

# NATIONAL SORORITY OF PHI DELTA KAPPA, INC.

## APRIL 2020 NEWSLETTER



Dear Sorors,

We are all experiencing great emotional distress as we pass through this COVID-19 pandemic. We know that God is in control and we are living in HIS World. We believe in HIM and HIS Word and we must be obedient, patient, and loving in all times. One of my favorite scriptures is Philippians 4:6-7.

*“Do not be anxious about anything, but in all things through prayer and supplication with thanksgiving, let your requests be made known unto God.” Philippians 4:6*

We are so thankful for all on the frontline of this pandemic: medical professionals and medical personnel; all first responders, emergency personnel; firefighters, police officers, bus, and truck drivers; all unseen laborers, service personnel and volunteers; government and elected officials. For these, and those unnamed...we give you thanks.

The Teachers of the World, especially the Sorors of the National Sorority of Phi Delta Kappa, Inc., an organization of professional women in the field of education, who love what you do...we THANK you! I want you to know that you are valued and that during this pandemic ... **“WE SEE YOU!”**

**To the Sorors** who are struggling to teach using new techniques never used previously and in places not designated as classrooms, WE SEE YOU!

**To the Sorors** who love their students and worry about their physical, emotional, and mental health while at home, WE SEE YOU!

**To the Sorors** who are parents themselves and are juggling parenthood and the teaching profession simultaneously, WE SEE YOU!

**To the Sorors** who are seeking to find ways to teach even with the inequities of resources to students, especially lack of technology, WE SEE YOU!

**To the Sorors** who are caregivers to love ones in your homes or nearby and the daily myriad demands of health needs, WE SEE YOU!

**To the Sorors** who are living with compromised medical conditions themselves, and trying to stay safe, WE SEE YOU!

**To the Sorors** who are retired and never in your wildest dreams thought this would be the state of the world. WE SEE YOU!

**To the Sorors** who have frontline responders in their families and must encourage them as they go boldly into the unknown each day, WE SEE YOU!

**To the Sorors** who want to help in a positive manner, but just don't know what to do or how to do it, WE SEE YOU!

**To the Sorors** who are grieving over the death of a love one and cannot honor or memorialize them in the traditional manner, WE SEE YOU!

**To the Sorors** who feel isolated, disconnected, lonely and possibly unloved, **SORORS, WE SEE YOU AND WE LOVE YOU!**

This is our love message to you! Do not be discouraged! Be of Good Cheer!

And the next verse of this favorite scripture:

*“And the peace of God, which passes all understanding, shall keep your hearts and minds through Christ Jesus.” Philippians 4:7*

Be blessed.

**Moving NSPDK Forward.....Together!**

**Etta F. Carter, Ph.D. 26<sup>th</sup> Supreme Basileus** [NSPDKSupreme@gmail.com](mailto:NSPDKSupreme@gmail.com)



## **Prayer for a Pandemic**



**May we who are merely inconvenienced  
Remember those whose lives are stake  
May we who have no risk factors  
Remember those most vulnerable  
May we who have the luxury of working from home  
Remember those who must choose  
Between their health and making the rent  
May we have flexibility to care for our children  
When the schools close  
Remember those who have no options  
May we who have to cancel our trips  
Remember those who have no place to go  
May we who are losing our margin money  
In the turmoil of the economic market  
Remember those who have no margin at all  
May we who settle in for quarantine at home  
Remember those who have no home  
As fear grips our country  
Let us choose love  
During this time when we cannot physically  
Wrap our arms around each other,  
Let us find ways to be the  
Loving embrace of God to our Neighbor  
Amen**

**Cameron Bellm**

**5 Key Things in the \$2 Trillion Coronavirus Stimulus Package**

**Here's what's in the package:**

**1. The government will send direct payments to taxpayers.**

Anyone who files a 2019 return (or 2018) and earns \$75,000 or less will receive a one-time \$1,200 check, or \$2,400 for couples filing jointly. In addition, those households will receive \$500 per child. The check amount will go down until it phases out completely for people earning \$99,000, or \$198,000 for joint taxpayers. The Tax Foundation estimates this will cost \$301 billion. (People who don't file taxes because they receive Social Security also qualify.)

**2. Unemployment benefits will grow substantially and go to many more Americans.**

Lawmakers agreed to a significant expansion of unemployment benefits that would extend jobless insurance by 13 weeks and include a four-month enhancement of benefits. At the insistence of Democrats, the program was broadened to include freelancers, furloughed employees and gig workers, such as Uber drivers.

**3. Small businesses will receive emergency loans if they keep their workers.**

The bill provides federally guaranteed loans available at community banks to small businesses that pledge not to lay off their workers. The loans would be available during an emergency period ending June 30 and would be forgiven if the employer continued to pay workers for the duration of the crisis.

"There is broad general agreement that small businesses in this country will not be able to survive unless there is extraordinary assistance," said Senator Marco Rubio, Republican of Florida and the chairman of the Small Business and Entrepreneurship Committee, who worked with Democrats to create the program. "The goal is to keep employees connected to their employers, so that people aren't just having to stay home and aren't just feeling the stress of being laid off, but the uncertainty of whether they'll even have a job to go back to."

**4. Distressed companies can receive government bailouts — but with strings attached.**

Loans for distressed companies would come from a \$425 billion fund controlled by the Federal Reserve, and an additional \$75 billion would be available for industry-specific loans — including to airlines and hotels.

The creation of the Federal Reserve fund was one of the chief sticking points in the negotiations, as grim memories of the 2008 Wall Street bailout — which activists in both parties came to regard as a flawed program that benefited rich corporations at the expense of American workers — hung over the negotiations. Democrats successfully pressed for immediate disclosure of the recipients and stronger oversight, including installing an

inspector general and congressionally appointed board to monitor it. Companies that benefit could not engage in stock buybacks while they received government assistance, and for an additional year after that.

Democrats also secured a provision ensuring that Trump family businesses — or those of any other senior government officials — cannot receive loan money through that fund, though they could potentially still benefit from other parts of the bill.

## **5. Hospitals staggering under the burden of the coronavirus would receive aid.**

The agreement includes \$100 billion for hospitals and health systems across the nation, Senator Chuck Schumer, Democrat of New York, and the minority leader, told Democrats in an early morning letter. It also includes billions more, he said, to furnish personal and protective equipment and increased for health care workers, testing supplies, and new construction to house patients.

Lawmakers also agreed to increase Medicare payment increases to all hospitals and providers, the letter said.

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**National Sorority of Phi Delta Kappa Inc.**

**Dr. Etta Carter, Supreme Basileus**

**Ms. Rose Anderson, Southeast Regional Director**

**Mrs. Jerrie A. Foster, Southeast Regional Chaplain**

## **Chaplain's Corner**

### **Words of Encouragement (Sorors)**

**“If my people who are called by my name, will humble themselves and pray and seek my face and turn from their wicked ways, then I will hear from heaven, and I will forgive their sin and will heal their land.” II Chronicles 7:14**

We are facing an unprecedented **C.O.V.I.D.-19** pandemic that is threatening every area of our lives physically, emotionally, and spiritually.

### **C.O.V.I.D.-19 Christ Over Viruses and Infectious Diseases-Joshua 1:9**

**Sorors**, there is no doubt that it is truly a time for the **World to Stop Pray, and hear God's Voice**. We must continue to keep our **Faith and Stay Strong in God**. We must **Trust Him and take One day at a Time**. Let us Continue to Pray and ask him to heal the world from the Coronavirus.

Let us be encouraged by Joshua 1:9 **“Have I not commanded you? Be Strong and Courageous. Do not be frighten and do not be dismayed, for the Lord your God is with you wherever you go.”** Be of Good Cheer Sorors. Remember God is Still in Control! Continue to please practice social distancing in your daily lives, so that we can work together to beat this virus and get back to everyday life. Praying for all of our Sorors, their families, our leaders, and our entire world in Jesus Name.



# Highlights

## World Autism Awareness Day – April 2, 2020

Awareness, Mental Health



April 2 is World Autism Awareness Day, when the world takes part in the puzzle pattern of blue, red, yellow, and purple pieces that reflect the complexities and uniqueness of the autism spectrum. There is no better way to celebrate this day than by becoming aware of the characteristics of people with this condition and how all of us can do better to increase our own understanding and promote kindness.

## Earth Day – April 22, 2020

Awareness, Environment



For the past 50 years, Earth Day has been celebrated by billions of people around the globe, annually every April 22, to join together in promoting awareness for the health of our environment. Why should we continue to celebrate this holiday in 2020? Some people may view it as just another holiday, or an excuse to wear green and a flower crown, similar to St. Patrick's Day, but with serious concerns about our changing environment being studied and addressed today by prominent scientists, politicians, and young climate change activists alike, some people are adapting to more environmentally friendly ways of living — every day, not just on April 22 every year. Cue the composting, recycling, repurposing, carpooling, thrifting, and metal straws to save the turtles.



## Easter – April 12, 2020

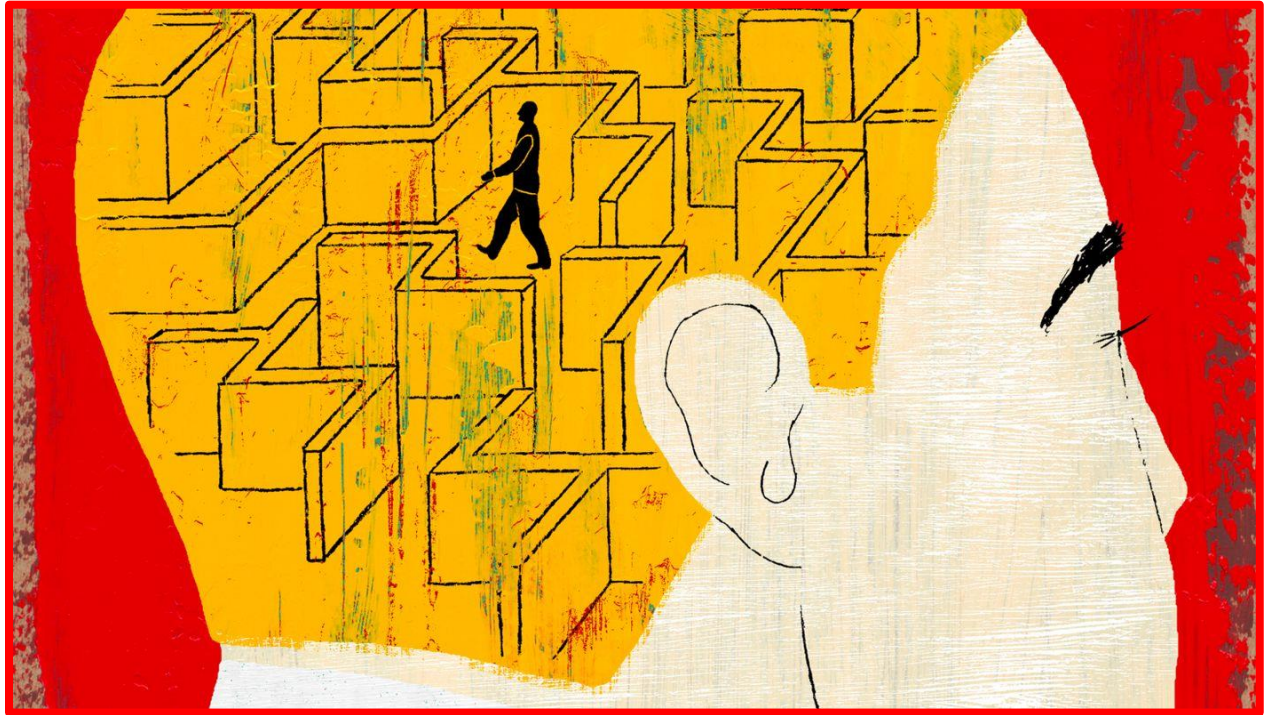
Christian, Historical



Easter is the single most important holy day throughout Christianity. It celebrates the resurrection of Jesus Christ — a central belief for Christians worldwide and the focal point of their faith. Religious scholars believe the event occurred three days after the Romans crucified Jesus in roughly 30 AD. Christians therefore derive hope that they too will experience a resurrection in heaven.

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the iSpot / Ken Orvidas

## TEACHER WELLNESS

### Teaching Through a Pandemic: A Mindset for This Moment

Hundreds of teachers, many of them operating in countries where teach-from-home has been in place for weeks, weigh in on the mental approach you need to stay grounded in this difficult time. By [Stephen Merrill](#) March 19, 2020

The thought ended almost before it started: “This is so overwhelming.” It was all one teacher managed to type before she stopped short, vexed into silence, perhaps, by the sheer size of the problem. In the pregnant pause that followed, undoubtedly, every teacher tracking the unspooling thread—about the dizzying, rapidly escalating viral crisis that was closing schools across the country—recognized the chasm they were all facing as well, and scrambled to fill in the blank.

In the next few hours, over 500 teachers joined two Facebook conversations about teaching during the coronavirus pandemic, spilling out their concerns and anxieties: What will we do if the schools close for months? How can I shift to online learning if we’re closing tomorrow, or even in a few hours? How will special education students be cared for, and IEPs administered? What about children who have no internet access, or who will be required, as Keith Schoch thoughtfully noted, to “become de facto babysitters” for their brothers and sisters.

“There is no digital divide, but there is a digital abyss, and America’s rural poor are living at the bottom of it,” said Anne Larsen, with devastating concision. What if, in the end, the school systems decide that online learning is working just fine, and never reopen? The panic was all perfectly understandable.

But there were plenty of teachers in the mix who had weeks of crisis experience under their belts by that time—several in Hong Kong and Italy and the state of Washington, for example—and others who had long careers in online and distance learning. In the end, too, there were many fantastic, highly creative teachers providing strategies as fast as the obstacles appeared.



At the highest level, a shift in mindset would be required—even the most optimistic educators conceded the point. There are plenty of strategies and tactics we’re covering at Edutopia—and we’ll continue to—but here are the crucial emotional and psychological scaffolds that our audience agreed would be needed to teach in this new paradigm.

### **EXPECT TRIAL... AND PLENTY OF ERROR**

Start by being reasonable with yourself. It is, in fact, impossible to shift to distance learning overnight without lots of trial and error. Expect it, plan for it, and do your best to make peace with it.

“I can tell you, now that we’re in week 7 of online learning, that much of what you will do will be trial and error,” wrote Stacy Rausch Keevan, who was teaching in Hong Kong. “Don’t stress about that—it won’t do you any good. For my middle school English and humanities classes, I’m offering the same lessons I would normally do live, but in smaller doses.”

### **ACKNOWLEDGE THE EXTRAORDINARY**

Reset your baseline. We’re all operating in the shadow of a global pandemic, and it is disorienting and limiting. Business as usual is unrealistic.

The real “points to consider” are not “the strict adherence to ‘regular’ conditions and norms,” wrote Amy Rheault-Heafield in a reply to a question about how to structure distance learning like more typical learning experiences, “but how to provide a rich experience to all learners who are now without ‘traditional’ teachers standing beside them in classes.”

So while you should try to provide “meaningful activities,” cautioned elementary teacher John Thomas, “we should remember that on short notice—and because many of us have limited PD utilizing these tools—we can’t tackle everything immediately. In other words, we should give ourselves the time and the permission to figure this out.”

### **REDUCE THE WORKLOAD (FOR YOURSELF AND YOUR STUDENTS)**

If your district allows it, you should plan to do less. Students won’t be able to work as productively, anyway—so if you can’t scale back you’ll be sending them work they cannot do—and your own life and family need added care.

“Feedback from students and families over the last 10 days in Italy is ‘less is more,’” commented Jo Gillespie. “Consider that parents are trying to work from home, and siblings are vying for computer and Wi-Fi time. Try Google quizzes using Forms, a reading log, some short live sessions with teachers and classmates, maybe vocabulary extension, maths and geometry problems (but not too many). And that’s probably enough.”

And Keevan, the teacher in Hong Kong with weeks of experience, confirmed that time and distance play funny games during a crisis: “What would normally take you one class period to teach in the classroom will probably take you twice as long.”

### **NO PERSON IS AN ISLAND**

Humans are social animals. Working from home, or worse, from quarantine, is isolating and often depressing for both teachers and students.

Make a concerted effort to speak to other colleagues and trusted professionals to provide emotional and psychological context to your work. Teaching at this moment is extraordinarily hard, and you’ll need the virtual company of people who are experiencing what you are.

And don’t forget to “reach out to students as often as you can,” said Keevan, who still teaches classes live despite a (slightly inconvenient!) 13-hour time difference. Or you can facilitate

peer-to-peer communication. John Thomas assigns pen pals in his first- and second-grade classes, so that kids with no internet can feel like they belong.

### **EVERYONE THINKS THEY CAN'T—BEFORE THEY CAN**

Some degree of pessimism and self-doubt comes with the territory. Teachers in the Facebook thread advised more perspective-taking and being more patient with yourself: You know how to teach, and you will figure this out in time.

“We are in week 7 and I have three children of my own at home,” wrote Salecia Host, a teacher in Tianjin, China, reflecting on the arc of her emotional response to the crisis. “Just take it day by day. It gets less overwhelming and more routine.”

Try to remain calm—though you’ll have a few moments where that goes out the window—and keep plugging away: “Being open-minded and flexible is key,” said Kaz Wilson, who also works in China. “Everyone thinks you can’t until you pause, talk it out with folks who are doing it, and know that you’ll get through it.”

### **MIND THE GAP**

Your work will be hard, but there are students facing more severe challenges. Students with no internet or no computer will need support, as will those with learning differences or other circumstances that make distance learning especially difficult. Supporting these students was on almost everyone’s mind—it came up dozens of times in the Facebook thread.

“I’m in Italy. Our schools closed a few weeks ago without any previous warning. We shifted to online immediately. It is hard and exhausting,” admitted Eleonora Borromeo, before providing a ray of hope. “Equity is an issue. Assessment is an issue. But the students are doing their best and giving us the strength to go on.”

Solutions from our audience of teachers focused on the old analog approaches: paper-and-pencil tasks, workbooks and activity packets that can be mailed home, and updating parents and students via phone calls daily.

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## **ONLINE LEARNING**

### **4 Tips for Teachers Shifting to Teaching Online**

An educator with experience in distance learning shares what he’s learned: Keep it simple and build in as much contact as possible. By [Kareem Farah](#) March 20, 2020



istock / SDI Productions

The coronavirus has caused widespread school closures for an unknown duration. Teachers are scrambling to find ways to support students from afar through distance and online learning. If you're feeling overwhelmed by this daunting task, you're certainly not alone.

I've also struggled to reach students outside of class. For several years, I taught in communities where students struggled to attend school consistently. To help absent students access my courses, I developed a [blended, self-paced, mastery-based instructional model](#) that empowered all my students to learn, whether they were in my room or not. Today, I run The Modern Classrooms Project, where I help other teachers do the same.

Through teaching students and training educators, I've learned a lot about how to effectively create and implement digital instruction and self-paced learning. I'll share a few tips below, and if you're looking for further support on developing effective distance learning beyond what I discuss in this piece, explore the [resources on our website](#) or start our free online course, [Building Modern Classrooms](#).

Here are some pointers that can help you create a sustainable and engaging distance learning experience for your students.

## 1. SIMPLICITY IS KEY

Every teacher knows what it's like to explain new instructions to their students. It usually starts with a whole group walk-through, followed by an endless stream of questions from students to clarify next steps. While this process can be frustrating at times, students can always rely on each other and the teacher in the room when they're stuck.

One of the challenges of distance learning is that you and your students are no longer in the same room to collectively tackle misconceptions. Instead, the large bulk of learning time is inevitably going to be driven by tasks that require a high level of self-direction.

As a result, simplicity is key. It is critical to design distance learning experiences that have very clear instructions and utilize only one or two resources. It's also best, when possible, to [provide resources like readings as PDFs](#) that students can always access.

Keep in mind that simple structures can still require rigorous work: Tasks with few instructions often lead to the greatest amount of higher-order thinking, as students figure out what to do within defined parameters. Distance learning should push educators to think about how they can be leaner and more concise with their delivery of new information.

## 2. ESTABLISH A DIGITAL HOME BASE

In the spirit of simplicity, it's vital to have a digital home base for your students. This can be a district-provided learning management system like Canvas or Google Classrooms, or it can be a self-created class website. I recommend Google Sites as a simple, easy-to-set-up platform.

You need a single digital platform that your students can always visit for the most recent and up-to-date information. It can be tempting to jump around between all the cool edtech applications out there—especially as so many of them are offering free services right now—but simplicity and familiarity are invaluable. Students need to feel comfortable going to the same place to access the same tools. The farther away you are from your students, the more important it is to cultivate stability and practice norms.

Additionally, if attendance was a challenge before, distance learning is going to magnify it. So, students need a place to go when they fall out of the loop. Filling in gaps is only going to get harder when the teacher cannot quickly engage in individual or small group instruction. Your students are going to need to take control of their own learning. Your goal is to create a clear framework that allows them to do that.

You might want to check out a [unit I created on probability and statistics](#) to see how I provided instructions and set up checkpoints for my students.

### 3. PRIORITIZE LONGER, STUDENT-DRIVEN ASSIGNMENTS

Efficiency is key when designing distance learning experiences. Planning is going to take more time and require a high level of attention to detail. You will not be able to correct mistakes on the fly or suddenly pivot when kids are disengaged.

To effectively manage your time and sanity, you will want to prioritize longer, student-driven assignments and tasks that buy you time to keep planning future units—and that get your students off the computer. Focus on building toward long-term projects where students have autonomy and a clear set of checkpoints and deadlines that need to be met. When possible, create opportunities for students to discuss what they're learning with their families and include an element of student choice to really build engagement.

Check out a project set up by Modern Classrooms' co-founder, Robert Barnett, that integrates choice and family engagement: [Demographer Challenge](#).

### 4. INDIVIDUAL TOUCHPOINTS ARE GAME-CHANGERS

What your students will miss the most is the human connection that is cultivated in your classroom. The little interactions you have with them in the hallways, before and after class or during breaks in lessons, are irreplaceable. While it can be tempting to focus on content in your distance learning assignments and instructional videos, what matters more is creating structures for personalized touchpoints with your students.

You can create these touchpoints through any medium you like: emails, video messages, phone calls, messages through your learning management system, comments on shared documents, etc. Create a structure and stick to it. Your students will see your investment and know that you care about them.

It's important to bear in mind that cultivating an engaging distance learning experience is hard. It takes time and an incredible amount of patience. If you are new to the experience, you're probably going to feel like a first-year teacher again. That's OK! Tackle the challenges step by step, keep your students updated on your progress, and stay positive. You can do this!

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## ONLINE LEARNING

### How to Support Home Learning in Elementary Grades

A first and second grade teacher shares his home learning plan for his students and how he is engaging their families. By [John S. Thomas](#) March 17, 2020



istock / Anchiy

Like me, you're now being inundated with emails, links to resources, and social media shares offering free access to educational programming for home learning. You're also juggling directives and restrictions from your district, administration, and technology department. Your students' families are scrambling to figure out working from home, childcare, and what supplies they may need while awaiting information from you and the school about home learning. And you've got your own life and family to take care of.



Know that nearly every educator is in the same boat. As a result, the educational community is focusing—a huge professional learning community—on the goal of providing our students with activities they can do to continue to love learning and not lose that spark we’ve worked so hard to nurture throughout the school year.

In the current push for online learning, it’s important to remember that some households don’t have internet, and some don’t have laptops, tablets, or smartphones. If they do, device management may be a huge challenge for families—the adults may need to use the only device they have to do work from home.

## Jumping Into Home Learning

Communication that builds community should be where you start. Reassure your students and their families that you’re in this together and that you’ll provide options for them to continue learning in the coming weeks. Treat this like a new school year: Send home communication for the adults and students to help ease fears.

Here’s the first email I sent to my students’ parents and guardians when my school closed: “Dear Families, I’ll be in touch soon with more information about home learning, including fun ways to keep your children engaged and focused on exploring life around them, albeit at home, and not lose that spark of curiosity and learning we’ve worked so hard at developing up to this point in the school year. But that can wait a bit—first and foremost please take this time to take care of your family’s needs. Hopefully you can find ways to reconnect as a family and still manage all the things you need to do professionally and personally.”

I followed up with a short video directed at my students to reassure them there will be some familiar and fun activities coming their way—I have found that watching a video of their teacher can help ease students’ fears. And students will have fears about the coronavirus, so I shared a handbook for young kids from Amanda McGuinness, the Autism Educator, to [help explain the coronavirus](#).

## Creating a Sense of Familiarity

Next up is sharing a classroom plan for how learning will take place. One of the challenges is to find a way to provide assurance, support, routines, and familiarity.

Let’s take a look at some ways you can take your current classroom routines and send them home. If you do a morning meeting, reflect on the elements you have in your meeting and what could be completed virtually at home. If technology allows, record and share daily video announcements and story read-alouds.

I’m going to use Seesaw for two-way communication. Communicate often—students will find comfort in seeing your face and hearing your voice. Record at school if you can, so they see a familiar setting. Have students share a photo or video of a toy, hobby, collection, stuffed animal, pet, or favorite book—students can share only with the teacher using Seesaw, not with each other, but teachers can create a blog to choose what gets shared with the whole class.

Dig out all your ideas for building a responsive classroom from the beginning of the year—I use *The First Six Weeks of School*—and see what you can use virtually to strengthen the learning community.

When you send work home, include daily SEL prompts for your students to reflect on, ideally one for the beginning and end of their day.

Possible SEL check-ins:

- How are you doing?
- What have you done today that was fun, and why was it fun?
- What's your internal weather?
- [Roses and Thorns](#)

Get your students communicating with their peers. If technology doesn't allow, create pen pals or other paper-and-pen activities by sending home envelopes, paper, and stamps if your school is able. Or mimic "turn and talk to a neighbor" by setting up phone pals where students call each other on the phone several times a week to discuss specific topics or prompts. Perhaps send home a link to a [virtual field trip](#).

Just as you would in your classroom, be sure to have some individual communication with your students. If time allows, send a personal email, message, or video check-in, especially for students who may have a more difficult transition.

### Getting Started on Academics

When you begin work on academic content, I would focus on no new material at first and keep it simple. Start with something successful and build from there. Send activities to students that they can feel confident in completing while they navigate working from home. Review topics are good, especially as your families figure out the technology aspect. We should remember the amount of pressure on families right now, and have realistic expectations about what can be achieved due to juggling work, child care, siblings, illnesses, and caring for extended family.

We all want the best for our students, so let's keep things in perspective. While students will be challenged, they will be learning more about technology, problem-solving, working together, and communicating, as well as any academic concepts we can integrate into our plans.

In the big picture, we're talking about a few weeks to a month or two over the course of a 13-year educational career. While we should try to provide activities that are as meaningful as possible, we should also remember that on short notice we can't switch seamlessly to online learning and tackle everything we wanted to do, especially when many of us and our students and families have limited experience utilizing these technology tools.

It's OK to give ourselves time and permission to figure this out. Please realize home learning will be different, and that's OK too—it will be hard, and it won't replace interacting face-to-face. But we can work to set up home learning activities that we hope our students will use to keep their love of learning alive.

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## SPECIAL EDUCATION

### Apps for Students With Special Needs—As School Buildings Shutter

The coronavirus creates a unique challenge for students with special needs—educators share recommendations for apps to support learning at home. By [Jayne Clare](#) March 20, 2020



Courtesy of Anne Rachel

Special education is facing severe challenges as remote becomes the new norm for K–12 learning during the coronavirus pandemic. Delivering differentiated content in a well-equipped classroom can be difficult on a good day, but now that most schools are closed or closing, educators who work with children with special needs must, in many ways, completely reinvent their approach to teaching.

One of the main concerns for both teachers and parents is keeping students on track to reach their individualized education program (IEP) goals and objectives as they are tailored for each student. Teachers must also work much more closely now with parents/caregivers to support this learning at home. In some cases, students are accustomed to having aides, in addition to teachers, in the classroom. It is a lot of responsibility for caregivers to bear, but luckily some of the digital tools now available can really help. I reached out to my special education colleagues via the Facebook Group called [Education App Talk \(E.A.T.\)](#), asking for their favorite digital tools; what follows includes some of their recommendations, but it is just the tip of the iceberg of what is available. Remember, as with any tool, what may work wonders for some students will only frustrate others. Customization is key with any app, so adults and educators should be prepared to put in some time learning the apps themselves or how to make modifications in the settings. Many apps come with great teacher-made materials; look for video tutorials, lesson plans, and extension activities.



## FREE APPS OR APPS WITH A FREE TRIAL

**My PlayHome** is a free app that gives kids a digital doll family of up to 15 people in various skin tones with whom they can explore, play, and share stories with other people. These shared stories help to increase student verbalizations, provide a place for social and emotional learning, and teach necessary early language skills.

**SoundingBoard** is a free mobile augmentative and alternative communication (AAC) app designed for children who are unable to speak (or who have limited speech) to help them communicate. In order to meet the needs of this particular population, the app comes with preloaded boards using symbols with recorded messages. Students select and press images on the board to prompt a verbal message.

**LetterSchool** promotes early literacy and numeracy skills by guiding children to tap, touch, and trace colorful animations. Children learn letter formation, letter sounds and names, spelling, counting, and other preschool and primary skills. This app, which offers a free trial, also does an excellent job of developing fine motor skills and eye-hand coordination.

**Tales2Go**, an audiobook service that offers a free one-month trial, helps students who struggle to read while boosting their listening skills. This app has an extensive collection of stories and books for all ages, with scores of splendid narrators who bring stories from every genre to life.

**Epic!** is an e-library that is great for supporting reluctant or struggling readers. It provides access to more than 20,000 high-quality children's books and educational videos and includes an assortment of both fiction and nonfiction books from prominent publishers. Epic is offering free access to schools during this time.

## PAID APPS

**Busy Shapes**, by Edoki Academy, is based on Piaget's research on cognitive development, and it begins with cause-and-effect play that evolves into an exercise in problem-solving and tool use. The game also helps children improve their fine motor skills through a series of puzzles in an exploratory and evolving playground.

**Edoki Academy** also offers a series of math apps using a step-by-step approach whereby students learn Montessori math by manipulating various objects that appear on the screen. It also helps boost motor skill development.

**Math Drills** is a skill-based math drills app that students tend to love, as they can compete against themselves to increase their speed and accuracy. It includes basic math operations like addition, subtraction, multiplication, and division, and also features advanced options in the settings so that teachers and students can create personalized environments, and track scores and test history.



@jatinp1974 / Twenty20

**Phonics Genius** provides a simple way for children to learn how to recognize, read, and speak words through letter sounds. The app contains more than 6,000 words, compiled by phonetic groups, in addition to the fun games for practicing skills.

**SentenceBuilder** is a conversation simulator designed to help elementary-aged children learn how to have conversations with their peers in a variety of social settings, which can be a particular challenge for special needs students. **ConversationBuilderTeen**, for older students, is geared to help kids learn when it is appropriate to introduce themselves, ask questions, and change the subject of the conversation. This app also covers sarcasm and addresses how kids should respond to bullying.



[Word Wizard](#) has a talking alphabet that allows kids to experiment with phonemic awareness and word building. The verbal feedback helps teach children in a nonthreatening way, as the voice reads any words the child creates—allowing for self-correction. The app also supports letter recognition, phonological awareness, and spelling, and comes with 184 built-in word lists such as the 1,000 most frequently used sight words. It even keeps tabs on children’s progress with detailed monitoring and has an extensive teacher activity guide.

[The Anti-Coloring Book App](#) series is my personal favorite resource of all time and is now available in app form. This suite of online books uses the space at the bottom of the page for a question and the child draws the answer. These are open-ended questions—with no right or wrong answers—that promote a child’s critical thinking skills, foster creativity, and encourage risk-taking and problem-solving.

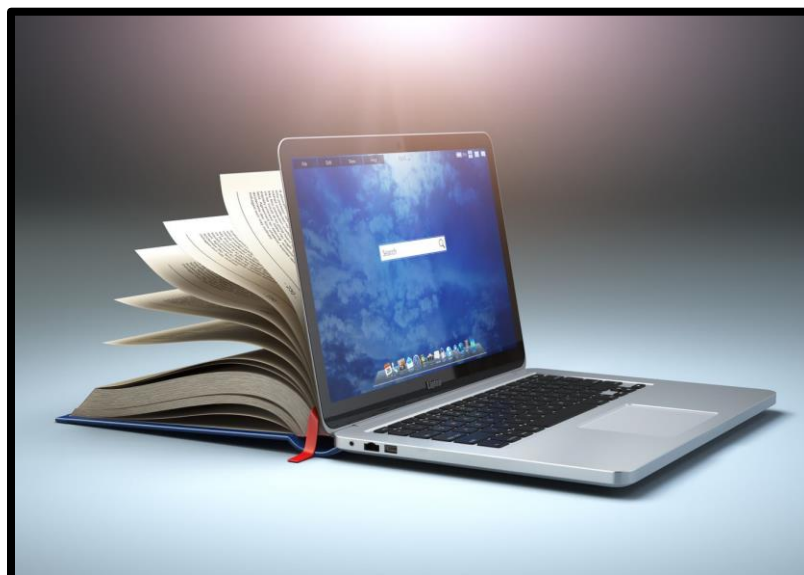
## DIGITAL MODIFICATIONS

Aside from apps, digital modifications are critical for online home learning for special needs students. Text to speech (TTS) is a type of assistive technology that reads digital text aloud and works with almost all digital devices—phone, iPad, computer. Many types of text files and most web pages can be converted into audio with TTS software.

- Mac/iPad—in Settings under [Accessibility](#)
- Windows—in Control Panel under [Ease of Access](#)
- Android—in Settings > Accessibility > [Text to Speech Output](#)
- Chromebook - in Settings under [Accessibility](#)

Speech recognition (dictation) is another necessary tool, found on most digital devices, that enables students to express themselves by simply talking without having to worry about typing, spelling, and grammar. Dictation software is available on most devices in the settings menu, and it helps students expand their writing skills and achieve new levels of success. Note: Apple has a more advanced speech recognition system than Windows.

During the coronavirus pandemic, out-of-school learning is a great challenge, but it is particularly so for special needs students, who already face hurdles in their schooling. Be mindful—and patient—with special needs students as they try to adapt to this new dynamic. Change alone can be very disruptive for many children, and they will need time to adjust to their new routine. Don’t be surprised by regression in social and emotional behaviors. Small strategies like [breathing exercises](#), [creating structure](#), and [helping students](#) methodically work through problems are essential at this time.



## ONLINE LEARNING

### What Teachers in China Have Learned in the Past Month

An American whose classroom in Beijing is now online shares what she and her team have learned since the coronavirus hit, just as U.S. teachers make the same shift.

By [Laurel Schwartz](#) March 13, 2020

Since February 17, I've been teaching 11th-grade humanities writing to students who are self-quarantined in China. Our teachers were in the same position several weeks ago that U.S. teachers are in now—we were expecting to teach in classrooms in Beijing. Now we're teaching virtual classes remotely from our homes in China and countries around the world. We had about half a week to prepare for online school, including setting up a digital platform that none of us had ever used before.

For the first few weeks, we needed to be very flexible and patient. Everything we would have done in person took longer virtually as we learned to navigate online learning. But we've worked out many kinks and are now engaging our students in high-quality learning experiences online.

Since our students have stopped physically attending school, their Chinese classes happen in real time following the regular schedule, using a Chinese app. Our international team teaches using Moodle, an open-source learning platform that has the ability to do live video conferencing with digital whiteboards and break-out rooms. We also use it to give students feedback, do partner and group work, and publish class materials—things that can be done through Google Classroom as well.

Here is some of what we've learned so far about teaching students who must stay home. Start by continuing to use lessons that are clear and simple, and don't introduce new programs for teachers and students to learn if you can help it.

#### ASYNCHRONOUS TEACHING

Our international teachers are on four continents across eight time zones, so most of our classes are asynchronous, meaning our teachers post assignments and recorded lessons and students complete work at different times. Teachers respond using a rubric, comments, and sometimes recorded video or audio feedback through our online learning platform.

Most of our teachers have at least three live classes each week in addition to the asynchronous classes. This helps build community in the class, engages students, and makes the learning more interactive. Some teachers have found it more effective to teach live classes daily.

#### IT'S NOT ALL ABOUT SCREENS

It's easy for students to spend a lot of time in front of screens for their online school. As much as possible, we're assigning students tasks that get them up and moving and away from their devices. We've also been working out ways to have students continue to create art without screens.

**Videos:** A first-grade class recently had a homework assignment where students needed to describe a pet. One boy's mother video recorded him while he used descriptive language to introduce the audience to his two cats. Students can also write and perform plays, or create and cook recipes and conduct interviews, and submit these assignments through video.

**Workbooks and drawing:** Many of our classes at school intentionally used workbooks and paper-based tasks instead of laptops to reduce students' screen time. We're continuing this by having students complete some assignments on paper, taking a picture of their completed work, and uploading the photo to submit the task. Similarly, our art classes are continuing to have

students work on drawing, and they are taking pictures of their work to submit it to their teacher and share with the class.

### **TEACHER OFFICE HOURS**

In addition to asynchronous and live classes, our teachers all have daily three-hour office hour shifts. They log into Moodle for the duration and are visible as “online” for any student visiting the page. This enables students to contact a teacher for help as they’re doing their schoolwork, and it helps our teachers maintain regular schedules.

This resource is comforting to both students and parents as a way to maintain instant communication with the school and teachers in real time. It’s also a way for everyone to feel a little less isolated.

Office hours are not for tech support. Early on, we clearly communicated to families how to reach our IT support staff for technical help. We remind families and students regularly—at first we did this daily—who to go to for what types of support. We also have our teachers’ office hours schedules and IT contact information clearly posted on our online learning site.

### **TECH SUPPORT**

Tech support is vital to your remote learning being successful. Decide as soon as possible who will be responsible for what types of IT support, and how they will be reachable by students, families, and staff. Make sure all of your stakeholders know how to reach out for support.

Give teachers, students, and families video and written instructions on how to use your platform so they can answer some of their own questions before reaching out for help.

Many students don’t have laptops at home, but in the U.S., most families have access to at least one smartphone that has internet. Fortunately, Google for Education and other online learning platforms typically have good user experiences for smartphones and tablets, in addition to computers.

### **INVOLVE FAMILIES**

Between having to find childcare and supervise squirmy young learners, remote learning can be a very stressful experience for parents. Proactively and regularly communicate with them in mediums and languages that you know they’ll actively check and understand. Give them clear directions and resources. Solicit, listen to, and act on their feedback.

And, as you would with regular school, make sure to reach out to parents with news of great work their children did. Specific work-related praise goes a long way to strengthening relationships with both families and students.

### **TEACHER SUPPORT**

At school, our team has weekly professional development sessions. We’ve continued this using our online platform every week with consistent start and end times. Agendas are developed with our instructional leadership team and distributed to teachers in advance. We split our time between continuing to work on our year-long focus of developing our unit plans, modeling how to use our online platform, and answering questions teachers have in real time.

In addition to professional development and regular communication, we teachers are working on maintaining our sense of community. We celebrate birthdays and share photos and videos of where we are in the world. There’s even talk of doing virtual yoga classes together.

### **APPS WE’VE FOUND HELPFUL**

When building digital lessons, it’s helpful to reduce the number of external links on your online learning platform. For example, if you want students to read an article, it’s safer to upload a

PDF, rather than a link to an external site that may or may not work. This helps ensure that students are always able to access their digital learning resources.

**Collaborating:** All of our planning materials are shared on Microsoft OneDrive. Like Google Drive, this platform lets us share documents among staff and send students links to documents and folders.

**Video:** We download YouTube and other videos locally to our computer using the free app [4K Video Downloader](#), and then upload them to OneDrive (you can do this with Google Drive as well). Make sure to download captions.

**Readings:** When assigning students articles from sites like [Newsela](#) and [CommonLit](#), we download the articles onto our computer as a PDF and then upload them to OneDrive. This allows us to label files by reading level and have all the resources for a lesson in the same place.

**Videoconferencing:** Moodle has its own video conferencing platform, but [Zoom](#) is a very convenient way to have live classes with students—and it is now [free for schools](#). The platform also lets you share your desktop, which is helpful for PowerPoint presentations, reviewing student work with a class, and modeling how to do online research.

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## **Best Practices for Positive and Productive Remote Work for Educators**

By: [Justin de Leon](#) on March 20th, 2020

Schools across the country have closed their doors to protect students, employees, and communities from the spread of COVID-19. While schools may be closed, district and school leaders, teachers and students are doing their best to maintain momentum and learning. This means many people across the country are suddenly remote workers.

While you might work from home every now and then, you might not be used to working from home for a sustained period of time (or the foreseeable future for that matter). Our team at Education Elements is distributed across the country and half of our colleagues work remotely.

So, we have had to learn how to build culture, be productive, and stay sane all while working from the comfort of our homes (or hotel rooms). As you transition to working remotely, we thought it might be helpful to share a few practices that help us operate remotely as individuals and as a larger team. Self-care - and care for others - is crucial during these times, and these practices help us make our work both more effective and more connected.



*Here are a few things you can do to make **your workday at home positive, productive, and healthy**:*

1. **Get Dressed**

Seriously. It's mostly a mindset thing, but putting on clean clothes helps set the tone for the day. I'm not talking about putting on business attire just to sit at your kitchen table for eight hours. But putting on something a step up from pajamas can help you mentally prepare for and transition into your workday.

2. **Go Outside**

I get it – all of the guidance is telling us to stay home...which you should. But closing your laptop, putting your phone down and taking off your Apple Watch, then heading for a walk around the block or standing on your doorstep for a few minutes can help you reset and recharge. Bonus points if you are feeling bold and want to practice [earthing](#) (think walking outside with no shoes on...if it sounds hippy-dippy, that's because it is).

3. **Make a Schedule for Work, Family and Personal Needs**

Many of us are home with our entire families, juggling our job responsibilities and struggling to maintain some semblance of school for our kids (that can't just be the case in my house). If you have to run circle time or check Algebra practice problems, work that into your schedule, after setting expectations with your team. Set aside time to work on your projects and engage in meetings, but also save time to eat and take breaks.

*Here are a few things you and your team can do to make remote work successful:*

1. **Turn the Video On**

In these temporary times of social distancing, it is going to be tougher to connect with our colleagues. I recognize that some people might actually be glad about this. But remember that teams need to stay connected to share information, make decisions, and maintain culture. Video conferencing allows you to have a more authentic meeting that better approximates the face to face meetings you have at school or the central office. Turn the video on for meetings, and outside of meetings, you can take space for yourself.

2. **Set Expectations for Meetings and Roles**

Even though you and the team are remote, you can still remain productive, and support one another. Take time to establish a clear schedule of team, project-focused and individual check-in [meetings](#). Set a clear purpose for the meeting. Choose a purpose for each agenda item in the meeting (do you need feedback?, are you sharing information?, do you need a decision made?). To help make meetings run smoothly, [assign people to roles](#). Typically in our meetings we have a facilitator, note-taker, and timekeeper. This will reduce uncertainty and tension, and provide the support team members need to get done what they need to.

3. **Overshare**

In remote environments you will not have chance encounters or hallway conversations like you do at school or at the central office. Sharing information has to be intentional and overdone to maintain transparency and clarity. When you are first transitioning to remote work, consider having a daily standup meeting each morning – ten minutes for each person to quickly check-in and share goals for the day. Consider establishing a predictable day or specific cadence when leadership will share updates that will influence the larger team. It's important to consciously make sure everyone on the team feels included and informed.

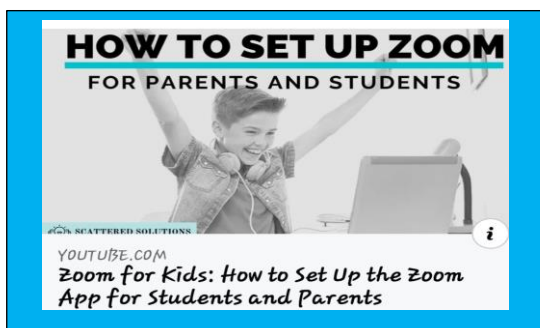
4. **Raise Engagement**

A simple way to do this is through [check-ins](#). A check-in is a question used to start off a meeting. Each person answers one at a time and there is no cross talk. Check-ins give everyone a voice at the start of the meeting, help you learn about your teammates, and set the expectation that all are welcome to

5. participate. This can help begin to build or deepen [psychological safety](#). Yesterday during one team meeting the check-in question was,
6. “What will you do to avoid going stir crazy at home?” One colleague shared how she plans to watch The Office on repeat. Another shared that he will use the time to paint (I had no idea he is a painter). Another colleague shared that staying at home is heaven and that she plans to bake, paint, and draw. By creating the space for team members to share, uninterrupted, we are listening to and learning about one another, and growing as a team.
7. **Extend Grace**  
 Though there is a widespread notion of professionalism on video calls, know that it’s a sudden and dramatic shift in work for all of us, even those of us used to working remotely. Many of us are coworking with partners and family members, and have kids at home full-time. So if a child, a pet, or a partner pops up on video, be patient and let your team member know that it’s okay. Say a friendly hello and give each other a moment to reorient. We are all doing our best. Several of our internal meetings over the past week have brought moments of joy with guest appearances from babies and dogs.

Remote work can be incredibly productive, inclusive, and effective when teams and individuals take the time to learn and try practices and routines for virtual environments. Start small and start now by trying out one of these practices on your own or with your team. When you feel the practice is gaining momentum try out another one. We hope implementing these practices makes a difference in how you and your team feel in the midst of sudden and drastic changes. Reach out with any questions or ideas you have about remote work – we’ve got a team full of people who have taken this plunge.

Check out [Best Practices for Digital Learning & Virtual Meetings](#), our guide with tips for those of us suddenly working and teaching remotely. To provide support to educators navigating the drastic changes brought on by the COVID-19 epidemic, we've also launched a series of webinars, office hours, and facilitated chats across a variety of topics. We hope you find something that's helpful to your district and teams.





WEARETEACHERS.COM  
*How to Survive Teaching Online  
With Kids at Home*

Mar 13, 2020, 12:19pm EDT

## Exclusive: Zoom CEO Eric Yuan Is Giving K-12 Schools His Videoconferencing Tools For Free

ETHAN PINES/THE FORBES COLLECTION

On Thursday, on the heels of Zoom's biggest day ever for downloads the day before, CEO Eric Yuan was taking the time to remotely sign up schools to free accounts of his videoconferencing software. First was a prestigious school in Silicon Valley, then two schools in the Austin, Texas area.

Students or teachers who fill out an [online form](#) using their school email addresses and are then verified by Zoom will have any accounts associated with that school's domain also gain unlimited temporary meeting minutes, according to a [site](#) set up for the process overnight. The free Basic accounts are also available by request in Austria, Denmark, France, Ireland, Poland, Romania and South Korea, a spokesperson for Zoom said. "Given that many K-12 schools are starting closing, we decided to offer Zoom access to all K-12 schools in the country starting tomorrow," Yuan wrote in an email overnight.

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### LITERACY

#### A Handy Strategy for Teaching Theme

Analyzing the themes in a literary work can be tricky for students, but a simple formula can scaffold the process. By [Zach Wright](#) February 25, 2020

Theme is slippery. As with irony, we know it when we see it, and though it's easier to define than irony, it still poses a challenge for students. Discussions of theme, then, can be times when students feel they're not up to the challenge of literary analysis—and this is true particularly for students who tend to struggle with reading and writing.

This presents ELA educators with a challenge, since students as early as fourth grade are asked to identify and analyze themes in text.

So what is a teacher to do? How can we teach our students about theme in such a way that we're not skipping over reading comprehension, insisting on a "correct" answer, or unintentionally doing the heavy lifting for our students?



Tribune Content Agency

LLC / Alamy Stock Photo

Over the course of more than a decade in the classroom, I developed a methodology for empowering students with a process for not only identifying a text's thematic components but also constructing original thematic arguments.

### **THEMATIC TRIADS**

The first thing students need to know is that, generally, works of literature are about ideas that are larger than the actions or events involving the characters, and very often these ideas pop up over and over again. One place to start with thematic analysis is to create ever-growing lists of these ideas, called thematic components—love, revenge, and so on.

The process I came to call *thematic triads* boils down to this: Have students identify many thematic components in a text, put them into groups of three, turn one of these triads into a sentence, and voilà, they have an original thematic argument.

This gives students a systematic process for identifying thematic components and thematic statements, a process that enables them to build their skills, and one that shifts analyzing theme away from something intimidating to something that is doable.

But what does this actually look like? The process starts with a definition of a thematic component—a large idea present within a text—and a brainstormed list of some common thematic components: love and revenge, as mentioned above, but also power, greed, freedom, corruption, fate, free will, ambition, lust, violence, youth, family, pain, fear, etc. The list of possibilities is probably endless.

It's extremely useful to have anchor charts with lists of these ideas in classrooms so that students can, as they read, refer to the charts and identify thematic components as they arise in texts. As students read, they can transfer these thematic components to the inside back cover of their book, for instance, ensuring that the themes are always at hand and student generated.

The next step in the process is to turn these thematic component lists into groups of three, or triads. When beginning this process, it's important to emphasize that there are not correct and incorrect triads, and that the goal is not to find a single correct thematic statement. This can empower students, particularly those who have struggled in ELA classrooms in the past. Let students know that it can be highly instructive to choose a triad at random, see whether it works or not, and then try again.



## AN EXAMPLE OF A THEMATIC TRIAD

For the sake of illustration, let's imagine that we're reading *Animal Farm* with students, and that a classroom discussion surfaces these thematic components: power, greed, freedom, corruption, law, and camaraderie. Students might decide to group together greed, freedom, and corruption.

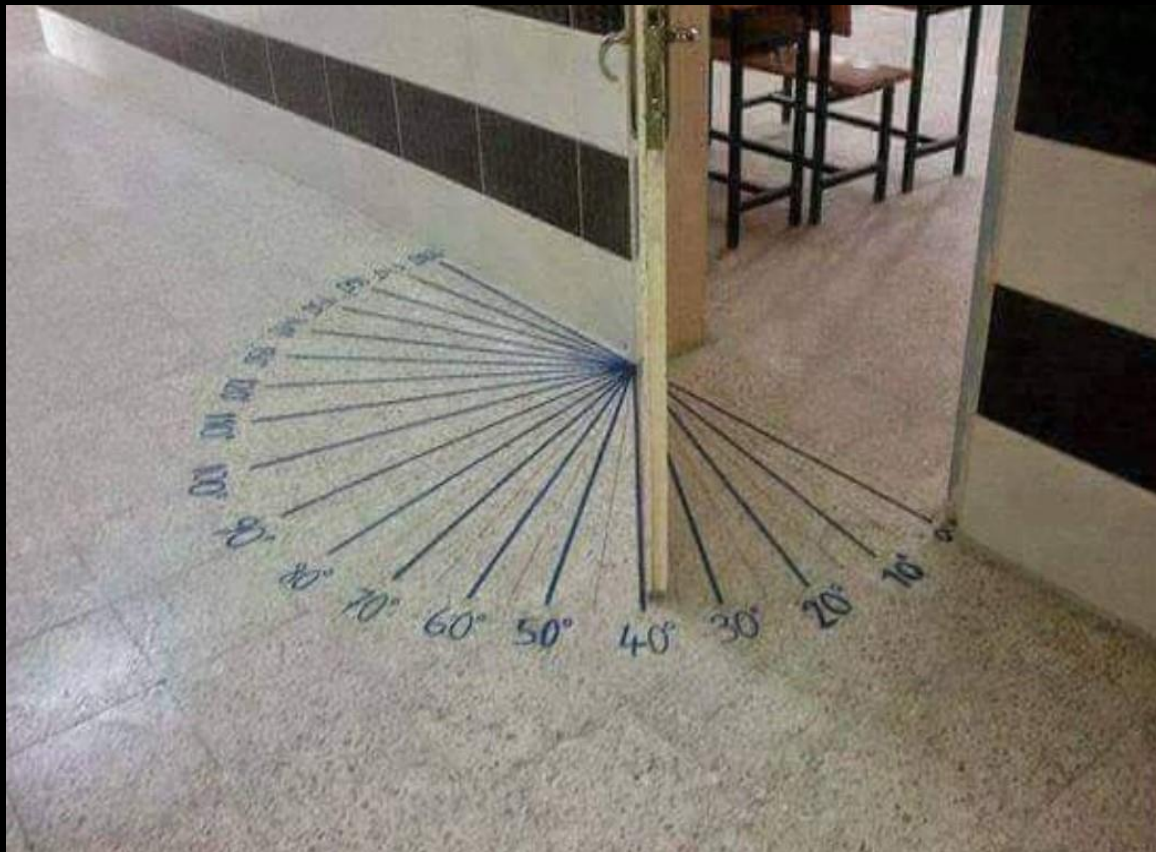
The final step is to turn the triad into a sentence—the thematic statement. Students often struggle with this, wondering in particular how to start. I would advise them to start each sentence with the word *when* and think of the thematic statement as running along the lines of "When this happens, then that happens." This is a great time to model a think-aloud strategy that gets students to see and hear how a scholar goes about using this process to identify theme.

Let's take a look at what a thematic statement for *Animal Farm* might look like, using the triad that students chose. One possibility: "When one's greed overtakes one's desire for freedom, it can lead to corruption."

This may not be the most insightful, original thematic statement in the world, and in all likelihood the first few times students go through this exercise, they will struggle and not be satisfied. That's good—it means they're invested in the process and will try again and improve every time they try.

What all of this requires of teachers is a thorough, insightful, and nuanced understanding of any text they're teaching. We cannot stay one chapter ahead of our students and expect to guide them to an authentic level of analysis—we need to know what thematic components are located in the text, and which thematic statements are viable, and which are not. In short, we must be the literary scholars we are grooming our students to be.

## WHAT A GREAT REINFORCER!!...





# On the Move...

## DELTA BETA CHAPTER XINOS AND KUDOS LEAD AT REGIONAL YOUTH CONFERENCE



**Delta Beta Xinos 2019-2020**

Starting at the bottom, going left to right, 1<sup>st</sup> Row: Audrianna Fowler, Maya Crawford, Kaylen Owens, Taliyah Williams; 2<sup>nd</sup> Row: Taniyah Herring, Trinity Davis, Kennedy Carter; 3<sup>rd</sup> Row: Jayda Adams, Erica Shepard, Hannah Austin, Jaylin Scott; 4<sup>th</sup> Row: Simone Sears, Nyana Bonner, Gasheaya Youman (President), Moriah Leonard, Moniscia Blaylark; Not Pictured: Marnique Nellie.



**Delta Beta Kudos 2019-2020**

Left to Right - Squatting: Jonathan Porter, Jamal Hardin, Jamir Scott (President) Standing: Juanel Sippio, Sam Hill, Barrington Miles, Artist Tyson, Rico Fresch II



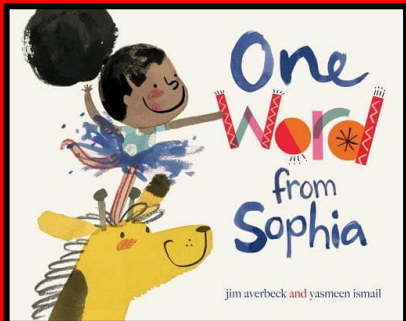
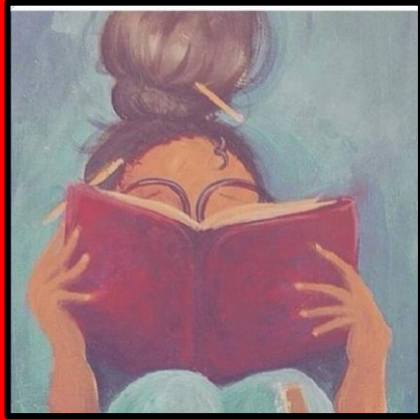




*Beta Zeta of Durham , NC host another great Cinderella Ball!*

BOOK

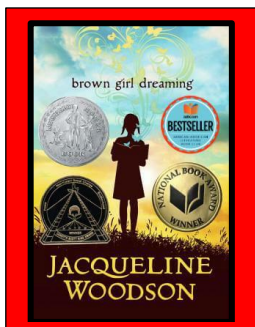
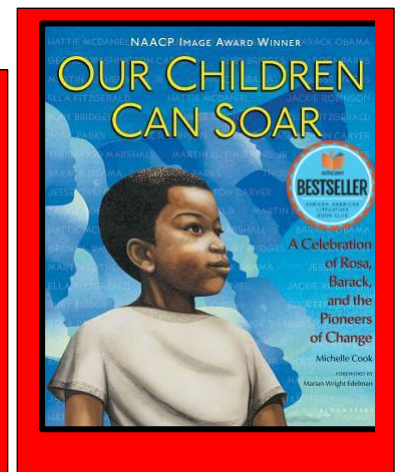
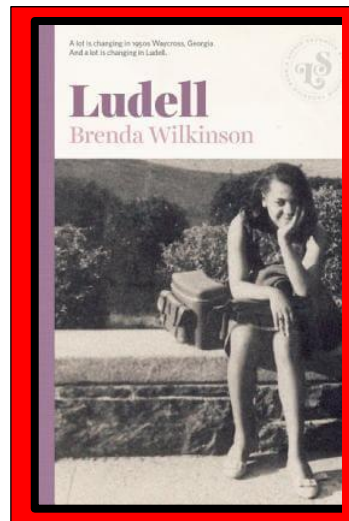
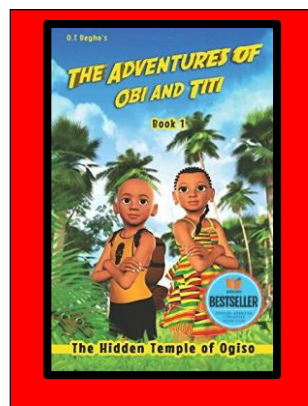
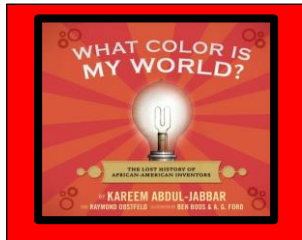
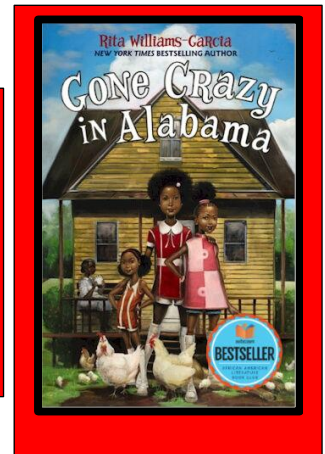
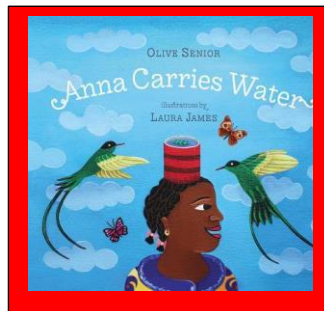
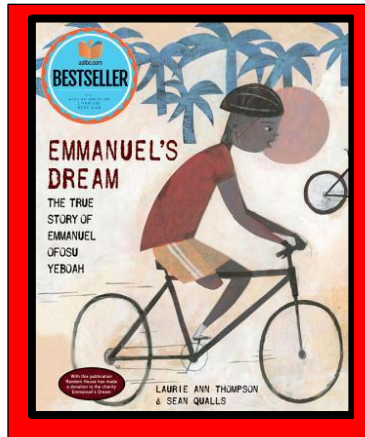
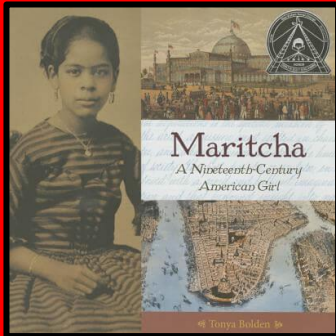
NOON



# 11 Free Reading Websites for Kids

| Site                                     | Address   | Audio? |
|--|---|--------|
| Storyline Online                         | <a href="http://www.storylineonline.net">http://www.storylineonline.net</a>   | Yes    |
| Read to Me                               | <a href="http://readtomelv.com">http://readtomelv.com</a>   | Yes    |
| We Give Books                            | <a href="http://wegivebooks.org">http://wegivebooks.org</a>   | No     |
| Starfall                                 | <a href="http://starfall.com">http://starfall.com</a>   | Yes    |
| Online Storytime by Barnes and Noble     | <a href="http://www.barnesandnoble.com/online-storytime-books-toys/379003586/">http://www.barnesandnoble.com/online-storytime-books-toys/379003586/</a>   | Yes    |
| TumbleBooks                              | <a href="http://tumblebooks.com">http://tumblebooks.com</a><br><a href="http://www.tpclibrary.org/tumblebooks.htm">http://www.tpclibrary.org/tumblebooks.htm</a><br><a href="http://www.portlandlibrary.com/kidsplace/tumblebooks.htm">http://www.portlandlibrary.com/kidsplace/tumblebooks.htm</a> | Yes    |
| International Children's Digital Library | <a href="http://en.childrenslibrary.org/">http://en.childrenslibrary.org/</a>   | No     |
| ABCya!                                   | <a href="http://abcya.com">http://abcya.com</a>   | Yes    |
| Storynory                                | <a href="http://www.storynory.com/">http://www.storynory.com/</a>   | Yes    |
| National Geographic Young Explorers      | <a href="http://ngexplorer.cengage.com/ngyoungexplorer/index.html">http://ngexplorer.cengage.com/ngyoungexplorer/index.html</a>   | Yes    |
| Oxford Owl                               | <a href="http://www.oxfordowl.co.uk/">http://www.oxfordowl.co.uk/</a>   | Yes    |

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# TEACHERS' LOUNGE...

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JUSTIN BAEDER

Looking for an online teaching resource that will allow your students to engage with chemistry concepts remotely?

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The Innovative App That's Trending Among Intellectuals

Whether you're an administrator performing Walk-Throughs or you're participating in Instructional Rounds as a teacher or coach, the team at Horizon High School in Clint ISD can help you learn strategies to use observation and feedback to drastically improve teaching and learning.



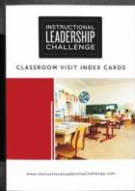
### Walkthroughs to Lesson Studies

Webinar with Elena Acosta and Staff Members of Horizon High School, Clint ISD



[HTTPS://INFO.SIBME.COM/WALK-THROUGH...](https://info.sibme.com/walk-through...)  
Better Walk-Throughs and Instructional Rounds

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### Poetry Resources

Whether you're looking to celebrate National Poetry Month during April or throughout the year, NCTE has plenty of resources to help you get started.



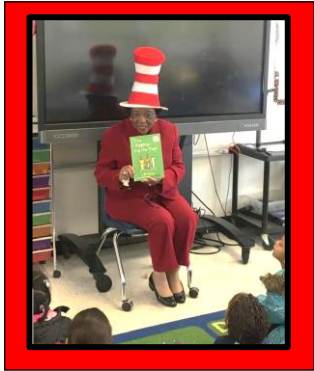


# NSPDK MOVING FORWARD...

Thank you so much Perry Jackson for representing the sorority and reading to our babies today! Love you much!  
 #Champion #ReadingAroundtheWorld @ Number 24



Soror Rhonda reads to her daughter's class for #pa.jamaday @childrenscornerbythepond



Members of the National Sorority of Phi Delta Kappa, Inc. enjoyed reading to children at Westhaven Elementary school for the Read Across America day. Sorors Queen Malone, Barbara McDougle and Marian Carey represented the Alpha Chi chapter.

NSPDK Inc., Alpha and Delta Pi Chapter Sorors participants in Mt Vernon Elementary School Newark NJ Celebrity Read today. An awesome experience



NSPDK, Inc. Delta Lambda Chapter gathered together on February 29, 2020 to celebrate our 39th Anniversary! We had a lovely time because of our lovely hosts – Sorors Joycelyn Parker & Priscilla Williams!! – with Andrea Thomasine Stroud and 5 others at Gourmet Italian Cuisine.



Congratulations Delta Nu Chapter Soror Chantellette Hill for receiving the Fredrick "Fred" Jordan Memorial Scholarship- 2020 Woman of the Year Award.  
 #deltanu – with Pebbles Will





Delta Pi's awesome Hub Parents' very successful fundraiser breakfast at Applebee's, February 29th. Sorors and guests enjoyed a delicious breakfast served by our gracious and excellent Xinos and Kudos. Love our Hub Parents 100



Congratulations to our Sheros, Delta Pi Sorors Hattie Solomon, Gwendolyn Watts, and Alpha Soror Mother Mildred English on receiving this well deserved recognition from Hillside Mayor Dahlia O. Vertrees and the Hillside Township Council at the Township's Black History Celebration, "Honoring Our Hillside Community Servants" on February 26, 2020.



**Eta Sorors March birthdays Monthly Sisterhood**

NSPDK is always somewhere supporting Educators. Here we are at Paisley Middle School with W-S Retired Support Personnel providing treats to our fellow educators!



Delta Pi Basileus and Soror Elizabeth Corker

Reading at Nova Pre-k



**Rose Anderson, Southeast Regional Director**

Yesterday Epsilon Alpha held its' March meeting. We had a very productive business meeting and technology workshop. Soon, we will be proficient with Zoom conferencing and google docs. We rolled right into our Interest Tea/Rush to close out the afternoon. Seven young ladies attended and were immediately engaged. What a wonderful day!



**20 Eta Sorors on the Move with Zoom! Basileus Aaryenne S. White**



Soror Shirley A. McClinton-Watson reading to Soror Washington Gayles Kindergarten class "The Duck for President"



**PI CHAPTER'S RECRUITMENT FLYER!**

**SAY Y.E.S. TO A RED DRESS!**

IF YOU ARE INTERESTED IN:  
 -STIMULATING PERSONAL GROWTH AMONG TEACHERS  
 -FOSTERING A TRUE SPIRIT OF SISTERHOOD  
 -PROMOTING THE HIGHEST IDEALS OF THE TEACHING PROFESSION  
 -ENCOURAGING THE DEVELOPMENT OF THE POTENTIAL OF OUR YOUTH

JOIN US TUESDAY, JANUARY 28, 2020  
 JOHN D. WILSON NEIGHBORHOOD CENTER  
 100 WILFRED AVENUE  
 HAMILTON, NJ 08610  
 TIME: 5:30-8:30PM  
 SEE EMIL JOCELYN STEELE AT [EMILSTEEL@PHIDELTA.COM](mailto:EMILSTEEL@PHIDELTA.COM)  
 TO RSVP & FOR MORE INFO.

Let's Welcome XI Chapter's newest KOTs.....moving NSPDK forward....Basileus Perry





**Mu Chapter - Chicago, IL  
Leatha A. Brooks, Basileus  
Spa Weekend Retreat**

The Sorors of Mu Chapter of Chicago, IL, along with family and friends went on our annual Weekend Spa Retreat, February 28 to March 1, 2020, to the Abbey Resort in Lake Geneva, WI. This year the Supreme Basileus, Dr. Etta F. Carter and the Executive Advisor, Charlotte M. Williams joined us. Our bus journey to the resort began with a stop at Cracker Barrel for breakfast and shopping. At the spa we relaxed by the pool, had wonderful spa treatments, and spent time in the workout room, whirlpool, pool, inhalation room, steam room and sauna. The fellowship on Friday night with a mask-making activity was so much fun. All enjoyed the banquet on Saturday, and the games that we played were hilarious. The Sunday morning breakfast and Worship Service were inspirational and spirit-filled and even included a choir. Everyone is looking forward to next year. We are so grateful for our Spa Weekend chairs Sorors Aleen P. Donaldson and Donna Thompson, our Worship Service chairs Sorors Dr. Sherelene A. Harris and Gladys Hampton. and for everyone who participated.

**Mu Chapter Sorors  
with the Supreme  
Basileus and the  
Executive Advisor**



**Leatha A. Brooks  
Basileus**



**Relaxing by the pool**



**Dr. Etta F. Carter**



**Charlotte M. Williams**



**Our Guests**



**Status of 2020 Youth Leadership Conferences and Regional Conferences *as of March 19, 2020***

| <b>Region</b> | <b>Conference</b>   | <b>Original Dates</b> | <b>Status</b> | <b>New Dates</b> |
|---------------|---------------------|-----------------------|---------------|------------------|
|               |                     |                       |               |                  |
| Southwest     | Youth Leadership    | Feb. 28 – March 1     | Completed     | -----            |
| Far West      | Regional Conference | March 20-22,2020      | Postponed     | To Be Determined |
| Eastern       | Youth Leadership    | March 20-22, 2020     | Cancelled     | XXXXXXXXXXXX     |
| Midwest       | Youth Leadership    | March 27-29, 2020     | Cancelled     | XXXXXXXXXXXX     |
| Southwest     | Regional Conference | April 2-5, 2020       | Postponed     | June 18-21, 2020 |
| Southeast     | Regional Conference | April 9-12, 2020      | Postponed     | July 9-12, 2020  |
| Eastern       | Regional Conference | April 23-26,2020      | Postponed     | July 23-26, 2020 |
| Midwest       | Regional Conference | April 30-May 1        | Postponed     | To Be Determined |
| Southeast     | Youth Leadership    | June 18-21, 2020      | On Schedule   | No change        |
| Far West      | Youth Leadership    | April 17-19, 2020     | Cancelled     | XXXXXXXXXXXX     |

**Jarian R. Graham, National Public Relations Director**  
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