Dear Members of Phi Delta Kappa,

On behalf of the Elected Officers for 2019-2020, I thank everyone for their support. We look forward to highly effective, interesting programs, activities and events that promote our standing in the field of education.

In bringing our events up to date, A.U. Chapter held an Initiation Ceremony on Saturday, May 18, 2019, for candidate Anthony Hyman, Jr., a middle school teacher who previously was highlighted in the March 2019 issue of Kappa Talk, as a visiting panelist who shared an interesting topic of discussion entitled “Toward Student Achievement: Improving the Student-Teacher Relationship.” It was quite evident that through this highly informative presentation, Anthony Hyman, has certainly distinguished himself as a viable candidate for membership in Phi Delta Kappa International.

At the conclusion of the Initiation Ceremony, Anthony Hyman presented his Philosophy of Education, which centers upon “The Life of a Child.” Mr. Hyman spoke of what children should be able to do, as well as the importance of creating an environment in which children learn best when given hands-on experience. He feels that educators should always establish a positive rapport and help the children to become critical thinkers. Also, he stated that outside social skills are just as important as those skills that are learned within the classroom setting. Moreover, Mr. Hyman pointed out that we should also show the utmost respectability, thus, helping children become respectable citizens. I would like to thank the following Board Officers, who assisted me by presiding in the Induction Ceremony: Dr. Katherine James, and Immediate Past President, Adrienne Herriott.

“President’s Message” (cont’d from above)
2018-2019 Executive Board Members

- Thomas L. Jones, President
- Adrienne Herriott, Immediate Past President
- Cynthia Greene, Treasurer
- Mariana Zimmerman, Secretary
- Vasser J. Baldwin, Foundation Representative
- Wanda Means-Harris & Ruby Haraway, Technology Representatives
- Helena P. Jones & Dr.
- Keith E. Robinson, Grants Writer Representatives
- Theresa McClurkin, Membership Vice President
- Cassandra Penn Lucas, Programs Vice President
- Dr. Gwendolyn Means & Dr. Katherine James, Research Representatives
- Barbara McClurkin & Dr. Thomas Penn, Special Concerns Representatives
- Sheila Holt, Historian
- LaVerne P. Brown, Delegate/Sergeant at Arms (TBD)
- Adrienne Herriott, First Alternate Delegate
- Dr. Keith E. Robinson, Newsletter Editor
- Gloria C. Smith, AU (#0151) Chapter Advisor

FROM THE EDITOR

Greetings Fellow Kappans! Now that spring has sprung and we’ve had a restful Spring Break, let’s resolutely spring into action and resume our business of advancing, elevating, and accelerating substantive and sustained public school improvements, as well as teacher leadership, improved student and teacher learning and professional development, and innovative classroom management, effective communication strategies, new, updated and expanded resources, classroom and school culture, student-teacher relationships, strategic decision making, creative problem solving, and “next step” curriculum development before we set our sights on a richly deserved summer recess. Even then, it’s critical that we are mindful and active in advancing our ever-pressing mission and vision of our chapter as it relates to WHAT we’ve done as educators. Remember: Educators must continue to steer public schools through all the challenges that lie ahead!

According to Webster’s dictionary, mindfulness means “maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environ-

Cont’d from above

ment. through a gentle, nurturing lens." Educators at Berkeley University explained that mindfulness also involves acceptance, meaning that we pay attention to our thoughts and feelings without judging them—without believing, for instance, that there’s a ‘right’ or ‘wrong’ way to think or feel in a given moment. When we practice mindfulness, our thoughts tune into what we’re sensing in the present moment rather than rehashing the past or imaging the future. https://greatergood.berkeley.edu/topic/mindfulness/definition

When we know the WHAT, we can defend! My challenge to all educators is that we strive to know the WHAT by staying in the KNOW! Be mindful. and have an actionable, engaging, informative, relaxing, and wonderful summer break!
This being springtime, here are some thoughts on growing success, as you would flowers and fruit.

THE GARDEN OF SUCCESS

Plant 5 rows of peas...
  Patience
  Perseverance
  Preparation
  Planning
  Positiveness

Include 3 rows of squash...
  Squash negativity
  Squash dieting
  Squash despair

Add 4 rows of lettuce...
  Let us be optimistic
  Let us be in control
  Let us be kind
  Let us share

No garden is complete without turnips
  Turn up a winning attitude
  Turn up a smile
  Turn up on time

By Jay Gelfrand

Contributing:
Cassandra Penn Lucas
2018-2019 AU CHAPTER CALENDAR OF EVENTS

- **August 18, 2018**  
  Executive Board—Planning Meeting
- **August 24, 2018**  
  Newsletter Contributions Due
- **September 15, 2018**  
  Regular Meeting—**Retain. Reclaim. Recruit.**
- **October 20, 2018**  
  Executive Board Meeting *(Cancelled)*
- **October 24, 2018**  
  “Stay-at-Home Tea” (8:00 p.m.)
- **November 16, 2018**  
  Newsletter Contributions Due
- **November 17, 2018**  
  Regular Meeting—Celebrating AMERICAN EDUCATION WEEK  
  “Student Essay Contest” & **Guest Speaker: Amanda Alexander (Cancelled)**
- **December 15, 2018**  
  Regular and Holiday Meeting—Pre-Initiation *(TBA)*
- **January 19, 2019**  
  Executive Board Meeting  
  **Guest Speaker: Kate Stephens, PDK International, Director of Relationships & Outreach**  
  Location: American University Campus
- **February 15, 2019**  
  Newsletter Contributions Due
- **February 16, 2019**  
  Regular Meeting  
  **Guest Speakers/Discussion Panel**
- **March 16, 2019**  
  **21st Annual Scholarship and Education Dinner Dance**  
  Location: 7810 Walker Drive, Greenbelt, Mdx
- **April 20, 2019**  
  Annual Chalk Walk for Education  
  National Arboretum (10:00 a.m. – 12:00 noon)
- **May 18, 2019**  
  Membership Election, Initiation, Awards & Educator of the Year  
  Location: American University Campus
- **May 24, 2019**  
  Newsletter Contributions Due
- **June 15, 2019**  
  Regular Meeting—Installation of New Officers *(Cancelled)*

**Note:** All meetings will be held at the Crowne Plaza Hotel (formerly Greenbelt Marriot) at 11:00 a.m., unless otherwise noted. The hotel is located at 6400 Ivy Lane, Greenbelt, MD 20770.

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**Who Makes It Happen?**  
**WE MAKE IT HAPPEN!**

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**Upcoming Events** »
Fellow Kappans, here are ten (10) education-related books that I highly recommend we read and add to our professional libraries. In keeping with LaVerne Brown’s suggestion at our May meeting, we should consider selecting, reading, and discussing a book once a month, or one every three months (November, February, and May), to continue honing our skills, make actionable decisions, and remain informed educators!

1. Reign of Error: The Hoax of the Privatization Movement and The Danger to America’s Public Schools, by: Diane Ravitch (National Best Seller) (October)
2. Teaching with Passion, Purpose, and Promise by: Peter L. Boonshaft (November).
3. Learning to Improve How America’s Schools Can Get Better at Getting Better, by: Anthony S. Bryk; Louis M. Gomez; Alicia Gruno; Paul G. LeMahieu (December)
4. “Proof,” Policy, & Practice Understanding the Role of Evidence in Improving, by: Michael S. McPherson (January)
5. Collaborative Professionalism: When Teaching Together Means Learning for All, by: Andy Hargreaves and Michael O’Connor (February)
6. The Human Side of Education: How to Lead Change with Clarity, Conviction, and Courage, by: Julie Margaretta Wilson (March)
Members of the American University Chapter of Phi Delta Kappa International, their friends, and family member enjoyed an invigorating "Chalk Walk for Education" on Saturday, April 20, 2019. Our event planners, Mrs. Vasser Baldwin and her husband, Mr. LeGrande Baldwin, greeted the walkers. They also prepared a wonderful variety of healthy snacks, juice, and water for the participants. In addition to the gathering for the walk, members had a brief election meeting to vote for the American University Chapter officers of 2019-2020.

After the meeting ended and the ballots were submitted, participants started their walk in the beautiful National Arboretum in Northeast Washington, D.C. As Kappans President Thomas Jones, Dr. Keith E. Robinson, and Cynthia Greene started off on their walk, they made some encouraging and welcoming comments about the weather (i.e. "perfect walking weather"). There was a slight breeze, but the sun was shining, and the temperature was in the mid-60s. Like other participants, this highly motivated trio participated in two walks back-to-back!

Kappan LaVerne Brown made two walks as well, the first with Mr. Louis Musgrove and the second with her daughter Kimberly Brown. Impressively and excitedly enough, there were several members who made multiple trips through the route that was planned for us. Adrienne Herriot, Theresa McClurkin, Barbara McClurkin, and Sheila Holt attended the meeting but were unable to participate in the walk because they had scheduled engagement and had to leave early.

Each participant donated
Chalk Walk (Cont’d from pg. 6)

$25.00 to participate in the walk. Donations also came from members who were unable to participate and from donors who support our educational enrichment efforts. All money raised from the “Chalk Walk” will be used to support educational activities of the American University Chapter of Phi Delta Kappa.

We thank the Baldwin family for planning this wonderful event chock full of fun and excitement! Hats off to all who participated and donated!
News & Fast Facts You Can Use

According to Kappan author Maria Ferguson (in part) On Lessons from Benjamin Franklin “Every child deserves a childhood filled with opportunities to learn, as well as consistent love and support.” (pg.72-73)

The author noted that there comes a time in every parent’s life when you start waxing poetic about your own childhood while pointing out how different things are for today’s children. These ramblings tend to be either over-the-top positive (“We didn’t have much, but we had each other!”) or quasi-sarcastic/judgmental (“Poor baby, you have to wait at a cold bus stop... cry me a river!”). Either way, they are almost always ridiculous and say far more about the parent than the child.

The author further noted that her own musings on childhood have been informed this month by a new book about the early years of founding father Benjamin Franklin. Historian Nick Bunker’s Young Benjamin Franklin: The Birth of Ingenuity (Knopf, 2018) tells the story of a young man reared in a supportive and ambitious family that prized education, curiosity, and resilience. Franklin was fortunate enough to experience childhood in a manner not unlike that of today’s elites, curated for maximum benefit and shielded from almost any hardship, save a dire illness or random acts of God. And like today, all this was happening while an entire population of children experienced no such good fortune. Let us not forget that slavery was a thriving enterprise in Franklin’s Boston, and his family, like many others, benefited from its evils.

Still, the childhood he experienced, and which his parents worked tirelessly to provide, helped launch him into the world. Bunker writes that Franklin’s many successes were the direct result of a childhood that includes three key factors: 1) ambitious and loving family, 2) access to higher educational opportunities, and 3) free time spent building his own curiosity, resilience, and independence. In policy terms, Franklin’s childhood centered around three familiar issues: early childhood education, access to higher education, and social and emotional learning, three of the hottest topics in education today. The author stated, “it fascinated me to think that even in colonial America, these modern ideas were completely relevant. And now, 250 years later, those same factors can still make or break a childhood.” (pg.72)

Cont’d from above

“A successful childhood, is the direct result of a childhood that includes three key factors: 1) an ambitious and loving family, 2) access to educational opportunities, and 3) curiosity, resilience, and independence.”

Teaching Job Alert! Dr. Katherine James (contributing)

Dear Kappan’s:

We are pleased to announce that there are teaching job opportunities at the Latin American Montessori Bilingual School (LAMB).

“Dear Barrie Instructors, I know this time of year all our schools look for teachers. We have some openings at LAMB in Lower, Upper Elementary, and Primary if you know anyone who is interested in a Bilingual Montessori Charter School. We have positions for English and Spanish speakers. Please have the person send their resumes to anna@lambpcs.org.”
On Saturday, May 18, 2019, the AU chapter conducted its annual Initiation and Awards Ceremony at the Spring Valley Building, Department of Education on the Campus of American University. The chapter president, Thomas L. Jones, Cassandra Penn Lucas, Vice-president of Programs, and Theresa McClurkin, Membership Vice President presented multiple richly deserved service awards to chapter members in recognition of the services they provided throughout the calendar year including the Certificate of “Appreciation Awards”; “Longevity Awards”; and the “Exemplary Awards”. The Awards Ceremony was a well-organized, memorable, and momentous event, but the defining moment for chapter members was welcoming the chapter’s newest member Bro. Anthony Hyman.

**Annual Initiation and Awards Ceremony by Dr. Keith E. Robinson**

Bro. Anthony Hyman is a mid-career teacher who teaches at the Gunston Middle School (Hornets) in Arlington, Va. He started his teaching career in 2005 and has been teaching for 15 years. He currently teaches advanced mathematics at the 8th-grade level. Brother Hyman is a devoted member of Theta Rho Lambda chapter Alexandria/Arlington, VA, of Alpha Phi Alpha, Fraternity, Inc. He currently serves as the chapter Corresponding Secretary and is the Vice Chairmen of the Education Foundation Board.

Prior to his initiation ceremony, Bro. Hyman visited two chapter meetings and was personally invited by Dr. Keith E. Robinson to participate on a Panel Discussion for Educators’ wherein, the panel was asked to address the question “What Can Be Done to Improve Student-Teacher Relationships” success? (pg. 13-14) Vol.14, Issue 3, Chapter Kappa Talk Newsletter.

Immediately after his welcoming, Bro. Hyman gave a very stimulating presentation on his philosophy about teaching and education which made an impression on several chapter members as he was lauded for a presentation well-done! His presentation is published in the June newsletter on (pg.11).

Welcome aboard Bro. Hyman, we look forward to serving with you in the future!
My Philosophy of Education by Anthony Hyman Jr.

In a child’s life they should be allowed to wonder, explore, and question anything and everything they encounter in this world. In hopes that they will discover the magnificent beauty of the one life they lead in this 21st century world.

My role in this learning process is to provide each and every student an equitable enriching educational experience propelling them towards a brilliant bright future full of possibilities. I facilitate this journey by ensuring that I create an environment where students feel safe to adventure into the unknown and realize their true potential among their peers as they collaborate together and have meaningful discourse on topics of their interest. I strive to remove those mental barriers students come to me with releasing their unrealized greatness as they engage in problem based activities designed to simulate real world experiences. I have found that students learn the best when their basic needs are met at the door as I exhibit cultural competency consistently throughout the school year.

Learning to pronounce their names, remembering personal facts, and actively listening conveys my desire to know my students. In addition, it is absolutely necessary to establish a positive rapport and trust filled relationship with students as they give their minds over to me to be molded into 21st century critical thinkers. The type of critical thinkers that will lead our country, design new innovations, and actualize new artist feats. I strongly believe that it is my duty as a parent, academic, scholar, educator to show my students the utmost respect and support as they grow in exhibiting how to communicate their thoughts effectively, justify their reasoning and become responsible social change agents through tasks that I design for them to hone those skills. As a mathematician, it is imperative to teach more than just the curriculum handed to us from our departments of education, because I know that outside social skills are as important as inside academic rigor.

For our children, the future of our community, I know I have to meet them on the digital playing field of technology and quench that thirst for knowledge and acceptance as I challenge their every thought, question, and answer. To quote the Pulitzer Prize winning poet laureate Robert Frost. “I Am Not A Teacher, But An Awakener”.

“Cont’d from above”

As a mathematician, it is imperative to teach more than just the curriculum handed to us from our departments of education, because I know that outside social skills are as important as inside academic rigor.

“The teacher shortage is real, large and growing and worse than we thought” (In part)

The first report in “The Perfect Storm in the Teacher Labor Market” series

This report is the first in a series examining the magnitude of the teacher shortage and the working conditions and other factors that contribute to the shortage.

What this report finds: The teacher shortage is real, large and growing, and worse than we thought. When indicators of teacher quality (certification, relevant, experience, etc.) are taken into account, the shortage is even more acute than currently estimated, with high-poverty schools suffering the most from the shortage of credentialed teachers.

Why is matters: A shortage of teachers harms students, teachers, and the public education system as a whole. Lack of sufficient, qualified teachers and staff instability threaten students’ ability to learn and reduce teachers’ effectiveness, and high teacher turnover consumes economic resources that could be better deployed elsewhere. The teacher shortage makes it more difficult to build a solid reputation for teaching and to professionalize it, which
Bro. Hyman very eloquently presenting his philosophy on education.

Bro. Hyman being pinned by Cassandra Penn Lucas, Vice President of Programs. Left to right: Mrs. Herriott; President Jones; Dr. James; and Theresa, Membership Vice President.
Top left photo
President Jones presents Dr. Means the exemplary service award.

Top center photo
Mariana Zimmerman (Chapter Secretary) taking copious notes.

Top right photo
Left to right: Wanda Means-Harris receives the longevity service award from Mrs. Herriott.

Middle center photo
Bro. Hyman awarded certificate of initiation.

Left to right: Mrs. Herriott; President Jones; Dr. Katherine James; Bro. Hyman; Cassandra; and Theresa.

Bottom center photo
Left to right: Bro. Hyman and Bro. Dr. Keith E. Robinson posing with distinct purpose!
"To improve the curriculum, engage the whole system" (In part)

Dr. W. Edward Deming, the father of total quality management once said “everything we do is a system, and we are part of it!” Systems thinking is not difficult, but it does have its challenges. Research reveals that system thinking is a six step process comprised of a task, method, process, system, implementation, and assessment. Researchers have pointed out that the objective is to start with the simple things, and then, the more complex. In his article, Dr. Starr noted that if implementing a new curriculum is an opportunity to foster cohesion, trust, and professional learning, as well as to assess and respond to local interests and needs. Renowned Swiss psychologist Carl Jung contended that “an understanding heart is everything in a teacher, and cannot be esteemed highly enough. One looks back with appreciation to the brilliant teacher, but with gratitude to those who touched our human feeling. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.”

Starr argued, so when I hear people argue that a simple way to improve our schools is for administrators to purchase high-quality textbooks or an “evidence-based,” off-the-shelf curriculum, I’m tempted to go full-on Charlton Heston from Planet of the Apes, shouting “Keep your filthy paws off our classroom materials!” Even more pernicious, though, is the claim that the hidebound “culture” of public education precludes any real effort to improve the curriculum, and that only non-traditional schools and systems (i.e., charters and charter networks) are truly willing to make the radical changes needed (see Petrilli, 2019). The author noted that mercifully, most school leaders pay scant attention to DC pundits. And for those many principals, district office staff, and superintendents who are busting their butts every day to improve teaching, learning, and the larger culture of K-12 education, there’s little to be gained by reading these cynical dismissals of local initiatives. Rather, my suggestion is to stay focused on the complex tasks at hand: assessing your existing curriculum, engaging people in a thoughtful discussion of how to change it, coming up with some concrete and realistic next steps, and recognizing that curriculum improvement will have to involve multiple parts of the system. The author finally pointed out that at the very least, school and district leaders should take certain important issues into consideration: the existing curriculum; governance; resource allocation; tracking and differentiation; politics and engagement; materials procurement; talent management; teachers’ roles and responsibilities.

Tools of a systems thinker are:
- interconnectedness; synthesis; emergence; feedback loops; causality; and system mapping.

Source:

Cont’d from above

14
The American University (AU) Chapter of Phi Delta Kappa (PDK) website prides itself on the “learnability” and the links to resources we provide. The “learnability” of a website means that users can quickly understand a site’s content. AU Kappans truly put their energies into upholding the ideals of service, professional networking and research. It is in this spirit that the chapter website was designed and developed. During the 2011 Summer Executive meeting, the team (Mrs. Vassar Baldwin, Mrs. LaVerne Brown, Ms. Cynthia Greene, Dr. Katherine James, Mrs. Joan A. T. Kelley, Ms. Barbara McClurkin, Ms. Theresa McClurkin, Dr. Gwendolyn Means, Dr. Mildred Musgrove, Dr. Thomas Penn, Ms. Joanne Smackum, Mrs. Gloria Smith, and Mrs. Mariana Zimmerman), under the leadership of the Past President, Mrs. Adrienne Herriott, engaged in a robust discussion about the components of websites and what our website should include. The team ignored the fact that we all had minimal website development experience. Instead, we focused on outlining a timeline for researching and determining the design and content and launching the planned site. On November 19, 2011, the plan was implemented, resulting in the launch of our chapter website: www.americanuniversitypdk0151.org.

Each year, the website team investigates what is new in web-related activities, including the student symposium, and our chapter’s participation in the Annual Chalk Walk for Education, Chapter By-Laws, the induction of new members, the student symposium, and our chapter’s review of research being conducted by current Trinity University graduate students.

We encourage you to visit our website often. We also welcome your feedback and suggestions. Send them to Wanda-Means Harris at wandlux@aol.com.

The "learnability" of a website means that users can quickly understand your website’s content."
“President's Message” (Cont’d from pg. 1)

Every year, recognition is given to those individuals who serve as officers, provide support of our chapter through unique participation, or are highlighted due to their years of service. The Annual Awards Program, which occurs prior to the close of the fraternal year, is an opportunity to recognize this recognition.

It was truly an honor for me to personally honor our recipients for their dedication, effectiveness, guidance and leadership. Based upon the number of awardees identified through the presentation of certificates, it is a monumental task to not only create the award, but also write the recipients’ names and include a special quote by renowned authors. Therefore, let me offer my sincere thanks and appreciation to Barbara McClurkin and her sister, Theresa McClurkin, for doing such an extraordinary service through the preparation of so many certificates through the years in the following categories: Certificate of Appreciation (PDK Chalk Walk 2019), Certificate of Exemplary Service Award (Annual Scholarship Dinner Dance), Distinguished Service Award (Officer, Committee & Guest Speaker Awards), and the Certificate of Initiation & Induction Award.

The Phi Delta Kappa International Conference takes place in local jurisdictions and states with a focus on “Public Attitudes toward the Public Schools and Public Opinion in Grades K-12 Education.” Dr. Means has consistently participated through the years, and she continues to enlighten our members with current and updated information. We look forward to hearing about her findings and involvement as a representative of American University Chapter #0151.

Our third and final recipient of the “Exemplary Award” is Dr. Keith E. Robinson, Editor of the Newsletter, who has received numerous honors for his extensive publications and writings in the field of education. He has served as a guest speaker, in which he shared information about his philosophy of education and educational practices that enhance our overall teaching and support of the student in the classroom. While serving as Newsletter...
“President's Message” (Cont’d from pg. 16)

Editor, he fully engages his skills in bringing about new topics of interest. Last year, Dr. Robinson was honored as the A.U. Chapter “Educator of the Year.” And most recently, we were informed that on March 22, 2019, Dr. Keith E. Robinson was awarded the “PDK Distinguished Educator Designation,” under the auspices of Phi Delta Kappa International. The certificate read as follows: “For recognition of their Commitment to the PDK Association Core Values of Research, Service, and Leadership.” We are all very proud of Dr. Keith E. Robinson, and we wish our recipients continued success in their endeavors.

We certainly hope that everyone will attend the final membership meeting on June 15, 2019, during which the Installation of Officers will take place. Dr. Katherine James, Research Representative for A.U. Chapter, has invited one of her Trinity Washington University research students to be a guest speaker. The topic of discussion will be “Trauma-Informed and Trauma Responsible.” We know that you would not want to miss a very highly informative and meaningful presentation. Again, congratulations to our newest PDK member and the recipients of the prestigious awards; we look forward to seeing everyone soon!

Teacher shortage (Cont’d from pg. 11)

which further contributes to perpetuating the shortage. In addition, the fact that the shortage is distributed so unevenly among students of different socioeconomic backgrounds challenges the U.S. education system’s goal of providing a sound education equitably to all children.

What we can do about it:

Tackle the working conditions and other factors that are prompting teachers to quit and dissuading people from entering the profession, thus making it harder for school districts to retain and attract highly qualified teachers: low pay, a challenging school environment, and weak professional development support and recognition. In addition, to tackling these factors for all schools, we must provide extra supports and funding to high-poverty schools, where teacher shortages are even more of a problem. In the first report in “The Perfect...growing teacher shortage in the nation’s K-12 schools. Researchers cited a variety of indicators of the Teacher shortage which further contributes to perpetuating the shortage. In addition, the fact that the shortage is distributed so unevenly among students of different socioeconomic backgrounds challenges the U.S. education system’s goal of providing a sound education equitably to all children.

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Coming Crisis in Teaching?

Teacher Supply, Demand, and Shortages in the U.S. (Sutcher, Darling-, Hammond, and Carver-Thomas 2016).

Source:
www.epi.org/publication/the-teacher-shortage-is-real-large-and-growing-and-worse-than-we-thought...
A Call for Congratulations!!!

*Congratulations are in order for...*

- **Vasser Baldwin** awarded the Longevity Service Award for 16 years
- **Adrienne Herriott** awarded the “Exemplary Service Award”
- **Bro. Anthony Hyman Jr.**, inducted into Phi Delta Kappa (PDK) International, AU Chapter #0151 on Saturday, May 18, 2019
- **Dr. Katherine James** awarded the “Exemplary Award” and recently being conferred double degrees by the Atlantic Coast Bible College and Theological Seminary to wit:
  
  **Doctor of Divinity (D.D.) (Honoris Causa) – February 2018**  
  **Doctor of Philosophy (Ph.D.) in Christian Education – March 2019**

  Kathie would like to express sincere thanks to “all of my Phi Delta Kappa colleagues for your encouragement and enlightenment, enabling me to develop research on the topic of exploring public school methodology for adoption and/or adaptation to Sunday School classes in Hyattsville, Maryland. The results were surprising and refreshing!”

- **Barbara McClurkin and Theresa McClurkin** (sisters) continuous Extraordinary Service
- **Dr. Gwendolyn Means** awarded the “Exemplary Award” for her years of service as a convention Delegate and PDK Gallup Poll representative/spokesperson

- **Wanda Means-Harris** awarded the Longevity Service Award for 35 years
- **Dr. Keith E. Robinson** awarded the “Exemplary Award”, designated Phi Delta Kappa (PDK) International **DISTINGUISHED EDUCATOR** Friday, March 22, 2019. And, for being selected to serve as a PDK International Volunteer Scholarship Reader spring 2019.

- **Gloria C. Smith** awarded the Longevity Service Award for 25 years
Reeves and Halikias (2017) of the Brookings Institute noted taking the SAT is an American rite of passage. Along with the increasingly popular ACT, the SAT is critical in identifying student readiness of college and as an important gateway to higher education. Yet despite efforts to equalize academic opportunity, large racial gaps in SAT scores persist.

The SAT provides a measure of academic inequality at the end of secondary schooling. Moreover, insofar as SAT scores predict student success in college, inequalities in the SAT score distribution reflect and reinforce racial inequalities across generations.

In their research, the authors noted that they analyzed racial differences in the math section of the general SAT test, using publicly available College Board population data for all of the nearly 1.7 million group of college bound seniors in 2015 who took the SAT. (We do not use the newest data released for the class of 2016, because the SAT transitioned mid-year to a new test format, and data has so far only been released for students who took the older test.) Our analysis uses both the College Board’s descriptive statistics for the entire test-taking class, as well as percentile ranks by gender and race. (The College Board has separate categories for “Mexican or Mexican American” and “Other Hispanic, Latino, or Latin American.” We have combined them under the term Latino.)

The mean score on the math section of the SAT for all test-takers is 511 out of 800, the average scores for blacks (428) and Latinos (457) are significantly below those of Whites (534) and Asians (598). The score of black and Latino students are clustered towards the bottom of the distribution, while white scores are relatively normally distributed, and Asians are clustered at the top.

**Race gaps in math SAT scores.**

Race gaps on the SAT’s are especially pronounced at the tails of the distribution. In a perfectly equal distribution, the racial breakdown of scores at every point in the distribution would mirror the composition of test-takers as whole i.e. 51 percent white, 21 percent Latino, 14 percent black, and 14 percent Asian. But in fact, among top scores— those scoring between 750 and 800—60 percent are Asian and 33 percent are white, compared to 5 percent Latino and 2 percent black. Meanwhile, among those scoring between 300 and 350, 37 percent are Latino, 35 percent are black, 21 percent are white, and 8 percent are Asian.

The College Board’s publicly available data provides data on racial composition at 50-point score intervals. We estimate that in the entire country last year at most 2,200 black and 4,900 Latino test-takers scored above a 700. In comparison, roughly 48,000 whites and 52,800 Asians scored that high. The same absolute disparity persists among the highest scorers: 16,000 whites and 29,570 Asians scored above a 750, compared to only at most 1,000 blacks and 2,400 Latinos. (Theses estimates— which rely on conservative assumptions that maximize the number of high-scoring black students, are consistent with an older estimate from 2005 paper in the Journal of Blacks in Higher Education, which found only 244 black students scored above a 750 on the math section of the SAT.)

Disappointingly, the black-white achievement gap in SAT math scores has remained virtually unchanged over the last fifteen years. Between 1996 and 2015, the average gap between the mean black score and the mean white scores has been .92 standard deviations. In 1996 it was .9 standard deviations and in 2015 it was .88 standard deviations. This means that over the last fifteen years, roughly 64 percent of all test-takers scored between the average black and average white score.

These gaps have a significant impact on life changes, and therefore on the transmission of inequality across generations. As the economist Bhashkar Mazumder has documented, adolescent cognitive outcomes (in this case, measured by the AFQT) statistically account for most of the race gap in intergenerational social mobility.

There are some limitations to the data which may mean that, if anything, the race gap is being understated. The ceiling on the SAT score may, for example, understate Asian achievement. If the exam was redesigned to increase score variance (add harder and easier questions than it currently has), the achievement gap across racial groups could be even more pronounced. In other words, if the math section was scored between 0 and 1000, we might see more complete tails on both right and left. More Asians score between 750 and 800 than score between 700 and 750, suggesting that many Asians could be scoring above 800 if the test allowed them to.

A standardized test with a wider range of scores of 142 compared to an average white score of 153. This amounts to a black-white achievement gap of 1.06 standard deviations, even higher than that on the SAT. This is of course a deeply imperfect comparison, as the underlying population of test-takers for the LSAT (those applying to law school) is very different from that of the SAT. Nonetheless the LSAT distribution provides yet another example of the striking academic achievements gaps across race.(pg. 1-10)

**Source:** https://www.brookings.edu/research/race-gaps-in-sat-scores-highlight-inequality-and-hinder-upward-mobility/

**Contributing:** Joan A. K. Kelly (Teacher Leader Emerita)
Educational Brain Teaser (Brain based Learning)

The graphic brain teaser shows dozens of clock faces on a city street - each showing the time as 10 o'clock - except for one.
So, can you spot the stray clock face showing a different time?

Source: Provided by Associated Newspapers Limited
Kappa Talk is published quarterly. If you would like to submit an article for the newsletter, e-mail your articles to kedwardrobinson@yahoo.com. Send in items to let us know what you are doing, articles on educational issues (fast facts), or any other item you feel would be of interest to the members.

To facilitate the process, it is kindly requested that all articles and photos be submitted by August 23, 2019 to be published in the September issue. Education sharpens one's curiosity about events. Members of the AU Chapter are curious about what fellow Kappans are doing. Let us know about your exciting events and careers. Our newsletter is an important communication tool for the American University Chapter of Phi Delta Kappa. Share your knowledge.

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Good teachers do matter

Research also shows poor educators can bring down the whole class

WASHINGTON: An unusual genetic study supports the argument that good teachers make a difference and shows that poor teachers may do damage, even to gifted students, researchers said.

The study, published in the journal Science, showed that effective teachers help kids with the best genes read better, while poor teachers brought down all the children in a classroom to the same mediocre level.

The findings by behavioral geneticist Jeanette Taylor at Florida State University and colleagues could influence the debate in Congress, the White House and school districts across the United States about measuring the quality in schools.

"In circumstances where the teachers are all excellent, the variability in student reading achievement may appear to be largely due to genetics. However, poor teaching impedes the ability of children to reach their potential," Taylor and colleagues concluded.

»It’s a timed measure of how many words children can read in a passage«
JEANETTE TAYLOR
STAR 24/4/10

To tease out the effects of genes and environment, the researchers turned to the time-tested model of twins. Identical twins share all their DNA, while fraternal twins share about half, or as much as any brother or sister.

Their theory: if one identical twin does better than his or her sibling in a different classroom, much of the difference must be due to the teacher.

They studied 280 identical twin pairs and 526 fraternal twin pairs in the first and second grades from a diverse selection of Florida schools.

To determine teacher quality, they used Oral Reading Fluency test scored for the entire classroom of each twin.

"It’s a timed measure of how many words children can read in a passage," Taylor said in a Science podcast.

They checked to see how many more words children could read at the end of the year compared to the beginning.

"We felt that was a reasonable estimate of teacher effectiveness," Taylor said.

When teachers were good, the genes really mattered. If one identical twin excelled with a good teacher, the other did too. But if one twin had a strong teacher and the other twin had a weak teacher, twins with strong genetic potential did just so-so in the poor teacher’s class.

"Better teachers provide an environment that allows children to reach their potential," Taylor said.

"As state and national policy increasingly focuses on teacher quality, the effect that teachers have on the strong documented genetic foundation of reading is an important question," the researchers wrote.

While great teachers do not guarantee success, they said, policymakers need to realize that good teaching is important, even for gifted children.

One weakness of the study – the researchers threw out data from identical twins who happened to be in the same classroom who scored differently from one another on the reading test. Taylor said she did not know how many such cases there were. – Reuters