



Special points of interest:

- Chapter Fund Raising Events, and Grants
- Budget Expenditures and Accountability
- Innovative Recruitment Ideas and Tools
- Strategic Leadership, Line-of-Sight (LOS), Governance, and Accountability
- Actionable, Concrete & Credible Strategies
- **AU Chapter Leadership, Task, Obligation and Overall Performance**
- Effective Meetings, Creative Membership Engagement & Lifelong Learning

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“President’s Message”

Dear Members of Phi Delta Kappa,

In view of our many academic accomplishments that continue to bring recognition to American University Chapter 0151, it behooves me to pause in reverence to Dr. Thomas L. Penn, the one responsible for our success and who was one of the founders of our chapter. A wonderful “Celebration of Life” was held on Saturday, November 16, 2019, in which Dr. Penn was honored at a “Home going Service” at Mount Olive Baptist Church in Arlington, Virginia. The entire service not only captured the very essence of a vibrant educator, but also one whose love of family, friends, associates and a fervent interest in education, was recognized far and wide and by those

in attendance. When I think of Dr. Penn’s many accomplishments in the field of education there were many, because he was truly dedicated to bringing about change and the enhancement of knowledge, academic recognition and advancement. During the early years of Dr. Penn’s youthful beginnings as one of the founders of our chapter who readied himself for academic advancement, Dr. Penn helped lead the way for our chapter to gain full recognition in later years as American University Chapter 0151 of Phi Delta Kappa International.

Dr. Thomas L. Penn promoted many of the officer-leadership positions in the earlier years that enhance our standing today as a viable organization. His advice and recommendations emboldened everyone in the



Thomas L. Jones, President

discharge of their duties and responsibilities. Upon becoming myself a member more than 10 years ago, I fully understood the value of his input, guidance and direction. I am told that through the years, Dr. Penn held many leadership positions, and that he was highly talented and well versed in promoting innovative

“President’s Message” (cont’d from above)

recommendations and suggestions, which were the focal point of his talents as a scholarly academician. In retrospect, it is important that I share with you a special presentation on the early beginnings of Dr. Penn’s chapter affiliation, which was forwarded to me by Dr.

Penn’s daughter, Cassandra Penn Lucas; with the request that it be read at Dr. Penn’s “Celebration of Life” service at Mount Olive Baptist Church. However, due to the time constraint of all persons presenting their reflections of Dr. Penn, I was only able to read an abbre-

viated “excerpt” of the important aspects of Dr. Penn’s early beginnings as an educator, through his ultimate success in bringing recognition to our chapter, which I found to be most impressive. Therefore, it is apropos that I now share with you and in its entirety: “A



2019-2020 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



Dr. Keith E. Robinson,
Newsletter Editor

“Each day, the world is made anew!” —Henry David Thoreau

Greetings, Fellow Kappans! As I was reading the October 2019 issue of Phi Delta Kappan magazine, my attention was gripped immediately by the cover page, titled “ALL OVER THE MAP”: *An ESSA progress report*. As I continued to read, I discovered an article on page 8, titled: “Assessing state ESSA Plans:

Innovation or retreat?” Every Student Succeeds Act (ESSA) was supposed to give states **opportunities to innovate**, but the first stages of implementation proved to be rocky,” by Patrick McGuinn. Now, this appeared to me to be a very strategic task that is obviously going to require several critical success factors, including change leadership and management, openness to change,

creativity, improvement, expanding funding and support, and/or **innovation of tasks**, methods, processes, school policies, and, ultimately, school systems. In reading the article, I understood that the **innovative** part of the legislative aspect of the policy was the desire to return flexibility to the states and do so without imposing unnecessary burdens. Research reveals that **innovation** is an in-

Cont'd from above



tervention that helps minimize burdens and is a support mechanism to enhance an organization's/institution's competitive advantage and competitive edge when properly lead, supported, funded, and implemented with a sense of urgency and strategic intent. According to theoretical research and empirical data, innovation is critical to organizational

success. It is a necessary system of action for all organizations, regardless of type or sector, and that includes our very important but benignly neglected public-schools. Recurring themes that consistently jumped out at me as I continued to read the article were change; creativity; high performance; and effective, efficient

processes and systems, as well as productive resources. Innovation influences these causes and supports all these effects. Innovation should be viewed as a driver of change and considered a resource to organizations for improving and expanding professional development, not treated as a consequence. Innovation drives growth and

President's Message (Cont'd from page 1)

Perspective-The Chapter, The Person: "Phi Delta Kappa International was established in 1906. During the mid-1960's PDK was increased in number and in strength. It was then that sixty-six candidates presented themselves for induction as charter members of what was becoming the Zeta Eta Campus Chapter of Phi Delta Kappa. One of them as an energetic 35-year old doctoral student who would go on to receive his degree in 1968, named Thomas Levi Penn.

He maintained membership continuously since that day and was the only charter member still on our rolls. That in itself is noteworthy, but it is his legacy of long-standing membership combined with exemplary leadership that we pay homage to today. When we look back, we find that Phi Delta Kappa experienced many of the issues faced by other social groups established around the turn of the century. History has had its impact; for example, during early years, one had to be Caucasian and male before even being considered for membership on Phi Delta kappa. The race requirement was discontinued in 1942; however, the gender component lasted well into the 1970's. Another male Caucasian group established around the same time as the American University Chapter of Phi Delta Kappa was the Federal Schoolmen's Club. It was comprised primarily of past presidents of local Phi Delta Kappa Chapters.

It's racial barrier to membership was dropped in 1973 when Dr. Penn was invited to join as a past president of the American University Chapter. The history of our chapter is interesting and informative. Dr. Penn was a significant part of that history. His contributions were many and varied. He was elected chapter delegate in 1968, just

just three years after the birth of the Zeta Eta Campus Chapter. A highlight of this tenure was his attending the 6th District Conference in Toronto, Canada. He was the only member to officially represent our chapter in another country. Another was his effective presentation at a conference in San Diego, California of our chapter's unwavering support of efforts designed to eliminate gender as a consideration for membership in Phi Delta Kappa.

Dr. Penn served on our executive board in elected positions almost every year since 1967. He was the first African American to be elected president of the American University Chapter in 1971. He served with distinction as president, secretary, and he chaired the programs, education and awards, and special concerns committees. Dr. Penn encouraged and joined with other members to support and bring about many changes in the chapter, the fraternity, and the university. To name a few, was the periodic name changing of the chapter from Zeta Eta Campus Chapter to the American University Chapter; helping the organization to eliminate gender as a consideration for membership; still another was to endorse and support the successful move to drop the first word "The" from the university name, and consequently from the chapter; and under the leadership of Dr. Penn and others, our chapter was a major force in the 'Department' of Education gaining School of Education status at American University. In keeping with progress, in 1999, the organization changed from being "The Professional Fraternity of Men in Education" to "The Professional Association in Education." He worked tirelessly with other members assisting in the successful installation of Phi Delta Kappa Chapters at

Howard University, the University of the District of Columbia and at Virginia Tech. Another interesting fact is that both his daughters graduated from American University like their father.

Throughout his more than half century of excellence, at both the chapter and International levels, Dr. Penn was recognized repeatedly for his leadership and service, including the Educator of the Year Award for the Washington, DC area; citations from International Headquarters and the U.S. Department of Education, presented by Secretary Arne Duncan at our chapter's 2013 Commemoration of his 50 years of service; and the Phi Delta Kappa Service Key – the highest award of recognition for members." Prior to Dr. Thomas L. Penn's passing, another article from his personal archives, which provided further insight into the early beginnings of AU Chapter 0151, was forwarded by Cassandra Penn Lucas to the PDK members. In this impressive biographical sketch, Dr. Penn highlighted the life of the founder of our chapter, in an article entitled, **Dr. Chalmer A. Gross – "Schoolmen for Life."**

This highly informative presentation of Dr. Gross's life served as an inspiration for Dr. Penn in pursuing the mission and goals of our chapter. We are all very proud of Dr. Thomas Penn's many accomplishments throughout his life, and we shall continue to replicate his work and guidance by giving further enhancement to an award that is presented to college and university students, who pursue the field of higher education to become future teachers. For many years this award was known as, **"The Phi Delta Kappa Scholarship."** However, it was recently decided by the AU Chapter 0151 Executive Board, that we honor one of our

founders by renaming it, "The Dr. Chalmer A. Gross & Dr. Thomas L. Penn Scholarship."

We are very proud of a founder of our chapter, Dr. Chalmer A. Gross, and his diligence in promoting recognition from the early beginnings. Also, we give honor to Dr. Thomas L. Penn for his fervent and effective leadership in serving as an outstanding representative of our chapter through the early years, under the guidance of Dr. Gross and to the present. Although we mourn Dr. Penn's passing, we shall forever keep his wonderful memory in our hearts through the **"The Dr. Chalmer A. Gross & Dr. Thomas L. Penn Scholarship."**

In closing, I would like to sincerely thank everyone for promoting outstanding programs, activities, and events, while bringing further recognition to American University Chapter 0151; especially Dr. Thomas L. Penn's daughter, Cassandra Penn Lucas, Vice President for Programs. We certainly look forward to new opportunities in educational excellence.

Merry Christmas, and a Happy New Year!



2019-2020 AU CHAPTER CALENDAR OF EVENTS

~2019~

- August 23 **Newsletter: Contributions due; publish date Sept 30th**
- August 24 **Executive Board Officers Meeting**
- September 21 **Membership Meeting**
Guest Speaker: Hawa Dejan Magona, Installation of New Officers, Recognition & Awards
- October 16 Stay-At-Home Tea
- October 19 **Membership Meeting**
Recognition: 2019 "Educator of the Year", Dr. Carole E. Rawlison
- November 23 **Membership Meeting**
Recognition: American Education Month
Guest Speaker and Topic: To Be Announced
- December 20 **Newsletter: Contributions due; publish date Jan 6th**
- December 21 **~Holiday Social~**

~2020~

- January 18 **Executive Board Officers Meeting**
- February 15 **Membership Meeting**
New Member Initiation/Prospective Member Orientation
- February 21 **Newsletter: Contributions due; publish date Mar 23rd**
- March 21 **22nd Annual Scholarship Fundraiser**
- April 17 **Newsletter: Contributions due; publish date May 25th**
- April 18 **Annual Chalk Walk for Education**
Election of Officers
- May 16 **Membership Meeting**
Recognition: 2020 "Educator of the Year", New Officer
Installation & Recognition and Awards



Save the date to attend each meeting and event.

Note: All meetings will be held at the American University Campus in the School of Education; Spring Valley Building; located at 4801 Massachusetts Ave NW, Washington, DC 20016 at 11:00 a.m., unless otherwise noted.



AU Chapter #1051, Remembering and Honoring Dr. Thomas L. Penn

Left to right: Sheila, Theresa, Cynthia, President Thomas Jones, Helena, Dr. Musgrove, Barbara, Mariana, and Dr. Robinson

2019 “Educator of the Year” By Wanda Means Harris and Dr. Mildred L. Musgrove



Left to right: Wanda Means Harris, President Thomas L. Jones, Cassandra Penn Lucas, VP of Programs, and Dr. Carole Rawlison

Dr. Carole E. Rawlison was born and raised in York, Pennsylvania. As a young girl, Carole always had dreams of following in the footsteps of her mother to become a teacher. Throughout her grade school and high school years, she was an excellent student. Because of her strong academic skills, adults frequently discouraged her from becoming a teacher, but she stayed focused and is now living her dream as an educator and a leader. In the early 1990s, Dr. Rawlison attended Pennsyl-

sylvania State University and earned a Bachelor of Science Degree in Elementary Education with a minor in Psychology. She taught first grade at Carole Highlands Elementary School in Prince George’s County Public Schools (PGCPS) in MD. In 1997, she earned her master’s degree in Reading Education from Bowie State University. She served as a reading specialist for five years, supporting Carole Highlands and Ardmore Elementary Schools in PGCPS, then at High-

land Elementary in Montgomery County Public Schools (MCPS). Because Dr. Rawlison had a passion for developing and supporting impactful professional learning, she became a staff development teacher at Forest Knolls Elementary School in MCPS. After three years, Dr. Rawlison was recognized for effectively improving teaching and learning, which resulted in a promotion to staff development specialist in the office of Organizational Development. During this time, she

“Social and Emotional Learning helps students to develop social awareness, relationship skills, self-awareness, responsible decisions...”



Dr. Carole E. Rawlison speaking to AU Chapter #0151 members on Social Emotional Learning (SEL), and its impact on children and adult learners.

During this time, she also served as the center director for the George B. Thomas Saturday School program and as an adjunct professor at the American University in Washington, DC. In 2004, Dr. Rawlison earned her administrative certificate completing her training at Trinity University in Washington, DC and Bowie State University in Bowie, MD. She was appointed assistant principal at Glen

Allen Elementary School (GES) in Wheaton, Maryland in 2012. During her service to the GES community, Dr. Rawlison earned her Doctor of Education in Education Leadership from Bowie State University. She entered the principal internship program in 2012 and was appointed principal of her current school, Harmony Hills Elementary (HHES) in Aspen Hills, MD, in 2013. This is her seventh year as principal of this large

(743 students), and very diverse Title I school. HHES serves students in pre-kindergarten and Head Start through Grade 5 with a variety of educational needs including English Language learning, and general and special education services. In addition to her administrative duties as principal, Dr. Rawlison began her fifth year as an adjunct professor at Hood College in Frederick, MD.

(Cont’d from above)

Because of her strong leadership skills, MCPS has asked Dr. Rawlison to train and coach assistant principals and principal interns, providing emerging administrators with on-the-job support. She is an active member of the Title I Principals Professional Learning Community, the Montgomery County Association of Black School Educa-

tors as well as the Montgomery County Association for Administrators and Principals. She has served on numerous school system committees and fought to have her school pilot state and local initiatives focused on enhancing academic instructional programs that are designed to improve student learning, increase achievement

and provide the skills for her students to be competitive 21st Century Learners.

Dr. Rawlison’s commitment to her students and her community is best summarized by her supervisors:

“Dr. Rawlison demonstrates leadership and ability to think outside the box. She is a vision-

2019 “Educator of the Year” (“Cont’d from page 4”)

visionary leader who displays a wide array of knowledge on various subject matters. Dr. Rawlison is passionate and enthusiastic about raising student achievement. ”

~Dr. Adrienne Morrow, Director of Learning Achievement and Administration

“Dr. Rawlison leads with a commitment and focus on what is best for the students. She demonstrates a high belief in the potential of students to exceed the academic expectations that we set as a county. She is a leader that recognizes individual differences, and diligently works to meet the needs of others.”

~Dr. Peter Moran, Director of Learning Achievement and Administration

“Dr. Rawlison frequently engages herself and others in a process of continuous learning and improvement. She consistently strives for excellence in everything she does to support students, staff, and families.”

~ Dr. Deann Collins, Director, Division of Title I & Early Childhood Programs and Services

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thing she does to support students, staff, and families.”

~ Dr. Deann Collins, Director, Division of Title I & Early Childhood Programs and Services

Dr. Rawlison gave an insightful and thorough presentation to the members of the American University Chapter of PDK. The topic of Dr. Rawlison’s presentation was “Social and Emotional Learning”. Dr. Rawlison began her talk by stating that since she was in the first grade, she knew she wanted to be a teacher. In her remarks, Dr. Rawlison indicated that as a young girl, she would hold school on her front porch. She was so good at teaching other children that she would receive requests from neighborhood parents to work with their children teaching them everything from riding a bike to reading and mathematics.

Dr. Rawlison explained that Social and Emotional Learning helped students develop social awareness, relationship skills, self-awareness, responsible decision making, and self-management. SEL skills help children and adults use social interactions and to manage every day emotional responses. The SEL skills are imperative to maintaining healthy relationships and practicing self-care. At the end of her presentation, President Jones, along

Kappans Cassandra and Wanda Means-Harris, presented the American University “Educator of the Year” to Dr. Rawlison.

Dr. Rawlison’s mother Carole Rawlison and sister Sharon Walker were present for her presentation and award acceptance.



Sharon Walker, Sister (Lt), Dr. Carole E. Rawlison, “Educator of the Year” (center), & Mrs. Carole Rawlison’s, Mother (Rt)



Dr. Carole E. Rawlison proudly showcasing her 2019 “Educator of the Year” award!

A Posthumous Award By Dr. Katherine James



Left to right: President Jones and Immediate Past President Adrienne Herriot present Gloria Smith with the Posthumous "Exceptional Educational Award" on behalf of her late husband Mr. Aubrey E. Smith.

"He represents the three principles of Phi Delta Kappa—leadership, service, and research with distinction."

In 1979, he was employed as a Personnel Management Specialist, who served as the project officer for a huge reduction-in-force (RIF), involving over 700 school employees. Later he served in the Division of Personnel that included School Officer Staffing, Administrative Support Branch Chief, Staffing Team Leader, and Director of Personnel Services. In 1991 Aubrey was reassigned to the Office of the Superintendent as the Special

On September 21, 2019, The American University Chapter of Phi Delta Kappa presented its first posthumous award to Aubrey Smith, who was recognized for his outstanding contributions to the field of education. The award was received by his wife, Gloria Smith, our chapter's liaison to the university. Although Aubrey's service and influence were global, he was a true Washingtonian. In addition to being a graduate of Charles Young Elementary School, Brown Junior High School, and Spingarn Senior High School, Aubrey graduated from Howard

University with a degree in Economics with a minor in Business Administration. Upon graduating from Howard, Aubrey became a Student Attendance Officer for the D.C. Public Schools. However, because of his military commitment from ROTC, he was called to active duty as a 2nd Lieutenant in the United States Air Force, where he spent 13 years, primarily as an Electronic Communications Security Officer. After his active duty commitment, Aubrey returned to the Washington, DC area and continued his career in the field of education.

Assistant to the Executive Assistant for Central Administration, where he coordinated many functions of that office. He also assisted the Deputy Superintendent for Elementary Schools. His final assignment was Director of Employee Hearings and Appeals. It is noteworthy that Aubrey was especially effective in addressing situations of adversity and resolving them amicably for all. While Aubrey's

sterling talents were generously spread over various administrative positions, he also worked directly with students as a tutor, as a Career Day role model, and as a member of the mayor's task force on school dropouts. He also taught at the University of the District of Columbia as an adjunct instructor. Aubrey garnered countless awards, accolades, and honors in the field of education and in the military.

(Cont'd from above)

He represents the three principles of Phi Delta Kappa—leadership, service, and research—with distinction. As we mourn his passing and celebrate his life, it was most fitting that our chapter recognize this exceptional individual with a special award, which was presented by Adrienne Herriott on behalf of the Awards Committee.



Source: Online Pictures

A Tribute To One of Our Founding Chapter Members Bro. Dr. Thomas L. Penn

“Life, if well lived, is long enough.” We, the members of Phi Delta Kappa International, American University Chapter #0151, mourn, celebrate, and extol the amazing life of one of our founding chapter members, Dr. Thomas L. Penn, who departed this life on October 13, 2019. According to President Thomas Jones, and Immediate Past President, Adrienne Herriott, “Dr. Penn tirelessly served over 50-plus years of service to Phi Delta Kappa AU chapter by having been a positive influence, a constant source of information and wisdom to both new and seasoned members alike.” Without question, Dr. Penn was so many things to the members of the AU Chapter, including **a committed, effective, and influential leaders’ leader, a lifelong learner, a passionate scholar, a well-connected and informed educator, an avid community activist, a courageous and intelligent asker and questioner, and, a relentless best-in-class thinker and doer!** Remarkably, there are so many other things that Dr. Penn has been lauded for throughout his very blessed, prosperous, and remarkable life! He has unquestionably

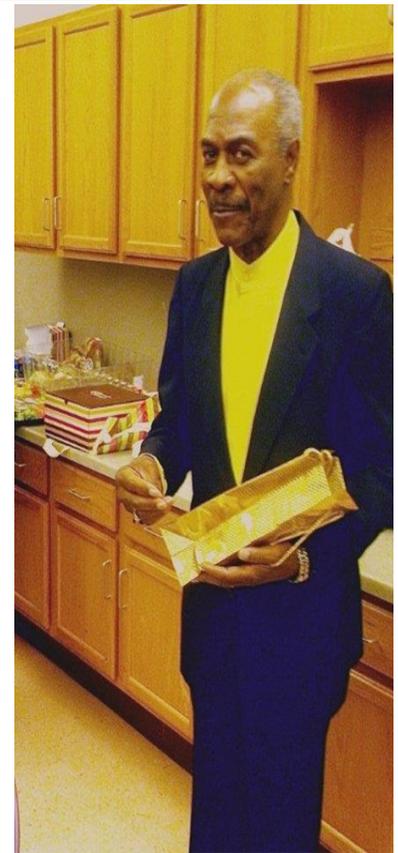
left a very rich and robust, leader-filled legacy for each one of us to emulate, having impressed and touched countless lives doing so.

Individual and Collective Chapter Member Tributes.

Several members described Dr. Penn “as a man of character, integrity, and support.” Another member stated that “Dr. Penn was a man who didn’t stand still while the world passed him by; he continually pushed himself. He was a leader who provided management and administrative assistance to the members of the chapter. He believed that the work of the chapter would only be effectively accomplished if the membership worked together for the good of the chapter. Dr. Penn was always dependable and took genuine pride in his work while serving many, many years as the chapter historian and treasurer, clearly demonstrating his untiring commitment and dedication to the chapter’s pledge without being prideful.” One of the chapter members referred to him as “**our treasurer, and PDKs treasure!**” Another member commented, “Dr. Penn was a strong and consistent support-base for

our chapter for many years, and we would not be who we are if he had not been there for us.” Yet another commented that “his dedication, guidance, leadership, and service to our chapter have served as an inspiration to those of us in the field of education. He was the glue that has helped to keep the AU Chapter in the Washington, D.C. area vibrantly active.” Several other members commented that “the mission of Phi Delta Kappa International is to promote high-quality education, in particular, publicly supported education, as essential to the development and maintenance of a democratic way of life. This mission is accomplished through **leadership, research, and service** in education. Dr. Thomas Penn fully supported and consistently modeled the qualities set forth in the PDK mission.”

A Lifelong Learner. Passionate Scholar. Well-Connected and Informed Educator. Dr. Penn was a firm believer in the value of education. He graduated from St. Paul’s College with a Bachelor of Science degree. He earned a Master of Science Degree from Virginia State University



Bro. Dr. Thomas L. Penn

, and a Master of Arts and Doctor of Education degrees from American University. He continued his pursuit of formal education by completing numerous certificate programs in management and leadership development from the universities of Michigan, Pennsylvania,



A Tribute To Bro. Dr. Thomas L. Penn By Bro. Dr. Keith E. Robinson (Cont'd from page 8)

Southern California, Tennessee, Duke, George Washington, Harvard, Yale, and the Massachusetts Institute of Technology. In 1955, Dr. Penn served as an instructor at the U.S. Army Engineer School at Fort Belvoir, Virginia. After performing a series of educational positions within the Department of the Army, in 1971 he joined the faculty of the U.S. Postal Service's William F. Bolger Management Academy, in Potomac, Maryland. In 1981, as a guest of the Chinese government, he was a member of a four-person team chosen to lecture to postal officers in China. From 1984 to 1985, he designed, developed, and taught, through a Spanish language interpreter, a four-week training program of 29 postal officials from 19 Latin American countries. Additionally, he conceived and managed a very successful two-year educational partnership between American University and William F. Bolger Management Academy. The university provided on-site professors to conduct a program in training and development for adult learners. The program was so popular that the Dean of the School of Education

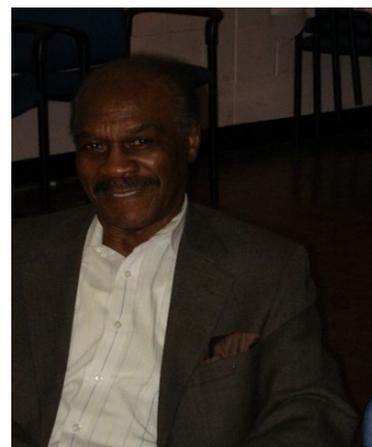
volunteered to teach a semester-long course. During his professional career, he authored more than 80 government articles, regulations and training courses in education and administration. After retirement, he formed American Management Seminars, Inc., a training and development consulting firm. Concurrent with his full-time occupation, over the course of many years, he was a barber at Fort Belvoir, an associate professor of education, adjunct professor, lecturer, and contracted instructor at Northern Virginia Community College, Federal City College, Howard University, the University of Maryland and the University of Oklahoma. In 1975, he was appointed to a four-year term on the Arlington County School Board. During his tenure (one year as chairman), he was particularly effective in presenting Arlington County Public Schools' position on educational issues to an audience with the governor of the Commonwealth of Virginia and in testimony before a Congressional Subcommittee on Elementary, Secondary, and Vocational Education. He also served a year as president of the Washing-

ton Metropolitan Area Board of Education.

A Leaders' Leader. Avid Community Activist. During his earlier years, he served as an usher, Sunday School teacher, founding member of the Education Committee, and more recently, curriculum designer for the Mount Olive Baptist Church initiative to support the mentoring of young male students at Hoffman-Boston Elementary School. Dr. Penn had a passionate commitment to making contributions to ensure an excellent quality of life for the community of Arlington County. He was a member of the Landlord and Tenant Commission, Arlingtonians for a Better Community, Arlington Planning Commission, the Arlington Symphony Board, and the American Red Cross (Arlington Chapter), to name a few. He held lifetime membership in the Virginia Congress of Parents and Teachers, the National Association for the Advancement of Colored People and **Alpha Phi Alpha Fraternity, Inc.**, and emeritus membership in Phi Delta Kappa International, The Professional Association in Education. Like a true leaders' leader, Dr. Penn was al-

ways always very **engaged, on-the-ball, and proactively into some of everything!** But the theoretical research and empirical data tell us, that's what **committed, effective influential leaders and avid activists** do!

Fittingly, what better way to conclude our tribute to Bro. Dr. Penn than with the profound and prophetic words of his beloved daughter, **Cassandra Penn Lucas**, Vice-President of Programs: **"Here's to my beloved father... (a life well-lived, and worth celebrating)!"**



We salute you Bro. Dr. Penn!
(Extraordinaire)



The Editor's Recommended Book of the Month List for AU Chapter Educators (New Releases)

Fellow Kappans, here are ten (17) 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 2018, 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 Grunow; 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)**
7. *Uncommon Learning: Creating Schools That Work for Kids*, by Eric C. Shininger **(April)**
8. *Design-based School Improvement: A Practical Guide for Education Leaders*, by: Rick Mintrop **(May)**
9. *Death and Life of the Great American School System: How Testing and Choice Are Undermining Education*, by: Diane Ravitch (National Best Seller) **(October)**
10. *Diverse Schools Dilemma A Parent's Guide to Socioeconomically Mixed Schools*, by: Michael J. Petrilli **(October)**
11. *The Is Not A Test: A New Narrative, Race, Class, and Education*, by: Jose` Luis Vilson **(November)**
12. *The Creative Classroom: Innovative Teaching for the 21st Century Learners*, by Keith Sawyer **(New Release!)**
13. *An Education Crisis Is a Terrible Thing to Waste: How Radical Changes Can Spark Student Excitement and Success* by Yong Zhao, Trina E. Emler, Anthony Snethen, and Danqing Yin **(New Release!)**
14. *Teaching Hope and Resilience for Students Experiencing Trauma: Creating Safe and Nurturing Classrooms for Learning*, by Douglas Fisher, Nancy Frey, and Rachelle S. Savitz **(New Release!)**
15. *Same As It Never Was: Notes for a Teacher's Return To The Classroom*, by Gregory Michie **(New Release!)**
16. *EdSpeak and Doubletalk: A Glossary to Decipher Hypocrisy and Save Public Schooling*, by Diane Ravitch and Nancy E. Bailey **(New Release!)**
17. *Just Schools: Building Equitable Collaborations with Families and Communities*, by Ann M. Ishimaru **(New Release!)**

"I cannot live without books..." – Thomas Jefferson



News & Fast Facts You Can Use

From teacher, a lesson in giving

He could have used the cash prize to pay off some of his \$60,000 in student loans. Or put it toward a down payment on a home. And there was the dream spring break vacation he hoped to take with his husband in Hawaii. But when Justin Lopez-Cardoze, 30, was named the 2020 D.C. Teacher of the Year, he knew exactly what he would do with the money that came with the honor: give it back to students. The seventh-grade science teacher at Capital

City Public Charter School plans to use most of his \$7,500 prize—\$5,000, to be precise—to help send a graduating senior interested in science to college. The rest will go to his mother, who is recovering from a heart surgery in North Carolina. Lopez-Cardoze said his finances are stretched but that each month he has enough to cover rent and student loan payments with his teacher salary. At Capital City, which serves students in prekindergarten through 12th grade, the aver-

age teacher earned \$52,230 in 2018, according to city data. “The moment I found out that I was nominated for the award, I knew I wanted to use the cash reward as an opportunity to start a scholarship,” Lopez-Cardoze said. “That’s what motivated me to put my all into the application.” Lopez-Cardoze said an unexpected scholarship he received his senior year of high school enabled him to attend college, earn a master’s degree — and eventually lead a science classroom at Capital



Justin Lopez-Cardoze, a seventh-grade science teacher at Capital City Public Charter School, was named the **2020 D.C. Teacher of the Year**.

Source: By Perry Stein of The Washington Post METRO Washington Post.Com

Cont'd from above

City in Washington’s Fort Totten neighborhood. During Lopez-Cardoze’s teenage years, his father, who fled El Salvador during a civil war in the 1980’s struggled with addiction. Money was tight. The future uncertain. “It was bad,” he said. “It was really bad. I viewed school as my safe haven.” But Lopez-Cardoze said a few teachers in high school recognized the struggles he faced at home in Durham,

N.C., and believed in him. He competed for a state scholarship to attend the University of North Carolina at Chapel Hill. Maybe, he said, the scholarship he established, the CCPCS LOcA STEM Scholarship, will catapult a student at the school to the same success he found. He aspires to double his \$5,000 contribution through fundraising. “It changed my life when I got that scholarship,” Lopez-

Cardoze said. Nearly 100 of 8,000 D.C. Public school teachers were nominated to be teacher of the year. A selection committee from the Office of the State Superintendent of Education interviewed Lopez-Cardoze, visited his classroom, read his application essays and reviewed his letters of recommendation. Lopez-Cardoze will be the D.C. nominee for the National Teacher of the Year competition. Last

“I can create and co-create tasks and tools that encourage students to demonstrate originality of thinking and authentic personal voice and ideas.”

Cont'd from above

year, Kelly Harper, a third-grade teacher at Amidon-Bowen Elementary School in Southwest Washington, was the first D.C. teacher to be named a finalist in the national competition since 2005. A teacher at a detention center in Richmond took the top honor. “When we are selecting our teacher of the year, we are looking for educa-

tors who are, of course, good teachers in terms of instruction,” said Hanseul Kang, D.C. state superintendent of education. **“But we are also looking for teachers who inspire their students.”** When Lopez-Cardoze looks at his middle school students, he sees himself. Like him, many of their families migrated from El Salvador. He

encourages student to find personal connections and meaning in the material they are learning. There was the time a student with sickle cell anemia approached him in 2017, upset about news that the government had proposed cuts to the National Institutes of Health. Lopez-Cardoze rallied his students and developed an

organization that educates the public about genetic diseases prevalent in communities of color. Each year during the genetics portion of the curriculum, students update the organization’s website with information about genetic disorders and the science behind them. Lopez-Cardoze said he tries to be vulnerable

American Education Week: Celebrating Public Education and School Communities

For 95 years, American Education Week (AEW) has celebrated the hard-working men and women who work on behalf of America's students, and this year's reveling was on full blast, elevating and championing the outstanding work and contributions of teachers, bus drivers, paraeducators, cafeteria workers, school nurses, school secretaries, and custodians—plus countless others! The week-long (Nov. 14-18) celebration honored students and parents, too, and rededicated the



community at large to a quality public education for every student.



Source: <https://nationaldaycalendar.com/american-education-week>

News You Can Use (Cont'd from page 11)

with his students, letting his class know when he makes mistakes. "I say fail as quickly as possible, and learn," he said. Amy Bonilla, 12, said Lopez-Cardoze is a remarkable teacher because he articulates his emotions— and asks students to do the same. At the end of class Thursday, Lopez-Cardoze explained why he was extra strict that day as students worked on projects they would

present to their families at school. "The reason why I'm strict, and the reason why I'm no-nonsense today, it's because I wanted to see you succeed in this," Lopez-Cardoze said. When he saw a typically social boy sitting alone on a couch in the classroom, he asked him how he was doing. When the student said he was fine, Lopez-Cardoze still sensed something was amiss and made a note to fol-

low up with him the next day. "He likes to express his feelings. He always asks us if we're okay," Amy said. "He's the first teacher I've had that's like that." Jonathan Duncan, 12, said Lopez-Cardoze has made science enjoyable, recalling the song the teacher taught students so they would understand how photosynthesis works in plants. Ninth-graders, two years removed from Lopez-Cardoze's



Cont'd from above

Class, still sing the song in the hallways. "He's fun with it. It's ne stuff everyday," Jonathan said. "There's something different about his class. Everyone just gets happier when they're here." Lopez-Cardoze said he is confident is \$5,000 is being well spent on a scholarship—even if he could use the money himself. "I'm living my dream

job," he said. "I wouldn't trade that for the world."



From The Editor (Cont'd from page 2)



Open Innovation

and creativity. Research suggests that innovation validates change leadership and management, creativity, continuous process, and system improvement. Innovation also helps with expanding, identifying organizational growth edges, improving funding and support. Finally, innovation leads to improvement in tasks, methods, school processes, school policies, and, ultimately, public school systems. Innovation is a proven useful leadership and management tool and critical

component of organizational performance (Rothaermel, 2013). I believe that innovation is an evidence-based solution for improving public schools, especially the so-called low-performing schools. In turn, school district leaders are able to make better-informed decisions about which innovative, evidence-based programs are best suited to address their students' needs by employing best-in-class innovative systems and teacher-leader practices. Innovation is an organizational

imperative, a purpose-driven, transformative, and results-oriented concept. According to Rogers (1995), an innovation is an idea, practice, or object that is perceived as new by an individual or another unit of adoption. Rodgers further explained that: "[I]t matters little, so far as human behavior is concerned, whether or not an idea is objectively new as measured by the lapse of time since its first use or discovery. The perceived newness of the idea of the individual determines his or her re-

(Cont'd from above)

"The evidence is clear that most established organizations have not figured out how to innovate systematically."

reaction to it. If the idea seems new to the individual, it is an innovation. Newness in an innovation need not just involve new knowledge. Someone may have known about an innovation for some time but not yet developed a favorable or unfavorable attitude toward it, nor have adopted or rejected it. 'Newness' of an innovation may be expressed in terms of knowledge, persuasion, or a decision to adopt." (10–11) Weiss

and Legrand (2011) noted that innovation is often extolled; however, far more talk than action occurs. Innovation is a key source of competitive advantage, but it remains frustratingly elusive for many organizations. The evidence is clear that most established organizations have not figured out how to innovate systematically. Weiss and Legrand continued, "most use the concept of innovation

as either an outcome or a process" (12). They then offered some aspects of the innovation process and how it happens: **1.)** The innovation process applies to everything an organization does or could do, as well as how it could do it. **2.)** It is an enabler of business strategies and goals—but it is not, in and of itself, the strategy or the goal. **3.)** Innovating is not simply about creating new ideas, ob-



jects, or systems. It is a process that enables the organization to deliver on its strategies and its goals, in the way that manufacturing, accounting, or marketing enables the organization to achieve its goals—no more, and no less. By applying these concepts, Weiss and Legrand (2011) contended that business value is achieved. However, that value is not maximized. It is undermined when organizations and their leaders confuse

innovation with creativity. Instead, Weiss and Legrand said, "innovative thinking is the process of solving problems, by discovering, combining, and arranging insights, ideas, and methods in new ways" (12–13). Holt and Miller (2016) defined innovation as both a conceptual and perceptual concept. Coffman (2017) indicated that innovation happens through a process of exploring, trying, and

adopting. Considering all that is going on with our precious public school systems, perhaps, what is needed is a well-funded and supported innovation program and implementation strategy! **Happy Holidays!**



AU Chapter's 2019 Holiday Social By Dr. Keith E. Robinson and Cassandra Penn Lucas

On Saturday, December 21, 2019, the official first day of winter and birthday of First Lady Helena P. Jones the American University Chapter #0151 of Phi Delta Kappa International had its annual Holiday Social in the "Old Town Meeting Room" at the Royal Restaurant in Alexandria, VA. The festive event was kicked-off with a very scrumptious continental breakfast, that was followed by a warm welcome and call to order, and a prophetic, heartfelt invocation by President Thomas L. Jones.

After the formalities, the membership partook in the highly anticipated signature brunch that is always delectable and professionally prepared. The brunch was followed by brief committee reports, and then, the highly anticipated gift exchange coordinated by Cassandra Penn Lucas, Vice President of Programs, with Dr. Keith E. Robinson assisting. After the gift exchange, there was a moving moment of silence, followed by beautiful music provided by Mrs. Adrienne Herriot, *Immediate Past President*, whose repertoire included "Auld Lang

Syne", dedicated to one of the chapters founding members Dr. Thomas L. Penn, affectionately known as *The Man Who Never Stood Still: A Leaders Leader*, and his lovely devoted wife Mrs. Marian Penn. The holiday social ended with an epic group photo shoot that captured all the beautifully worn ensembles and high-spirited smiles.

We look forward to continuing to make some very, very big **innovative** contributions to the

community and field of education in the new year!

Here's wishing everyone a very healthy, happy, prosperous, and blessed new year!

Happy
New Year



A Call for Congratulations, Happy Birthdays, and Thank You!!!

Congratulations, Happy Birthday and thank you are in order for...

- ⇒ 2019 “Educator of the Year!” Dr. Carole E. Rawlington, Principal Harmony Elementary School Aspen Hill, Md.
- ⇒ Bro. Anthony Hyman Jr., was named the 2019-2020 Gunston Middle School “Teacher of the Year” in Arlington, Virginia.
- ⇒ Bro. Anthony Hyman Jr., earned his Master’s of Education degree conferred by Walden University, Class of 2019.
- ⇒ Happy Birthday Helena Jones, Co-Grants Writer Representative
- ⇒ Happy Birthday Barbara McClurkin, Special Concerns Representative
- ⇒ Happy Birthday Joan A. T. Kelley, Chapter Member
- ⇒ Happy Birthday Dr. Katherine James, Research Representative
- ⇒ Happy Birthday Cynthia Greene, Treasurer
- ⇒ Happy Birthday Dr. Gwendolyn B. Means, Research Representative
- ⇒ Happy Birthday Gloria C. Smith, Chapter Advisor
- ⇒ “We, The Members of the American University Chapter #0151, Phi Delta Kappa International hereby honor the memory of Bro. Dr. Thomas L. Penn by adding his name to the Chapter Scholarship, which will hereafter be named the Dr. Chalmer A. Gross & Dr. Thomas L. Penn Scholarship.”
- ⇒ “On behalf of the Smith family, I would like to thank the members of the American University Chapter of Phi Delta Kappa for your thoughtfulness, kindness, and generosity in presenting to Aubrey E. Smith the Posthumous Award for Exceptional Educational Leadership on Saturday, September 21, 2019. Your kind gesture, love, and support have been a godsend. I was so touched that the members would honor my husband’s hard work and commitment to education with such a prestigious award.”

Gloria C. Smith—



Congratulations



**American University Chapter (#0151)
Phi Delta Kappa International**

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**Our Guiding Principles Are:
Research. Service. Leadership
Our Core Values Are:
Social Justice. Engagement. Excellence. Results**

www.americanuniversitypdk0151.org

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 **February 17, 2020** to be published in the **March** 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.*

Notable and Quotable

