10PM/9C ON @OWNTV



A Visual Summary: 32 Learning Theories Every Teacher Should Know

By Terry Heick

1. Instructivism

The premise behind 'Instructivism' is that teachers take on a central role in the learning process and transfer that knowledge directly to the students.

2. Multiple Intelligences

We have several different ways of learning and processing information, but these methods are relatively independent of one another: leading multiple intelligences as opposed to a (single) 'general intelligence' factor among correlated abilities.

3. Experiential Learning

Knowledge is continuously gained through both personal and environmental experiences. The learner must be able to **reflect on the experience**, use analytical skills to conceptualize the experience, and make decisions and solve problems to use the ideas gained from the experience.

4. Learning Styles

Optimal learning demands that students receive instruction tailored to their learning styles.

5. De-schooling Society

School is damaging to education: "The pupil is thereby 'schooled' to confuse teaching with learning, grade advancement with education, a diploma with competence, and fluency with the ability to say something (well) or new."

6. Homeschooling

Homeschooling: Characterized primarily by the family being responsible for the child's education.' There's a spectrum of approaches available from reproducing school at home, to project-based learning in authentic and self-actuated and organized learning environments, to complete 'unschooling.'

7. Unschooling

The underlying assumption of Unschooling is that children will learn naturally if given the freedom to follow own interests and a rich assortment of resources.

8. Critical Pedagogy

An educational movement guided by passion and principle to help students develop consciousness of freedom, recognize authoritarian tendencies, and connect knowledge to power and the ability to take constructive action.

9. Interpersonal Relations

Teacher types: lion-tamer, entertainer and new romantic—the problem of self-judgment in assessment

10. Montessori Education

Montessori Principles:

1. Mixed-age classrooms, with classrooms for children aged 2.5 or 3-years-old to 6-years-old.
2. Student choice of activity within a prescribed range of options
3. Uninterrupted blocks of work time
4. A 'Constructivist' or 'discovery' model where students learn concepts from working with materials rather than by direct instruction

11. Scientific Pedagogy

Education-based on science that modifies and improves the individual

12. Experiential Education

The process that occurs between the teacher and student that infuses direct experience with the learning environment and content.

13. Constructionism

The underlying principle of Constructionism as a learning theory is that the learner is not a passive 'vessel,' but must actively participate in their own learning. It requires learners to build on existing knowledge when acquiring new knowledge.

14. Social Constructivism

A learning theory founded on the idea that meaning is both built and socially negotiated through interactions with others.

15. Constructivism: Radical Constructivism

Knowledge as mental representation:

- 1a. Knowledge is not passively received either through the senses or by way of communication;
- 1b. Knowledge is actively built up by the cognizing subject;
- 2a. The function of cognition is adaptive, in the biological sense of the term, tending towards fit or viability;
- 2b. Cognition serves the subject's organization of the experiential world, not the discovery of an objective ontological reality.

16. Project-Based Learning

A framework for unifying otherwise disparate 'strands' of teaching and learning. In 'PBL,' students learn through the design, completion (and often ongoing iteration) of 'projects.' One way to think of PBL is in contrast to traditional 'units' of 'instruction.'

17. Genetic Epistemology

A human being develops cognitively from birth throughout his or her life through four primary stages of development; sensorimotor (0-2), preoperational (2-7), concrete operational (7-11), and formal operational (11+). Assimilation (occurs through the) incorporation of new experiences into existing mental schema; accommodation changes mental schema.

18. Zone of Proximal Development

The area of capabilities that learners can exhibit with the support from a teacher.

19. Scaffolding

Scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals.

20. Discovery Learning

Learners obtain knowledge by forming and testing hypotheses.

21. Meaningful Learning

New knowledge to acquire is related with/to previous knowledge.

22. Mastery Learning

In Mastery Learning, ‘the students are helped to master each learning unit before proceeding to a more advanced learning task.’

23. Educational Objectives

Taxonomy of learning objectives that educators set for students in three ‘domains’: Cognitive, Affective, and Psychomotor. Learning at the higher levels is dependent on achieving lower levels (first). Designed to motivate educators to focus on all three domains, creating a more holistic form of education.

24. Radical Behaviorism

Learning as a process of forming associations between stimuli in the environment and the corresponding responses of the individual. Reinforcement strengthens responses and increases the likelihood of another occurrence when the stimulus is present again.

25. Communities of Practice

Groups of people who share a concern of a passion for something they do and learn how to do it better as they interact regularly.

26. Situated Learning

According to Northern Illinois University, Situated Learning is “an instructional approach developed by Jean Lave and Etienne Wenger in the early 1990s, and follows the work of Dewey, Vygotsky, and others (Clancy, 1995) who claim that students are more inclined to learn by actively participating in the learning experience. Situated learning essentially is a matter of creating meaning from the real activities of daily living (Stein, 1998, para. 2) where learning occurs relative to the teaching environment.”

27. Conversation Theory

A cybernetic and dialectic framework that offers a scientific theory to explain how interactions lead to ‘knowing.’

28. Competency-Based Learning

Competency-Based Learning is an approach to learning that focuses on actual, observable skills (or ‘competencies’) rather than grasp of concepts as measured by traditional academic assessments. Though mastering competencies obviously requires understanding of concepts, it is not driven towards that end.

29. Problem-Based Learning

An approach to learning where the solving of important ‘problems,’ often through inquiry and Project-Based Learning catalyzes the learning experience.

30. Place-Based Education

The emphasis of a meaningful ‘place’ (that is, one meaningful to the learner) in the circumstance of learning.

31. Question-Based Learning

A formal process of inquiry where questions are formed, then improved based on the revelation of relevant, significant, and accurate data..

32. Learning Blends/Combination Learning

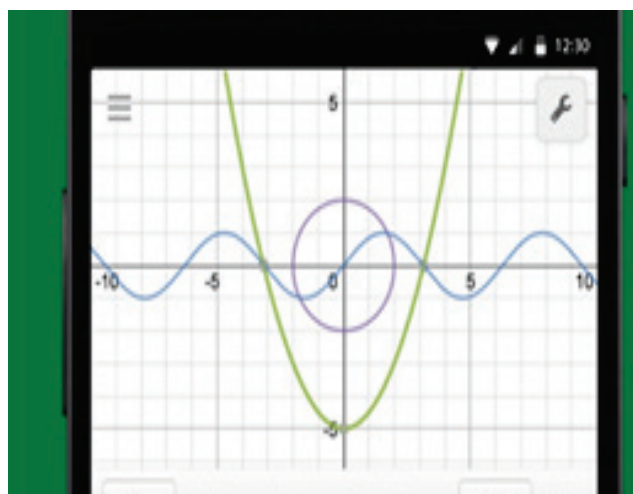
An alternative to traditional academic ‘lessons,’ combination learning blends are combinations of learning ingredients (e.g., topic, audience, outcome, apps,

10 best college apps for Android!

[Joe Hindy](#) / [@ThatJoeHindy](#)

College can be an important time in one’s life. You’ll be learning all kinds of new things. Or at least you’re supposed to. Most sites that do lists for college apps will tell you to do obvious things like join Twitter or subscribe to Spotify because of their college discount. However, we think you already know that kind of stuff. Thus, we’re going to take a look at some tools that could help you learn better. Here are the best college apps for Android.

1. [Adobe apps](#)
2. [edX](#)
3. [Flashcards App](#)
4. [Google Drive](#)
5. [Hi-Q MP3 Voice Recorder](#)
6. [LectureNotes](#)
7. [Microsoft Office 365 Education .](#)
8. [Textbooks 101](#)
9. [TickTick](#)
10. [WolframAlpha](#)



How to Keep Kids Engaged in Class

Edutopia

<https://www.edutopia.org/classroom-student-participation-tips>

10 RULES OF ENGAGEMENT

1. Start Class with a Mind Warm-Up

A classic warm-up is to ask students to find the mistakes planted in material written on the board. (You can use this idea in any subject area.) But instead of asking them to work silently and alone, and then debrief in a classic question-and-answer session with one student at a time (while many sit inattentively), use a mix of collaboration and competition to eliminate what could potentially become dead time.

Here's how: Organize teams of three students and ask them to work together (quietly) and raise their hands when they think they have found all the mistakes. After the first team signals it's done, give a bit more time and then have teams indicate with their fingers -- together on the count of three -- the number of mistakes they found in the work. The team that found the most describes its answers until another team disagrees politely or until they are finished.

2. Use Movement to Get Kids Focused

Ask all students to stand behind their desks and join in simple choreographed physical movement. Because most kids find it invigorating and it's easy to monitor full participation, it may become one of your favorite ways to get kids focused and kill dead time.

Here's how, for the primary grades: Teach hand-clapping patterns to accompany a chanted verse or a set of math facts. Add foot stomping or hand clapping with a partner to create variety.

Here's how, for the middle grades: Create a rhythm with finger snapping and hand clapping, which you model and they echo back. Vary the rhythm and pattern in intervals of 15-20 seconds to challenge them to pay attention and join in.

Here's how, for any grade, including high school: Offer a seventh-inning stretch, or the cross crawl. To do the cross crawl, stand up and begin marching in place, raising the knees really high. As you raise the left knee, reach across your body with your right hand and touch the left knee.

Then do the same for the left hand on the right knee. Continue this pattern for a minute or more. (You can also vary it by, say, having kids clap their hands over their heads between each set of knee touches.)

3. Each Students How to Collaborate Before Expecting Success

Doing project learning and other team-based work without prior training can lead to lots of dead time. You can nip much of it in the bud by teaching collaboration skills before projects get started. You don't need to use an activity related to your subject area to teach teamwork.

Here's how: One way is to give teams of students a pair of scissors, two sheets of paper, ten paper clips, and a 10-inch piece of tape, and ask them to build the tallest free-standing tower in 20 minutes. Prior to the activity, create a teamwork rubric with students, which reviews descriptions of desired norms and behaviors. While half of the teams are building the towers, have the other half of the students stand around them in a circular "fishbowl" as silent observers.

Debrief afterward and train the observers to give a positive comment before a critical one: "I liked that they [blank], and I wonder if they could have also [blank]." Switch the observers with the tower builders and see if they can do better, then debrief again.

4. Use Quickwrites When You Want Quiet Time and Student Reflection

When interest is waning in your presentations, or you want to settle students down after a noisy teamwork activity, ask them to do a Quickwrites, or short journal-writing assignment.

Here's how, for primary-grade students: Ask, "What was most interesting about [blank]?" "What was confusing about [blank]?" "What was the clearest thing you understood?" "What was boring about [blank]?" "What did [blank] make you think of in your life?"

Here's how, for intermediate-grade students and above: Try prompts such as the following, or develop your own: "Summarize what you have heard." "Predict an exam or quiz question I could ask based on this material." "Defend one of the positions taken during the prior discussion."

Teachers often avoid giving this type of assignment because assessing them regularly can be overwhelming. Manage this load by having students use a green (or other color) pen to circle one entry from the week you guarantee you will read. Occasionally, have them write a few sentences next to their entry explaining why they want you to read that particular one. Let them know that you will read the passages marked in green and that, time permitting, you might read the rest if you have time.

5. Run a Tight Ship When Giving Instructions

Preventing dead time is especially important when giving instructions. There are a lot of great ways to ask for your students' attention, but many succeed or fail based on how demanding you are of the final outcome. Whichever method you use, before you begin speaking, it is critical to require (1) total silence, (2) complete attention, and (3) all five eyeballs on you (two eyes on their face, two eyes on their knees, and the eyeball on their heart). I've done this approach with every class I've ever taught, and it makes a big difference. [Knowledge Is Power Program](#) (KIPP) middle schools include detailed SSLANT expectations: Smile, Sit up, Listen, Ask, Nod when you understand, and Track the speaker.

Here's how: When you introduce this routine to students, do it five times in a row: Announce that in a moment, you will briefly let them talk among themselves, and then you'll give them a signal (you can count out loud from one to three, ring a bell, and so on) and wait until they are perfectly ready for you to speak.

In the first two weeks after starting this routine, remind students often what's expected. To hold everyone accountable for listening the entire time, make it clear that you will never repeat your instructions after you have finished going over them.

6. Use a Fairness Cup to Keep Students Thinking

The more you can manage your classroom to be a supportive environment, where students are encouraged to take risks without fear of being put down or teased, the easier it will be to use your fairness cup regularly, without feeling that you are setting students up for failure.

Here's how: Write each student's name on a Popsicle stick and put the sticks in a cup. To keep students on their toes, pull a random stick to choose someone to speak or answer a question. Important: When you begin using your fairness cup, prepare a range of questions, some of which all your students can successfully answer. This strategy allows the bottom third of your class to get involved and answer questions without being put on the spot.

7. Use Signaling to Allow Everyone to Answer Your Question

To help ensure that all students are actively thinking, regularly ask questions to which everyone must prepare at least one answer -- letting them know you expect an answer. Then wait for all students to signal they are ready.

Here's how: For example, in math, you could ask, "How many ways can you figure out 54-17 in your head? (Subtract 10 and then 7, subtract 20 and then add 3, and so on.) Or, to review a presentation, ask, "How many key points of this presentation are you prepared to describe?" By asking questions that allow for multiple answers or explanations, you are differentiating instruction; everyone is expected to come up with at least one answer, but some may come up with more. To convey the number of answers, students can use sign language, such as holding a hand to the chest (so their hands aren't visible to their neighbors) and displaying one or more fingers to represent how many answers they have. This technique precludes students from bragging about how many ideas they thought of or how quickly they are ready. You can then call on volunteers who want to share their answers with the rest of the class.

8. Use Minimal-Supervision Tasks to Squeeze Dead Time out of Regular Routines

Tasks that require minimal supervision add purposeful activity during moments that might normally revert to dead time. They come in handy when passing out papers, working with a small group of students, handling an unforeseen interruption, addressing students who didn't do their homework, or providing work to those who have finished an assignment before others.

Here's how: While you pass out papers, ask students to do a Quickwrite (see #4) or to pair up and quiz each other on vocabulary words. Also, train students to fess up if they didn't do their homework. That way, during class homework review, these students won't automatically be in dead time. Instead, they'll immediately move to these prearranged minimal supervision tasks. For example, you can ask them to study a review sheet, summarize a

reading passage, read the day's assignment ahead of time, or create and study vocabulary words or other content. You might find students suddenly doing their homework more often rather than face this extra work.

9. Mix up Your Teaching Styles

To keep students involved and on their toes, try to move from teacher-centered learning to student-centered active learning, and vice versa.

Here's how: Introduce a presentation by having students pair up, talk to each other about their prior knowledge of the presentation, and generate a list of four questions for which they'll want to know the answers. Make quick rounds to remind all students to stay on task. To encourage active listening, provide students with a list of important questions in advance. Interrupt the

presentation with a Quickwrites (see #4), and then have students "pair-share" by asking them to compare their entries with a neighbor. Pull sticks from your fairness cup (see #6) to choose pairs of students to present their thoughts to the class.

10. Create Teamwork Tactics That Emphasize Accountability

By insisting that students "ask three before me," you make it clear that they are expected to seek assistance from all members of their team before they turn to you.

Here's how: To reinforce this rule, when a student on a team wants to ask you a question, you, the teacher, always ask another person on the team whether she knows what the question is. If she doesn't, politely walk away, and the team will quickly understand what you expect. Another way to emphasize accountability might be to say, "When you think your team is done with the task, find me within 30 seconds and tell me." This strategy shifts the accountability.

Just click for inspirational thoughts...



Fantastic Slide
show.pps



Beginning Monday Sept. 2 (Labor Day) visitors to the Smithsonian's National Museum of African American History and Culture will not need a pass to enter the museum on weekdays. Visitors may enter the museum on a first-come, first-served basis beginning at 10 a.m. Monday through Friday through February 2020. Timed-entry passes will still be required every Saturday and Sunday.

For more information please visit www.nmaahc.si.edu Call (844) 750-

IDEAS FOR MIDDLE SCHOOL TEACHERS

I'M JUST SAYING...

In order to teach, you must have control over your classroom. This does not mean you should act like a dictator. If you try to teach without establishing control, then the quality of teaching will suffer.

1. In order to have true respect, you must give it. This does not mean that you accept undesirable comments in the classroom, nor does it mean that you can run a classroom without some consequences.
2. In order to have discipline there will be consequences for bad decisions. This does not mean that consequences must be harsh to accomplish its job.
3. Harsh consequences do not accomplish much except for breeding hatred. Consequences should fit the offense. Often the natural consequence is the best.
4. In order to be the authority figure in a classroom, there is an imaginary line that you shouldn't cross. Does that mean you cannot be a friend to your students? No, it means that if the friendship gets in the way of education, then it has crossed the imaginary line. (For instance, others may see such conduct as playing favorites and it could undermine your relationships with them.)
5. A teacher cannot always be fair but should strive to fairly apply the rules.
6. A positive classroom will accomplish much more than a classroom that is filled with negativism--don't threaten your students.
7. If you discipline in anger, your judgment can be in error. Learn to be calm in the face of problems. It will be a healthier approach for you, and your students will learn from your problem-solving abilities. Don't take your students' remarks personally--students at this age may hate a teacher one day and love him/her then next. It is a sign of their age, not their overall opinion of the teacher.
8. It is important to act, not react. Give students choices--for example: 1.) You may leave the room and go to___ (a pre-selected place--maybe another teacher can provide a time out corner if you don't have a time out room). 2.) You may stay here and make changes in your personal choices. 3.) You may stay in the room but change your seat to an area where you agree there will be fewer problems. When you give students choices, they have power, power to make a good choice and continue receiving instruction.
9. If the emotional and/or physical well-being of a student is at risk, then the offender should be removed from the room--no choices.
10. If teachers copy the discipline style of another, it may not fit them or their classroom. Classroom control, like teaching, requires personalization--what works best for you is what you should do.

The above list is generalities that work. Think about using them.... Whatever you choose, keep a positive atmosphere in the classroom. (G. Hoover)

WHY DID YOU COME TO SCHOOL TODAY?

By Julia Ansley

**Why did you come to school today?
Did you come to learn, or did you come to play?
Did you come to smile or to wear a frown?
Are you here to build or to tear things down?
Will you be a minus or another plus?
Are you here to help and work with us?
Or do you need a vent for your frustration?
Over all the wrongs in our homes and nation?**

**Are you here to reach out and unite?
Or are you often a person who needs to fight?
Are you simply in school because you're forced to come?
Do you know that education helps to make someone educated and verbal
Ready for a job-
So you don't have to go out to beg or rob?**

**You come to school to learn things that you really need to know.
You must study and your skills will grow.
Stop fighting and fussing and join the team
That works hard to spread your dream.**

**The teachers can't possibly do it all!
You've got to have pride and stand up tall.
You've got to first want to be someone
Then to study and learn and get the job done.
The way to improve things is to be a star
Instead of crying and hasting where you are
Instead of hating yourself and those around you
Try improving yourself and the things that surround you.**

**Learn to read, write, and spell. Learn to add and subtract.
Learn to work a computer and you'll improve, that's a fact.
Follow rules, do your work, cooperate and obey
These three things guarantee that you'll have a nice day!**

**It shouldn't matter if others disrupt class and act like fools.
It's the followers and "wannabes" who cause problems in our schools.
No matter what you do in class, no matter what you say.
The most important question to ask yourself is,
"Why did I come to school today?"**

Back to
School

**Prepare
Your
Heart
with
a
Caring
Spirit...**

