

KAPPA TALK



THE AMERICAN UNIVERSITY CHAPTER (0151) OF PHI DELTA KAPPA INTERNATIONAL
Website: www.americanuniversitypdk@0151.org

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, Accountability & **Storytelling**
- Actionable, Concrete & Credible Strategies
- **AU Chapter Leadership, Task, Obligation and Overall Performance**
- Effective Meetings, Creative Membership Engagement , **Impactful Success Stories**

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“President’s Message”

Dear Members of Phi Delta Kappa,

The success of an organization is determined by individuals, who demonstrate a keen sense of interest in what they do; how they do it; and the pride they share in the realization of their efforts. I am very proud to know that American University Chapter #0151 does have such individuals, who take pride in all they do to help make us what we are today: a viable and progressive chapter that continues to excel year after year!

And as a result of this very inspiring recognition, I extend my sincere appreciation and thanks for the outstanding input from the Executive Board in the utilization of their talents

and expertise, which made the Business Meeting on Saturday, February 15, 2020, a most enjoyable and highly, productive gathering at the Royale Restaurant in Alexandria, Virginia. Each officer and committee representative, with support from Vice President for Programs, Cassandra Penn Lucas, through her well-organized agenda; all received recognition and kudos for their participation, involvement and resourcefulness throughout the enlightening session. Based upon the 2019-2020 AU Chapter Calendar of Events for February, we were looking forward to presenting the “New Member Initiation/Prospective Member Orientation program.” Nevertheless, we are still in the process of making those preparations for a later date. However ,



Thomas L. Jones, President

Cassandra Penn Lucas utilized her expertise by revising our agenda for a “Special Presentation,” which focused on commemorative events during the month of February: Black History month, Valentine Day and Presidents Day, and the outcome was quite memorable!

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

Upon discussing issues related to Black History Month, some of our participants addressed topics that were not only sensitive but factual, such as “a lack of teachers of color in school systems, especially male role models.” Several of our participants cited schools in various

jurisdictions that have a very small number of male teachers. It was also felt that better classroom management would come about if children were able to see “someone who looked like them.” It is a reality that homes do exist in the Afro-American community, where there is a

lack or the absence of male, role-models or father figures. Subsequently, it was suggested that the AU Chapter Program Committee consider inviting the teacher, who has articulated the importance of male role-models in the inner-city public schools. We certainly look



2019-2020 Executive Board Members

- **Thomas L. Jones**, *President*
- **Adrienne Herriott**, *Immediate Past President*
- **Cynthia Greene**, *Treasurer*
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- **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

“Give an Ear to All Who Come to Speak, For Each of Us Has a Story to Tell...”

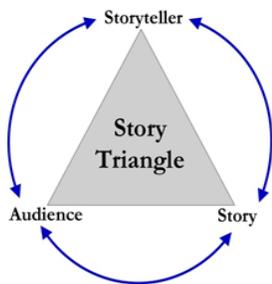
Greetings Fellow Kappans. Have you ever thought about what you’d say if you were asked, “What’s your school story?” How would it sound? What impact would it have on your listeners? According to The Association for Talent Development, storytelling has always

been an effective teaching tool when used appropriately. Research encourages educators to tell our school stories, and to tell them with passion. Passion is compelling; it invites someone to listen actively to our every word, thus giving us the captive audience needed to inspire and lead. That audience might be educational or executive leadership, policymakers, stakeholders, public elected

officials, rising educators, student bodies, or the community at large. Once, I read that “we should give an ear to all who come to speak, for each and every one of us has a story to tell.” So, again, I ask you, *what is your story?*

What we know about individual, institutional, and organizational stories is that not all stories are created equal, nor are they

Cont’d from above



lived or told with the same levels of intensity. While some stories are given the opportunity to be told, research reveals that many are not. Furthermore, when some stories are told, they are not necessarily told as accurately as they could be. For example, while enthusiastically reading the December 2019/January 2020 Phi Delta Kappan magazine titled, “The

Stories We Tell About School”, I was deeply fascinated by the stories in this issue, and how persuasively they were being told. I was particularly moved by the article, “Telling New Stories About School: Reframing our narratives about the school to focus less on individuals’ economic futures and more on our shared responsibilities could

improve outcomes for our children and our country (p. 15-19). This story had a very compelling narrative. The authors remind us that “our stories about education matter; they shape our preferences in the voting booth and actions on educational policies. They produce real political outcomes.” But in a contrasting story, “The problem

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

forward to having this educator as a guest speaker at one of our membership meetings to share his findings with us.

The next topic of discussion dealt with the lack of a "dress code" for educators in certain school systems. It was felt that a teacher's appearance in a professional setting will have an impact, good or otherwise, on the students who see that individual an authority figure. It was pointed out that one's professional attire in a school setting, is especially important to children of color, who are already faced with challenges based upon who they are. Therefore, it is important that teachers be seen in professional attire by children, whose life skills not only depend on proper adult supervision, but interacting with positive role-models, whose attire denote their position, as well.

The next issue we brought up dealt with "violence in the classroom and a lack of student-discipline." Some of us pointed out news items pertaining to confrontations in the classroom between students and educators. Could these confrontations be related to ineffective classroom management, as a result of educators leaving college and not having received an effective, teacher classroom, management program?" Perhaps insufficient classroom resources could be responsible for student or teacher apathy, thus leading to misunderstandings. We are not sure whether this is something to be expected as a result of the changing times, or even a lack of values in the home environment. Moreover, we must not overlook the possibility of reduced budget allocations. Nevertheless, it is important to point out that the role of an educator is to help prepare the student to become a responsible and productive citizen. Therefore, we

must not only have cooperation from parents and the community we serve; but from those who are responsible for setting policy standards, which will afford us a cooperative teaching and learning environment.

While highlighting Presidents Day, Cassandra Penn Lucas, challenged our critical thinking skill by asking us to identify "Presidential Notable Quotables." Everyone fully enjoyed this activity, and some of us were quite successful in identifying the quotes. For example: "The law is the only sure protection of the weak, and the only efficient restraint upon the strong." Did the quote come from ___ George Washington, ___ Abraham Lincoln, or ___ Millard Fillmore? Another example was: "Human action can be modified to some extent, but human nature cannot be changed." Did the quote come from ___ Lyndon Johnson, ___ Abraham Lincoln, or Barack Obama? There were at least twelve quotes that kept everyone thinking, and we were quite surprised of the outcome. By chance, would you know the answers?

The final presentation by Cassandra Penn Lucas was a Valentine Day surprise that caught us all off guard! She set about presenting King and Queen Crowns and gift (love) bags to Mr. and Mrs. and Lawrence James (Kathie and Larry) and to President Thomas and First Lady Helena Jones. Everyone participated in the merriment of seeing us crowned, which we found to be very endearing! We extend our thanks to Cassandra for a wonderful program and making everyone feel special, especially with her creation of the candy heart mementos for each participant! Upon bringing closure to the February Meet-

ing, Special Events Representative Barbara McClurkin and her Committee distributed colorful St. Valentine's Day flyers filled with beautiful poetry and expressions about "Hugs" (by Dean Walley), the meaning of a "Hug;" and what is "A Simple Hug." Also, Barbara presented birthday gifts to members who had birthdays in January (Lawrence James, Adrienne J. Herriott) and those with birthdays in February (Donna Arrendell, Rhonda Jackson, Dr. Mildred Musgrove and Marianne B. Zimmerman.) We would like to extend our thanks to Cassandra and her committee, Theresa McClurkin and Mariana B. Zimmerman, for taking the time to especially honor our members, who recently celebrated their birthdays. Moreover, Dr. Thomas Penn's February birthday was recognized posthumously, as well.

As we pause in recognition of the life of Dr. Thomas Penn, Emeritus Member, it is truly an honor to announce that American University School of Education, with support from Gloria Smith, AU Chapter Advisor and liaison; has published the First Newsletter Commemorative Issue, January 2020, in honor of Dr. Thomas Penn, who left a legacy of his affiliation with American University Chapter #0151. We commend Gloria Smith for helping our chapter to maintain that liaison with American University, and we look forward to the release of the First Publication from American University, under the leadership of Dr. Cheryl Holcomb-McCoy, Dean of Education. We also send our sincere thanks and appreciation to American University School of Education for bestowing this honor and furthering the legacy of Dr. Thomas L. Penn, "One of our Founding Chapter Members,".

In speaking of the attributes within the mission and goals of American University Chapter #0151, it is important to point out that fundraising is one of our most important annual events. The receipts that are accrued through fundraising programs and activities make it possible to provide scholarships for college and university students to pursue their future endeavors as educators in the teaching profession. Therefore, Adrienne B. Herriott, Chairperson of the Scholarship Committee, "requests the honor of your presence " at the 22nd Annual Scholarship/Dinner Dance, "Black and Red Ball," which is taking place on Saturday, March 21, 2020, from 7:00 p.m. to 12:00 midnight at the Hilton Garden Inn, 7810 Walker Drive Greenbelt, Maryland 20770. Tickets are available, and we also encourage your support by placing Ads in the Dinner Dance memory Booklet!

As we set about to prepare for the final phase of our programs, activities and events, I am filled with pride in knowing that the AU Chapter #0151 Executive Board has enabled us to successfully accomplish much of our mission and goals. Therefore, we look forward to bringing to realizing the Annual Chalk Walk, Election of Officers, the "Educator of the Year for 2020," the Installation of New Officers for 2020-2021, and the closing Awards Program. And most importantly, it is good to know that the success we have experienced, thus far, is due to "having stood on the shoulders of giants!"



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 (Canceled)**
- 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 are
Staunch Proponents of Advancing Educational Leadership

Commemorating Black History Month, Presidents, and Valentine's Day By Cassandra Penn Lucas



Left to right: Joan, Larry, Dr. James, Barbara, Helena, President Jones, Gloria, Dr. Musgrove, Cassandra, Adrienne, Immediate Past President, Mariana, and Laverne

On Saturday, February 15, 2020, American University Chapter #1051 held its fourth regularly scheduled membership meeting of the calendar year at the Royale Café and Restaurant in Alexandria, VA. What made this meeting particularly special was that Cassandra Penn Lucas, Vice President of Programs, put together an ambitious and highly impactful agenda, including three wonderful events planned that no one anticipated.

While February is the shortest month of any year, 2020 has

brought several occasions for commemoration, celebration, reflection and educational inspiration: Leap Day, Valentine's Day, Black History Month, President's Day, Super Bowl, Kappan Birthdays, National Heart Month and Mardi Gras.

Upon our arrival, the red and white décor of the Olde Towne Meeting Room had been set for us to have an informative and interactive meeting. During our Brunch, Chris Euripides, son of the owner, Charles Euripides, was introduced to and



Dr. Keith E. Robinson, Contributing

warmly welcomed by the AU Chapter O151 members. Before he was introduced, he shared with me that he was shy and did not feel comfortable in public speaking. Kudos to Dr. Mildred Musgrove, who created a level of comfort for Chris by correctly confirming that the Euripides name was of Greek origin. From that point, he shared information about himself and his family. As he noticed that we were rocking the

PDK red and black, he shared that red was his mother's favorite color. We expressed how the food and hospitality extended by the Royal Restaurant team complements the productive conduct of our chapter meetings.

Three occasions, Black History Month, President's Day and Valentine's Day were selected for our educational inspiration fellowship: **Black History Month:**

'WHO AM I?' • Members were given 3 sets of clues to identify a prominent African American. President Thomas Jones correctly identified the first African American woman to anchor a local and later a national news analysis program -Gwen Ifil. She was the 43rd African American to be honored by the U.S. Postal service with a stamp added to the Black Heritage Collection. President Jones was



(Cont'd from page 5)

Presented with a black and red framed postage stamp of Gwen Ifil.

President's Day: 'PRESIDENTIAL NOTABLE QUOTABLES' • Members were given a page of 12 Presidential Quotes ranging from George Washington to Donald Trump. Each quote had the names of 3 Presidents, and members were challenged to match the quote to the President. It was a fun and lively learning experience.

Valentine's Day: 'THE KINGS AND QUEENS OF LOVE' • Thomas and Helena Jones, and Larry and Dr. Katherine James were royally surprised to be honored as the 'Kings and Queens of Love'. The kings received gold crowns and the queens received jeweled tiaras. The couples departed wearing their honors and carrying a 'love tote' of goodies -crystal flutes, sparkling mineral water and chocolate candies.

In preparation to write this article, I discovered an interesting fact surrounding the February occasion of leap day. Leap Day was introduced by Julius Caesar with help from the Egyptians in 45 BC. Every four years, we add an extra day to the calendar in the form of February 29, also known as Leap Day. Put simply, these additional 24 hours are built into the calendar to ensure that it stays in line with the Earth's movement around

the Sun. While the modern calendar contains 365 days, the actual time it takes for Earth to orbit its star is slightly longer—roughly 365.2421 days. The difference might seem negligible, but over decades and centuries that missing quarter of a day per year can add up. To ensure consistency with the true astronomical year, it is necessary to periodically add in an extra day to make up for the lost time and get the calendar back in synch with the heavens. People born on Leap Day are called 'Leaplings'. There are only about 5 million people in the whole world who were born on February 29, with the odds of being born on Leap Day standing at about 1-in-1,461. 'Leaplings' technically only get to celebrate their birthdays once every four years, but they do get to be part of an elite group.

To further stimulate your quest for knowledge my fellow Kappans I encourage you to visit www.history.com. Please enjoy the read!



HISTORY

Education: A provocative argument on segregation, school choice and shared...

I am old enough to remember last century's civil rights movement. But I had little understanding of the similarities between the language of segregationists then and school choice advocates now until I read a new book by longtime civil-rights activist Steve Suitts.

In "Overturning Brown: The Segregationist Legacy of the Modern School Choice Movement," Suitts focused on the use of tax-supported school vouchers and tax credits today to pay private school tuition for parents who want them. I don't think those who support vouchers and tax credits have the same views as those who argued for tax-supported segregation academics in the 1950s and 1960s. But Suitts showed that they don't often use the same words or **told** the same stories. In 1963, he reported, South Carolina Gov. Donald S. Russell (D) "announced that the state would provide parents with vouchers or 'scholarship grants' to send their children to non-sectarian private schools. Russell did not mention race. He argued that vouchers would require public schools to compete with private ones and 'this competition would stimulate progress in public education.' "A state-supported committee said vouchers in South Carolina then "would offer to all our citizens the broadest possible freedom of choice." That's the way we school choice supporters talk today.

Suitts also quoted T.E. Wanamaker, founder of the South Carolina Independent School Association in 1965, saying of his private school organization: "We're her because we have convictions and we're going to stay. It's not token integration we're concerned about, but the effects mass integration will have on our schools in the future." According to Suitts, Wanamaker also said: "Many (Negroes) are little more than field hands."

Some of the arguments used by segregationists then, Suitts revealed, were borrowed from the intellectual father of today's school choice movement, Milton Friedman. The University of Chicago economist said that in education, "competitive private enterprise is likely to be far more efficient in meeting consumer demand." Segregationists used Friedman's arguments without mentioning race to prevent censure from federal judges enforcing the Supreme Court's anti-segregation decision, *Brown v. Board of Education*. I am as chilled by this as Suitts is, but I think some of its conclusions go too far. He said what Southern states were doing to preserve segregation "is exactly what today's advocates and supporters of vouchers seek to implement: no compulsory 'race-mixing' in schools and no mention of any intent to discriminate."

I prefer nonprofit charter

schools to vouchers and tax credits as a way to improve schooling. There aren't nearly enough good private school spaces to fill the need. Nationally, private schools served only 10 percent of students in 2015, according to the National Center for Education Statistics. That number is not much higher in the South.

Spencer A. Jordan, executive director of the South Carolina Independent School Association, said his group today rejects the values of Wanamaker, its founder. "All of our member schools embrace diversity and celebrate inclusivity," Jordan said. "We relish the fact that minorities of all racial and ethnic backgrounds are fully welcome in our schools."

The most successful charter school networks have raised the level of school achievement for impoverished children. According to the National Center for Education Statistics, 59 percent of public charter school students in 2016 were Hispanic or black. Suitts told me he recognizes those gains and realizes that some charter school opponents discredit such schools "simply because the success was done in charter schools, not regular schools."

He acknowledges that racial balance in schools is no longer a political priority in the United States. That will take a long time to change. "But I do not

governments to continue to help assure that the tide will never turn," he told me. "I believe there is some basis for my hope that up-and-coming generations, for whom race is not such a marker of inferiority or superiority, can make some real progress in desegregating schools."

I share his hope, but I think the charter school movement, particularly in states such as Texas, has had a hand in raising te levels of instruction for students of all races. Segregationists once uttered some of the same school choice phrases now in use, but there are enough black parents supporting vouchers and charters now to indicate that we are in a better place than we were then.

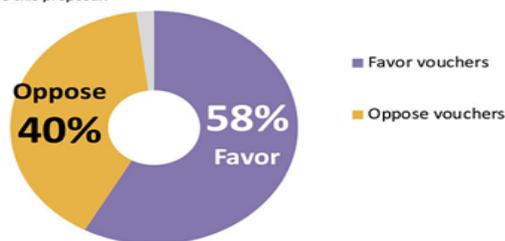
Source:

Jay Mathews, Reporter
The Washington Post, Monday,
January 27, 2020
jay.mathews@washpost.com



Majority of Americans favor school vouchers

A proposal has been made that would give all families with children in public school a wider choice by allowing them to use a voucher to enroll their children in private schools instead, with government helping to pay the tuition. Would you support or oppose this proposal?



CATO 2019 WELFARE, WORK, & WEALTH NATIONAL SURVEY
Note: Don't Know/Refused 2%

"A tale of two stories..."

"A spring of hope, a fall of despair..."

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. Shiner **(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!)**
18. City Schools and the American Dream 2: The Enduring Promise of Public Education, Second Edition, by Pedro A. Noguera **(New Release!)**

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



News & Fast Facts You Can Use

In the 2010s, the standardized testing obsession went too far

Answer Sheet Of all the absurd and **appalling stories** that emerged from the standardized test based school reform movement in the 2010s, there were two that, arguably, best revealed to me how bankrupt and even cruel some of the things policymakers foisted on children could be. There were, to be sure, **plenty of stories** in the past decade to choose from — even without going back to the start of the No Child Left Behind

(NCLB) era in 2002, when President George W. Bush signed his signature education law that ushered in an era of school reform based on the scores of standardized tests.

No teacher had been asked to help write NCLB, and the results showed: Schools were labeled as failing and penalized unfairly; many schools sharply limited or dropped teaching key subjects such as history, science and the arts because only math and reading were tested; and test preparation became the

focus of the school day in many classrooms. Recess for young kids? No time.

Arne Duncan, education secretary for President Barack Obama from 2009-2015, knew that NCLB had been a failure, but he pursued policies that made standardized testing even more important than before. He wanted states to use the scores evaluate teachers and principals. And he once proposed evaluating colleges of education in part on how well the students of their graduates performed on

— you guessed it — standardized tests.

There were **stories** about teachers being evaluated on the test scores of students they didn't have and subjects they didn't teach. There were **stories** of high performing teachers getting poor evaluations because of complicated and problematic algorithms that were used to calculate their "worth" in class which some reformers said could be ascertained by eliminating every single other factor

Source:
VALERIE STRAUSS
The Washington Post Monday, January 6,
2020 METRO Washington Post.Com
valerie.strauss@washpost.com

Cont'd from above

(even hunger and chronic grief) that could affect how well a child does on a test. And there were stories of pep rallies and other incentives to get students "excited" about taking standardized tests.

But there were two that still resonate deeply and reveal just how vacant — and mean — some of the policy was. Why recount them? Because as new

school reform efforts are being implemented, it is worth remembering that good intentions are not enough and that bad has real and sometimes extreme effects on children and adults.

One of these **stories** was from 2013, when the state of Florida required a 9-year-old boy who was born without the cognitive portion of his brain to take a

version of the standardized Florida Comprehensive Assessment Test (FCAT). The boy, Michael, was blind, couldn't talk or understand basic information. Judy Harris, the operator and owner of a care facility for children in Orlando where Michael was left after birth, told News 13 at the time: "Michael loves music, he loves to hear, and he loves for you to talk to him and things like that, but as

"There were stories about teachers being evaluated on the test scores of students they didn't have and subjects they didn't teach."

Cont'd from above

far as testing him, or questioning him on what is an apple and a peach, what is the difference? Michael wouldn't know what that is." But the rules said every student could take a test and be evaluated, however severe their disabilities might be. I wrote about the situation at the time and asked education officials in the Florida Department

of Education why this was happening. They all said every student could be assessed. At the time I wrote: "Rick Roach, an Orange County, Florida, school board member who was following Michael's **story**, confirmed that Michael was in fact forced to take the test, meaning that a state employee sat down and read it to him, as if he could

actually understand it." In 2013, Roach had told Michael's **story** to educator Marion Brady, who wrote about it for the Answer Sheet. I recently asked Roach about Michael's status and he said Michael, now 15, still lives at the home run by Harris. The **second disturbing story** was about a boy in Florida named Ethan Rediske, who

suffered a brain injury at birth and had cerebral palsy, epilepsy, cortical blindness and the developmental equivalency of a 6-month-old child. He died on Feb. 7, 2014. In 2013, Ethan was forced to "take" a version of the FCAT over the space of two weeks because Florida still required every student to take one.

We need a systemic approach to career pathways (In part)

The current career pathways movements can learn from past school-to-work efforts while building on recent trends. By **Stephen F. Hamilton**

You've no doubt heard the complaints: It has become harder and harder to find a decent job with just a high school diploma, but schools haven't done enough to prepare students, especially those from low-income backgrounds, to succeed in higher education and move into the many good jobs that are available, and which

employers are desperate to fill. It's not a new dilemma. Many of us remember hearing and making similar observations about education and the economy back in 1980s, prompting the rise of the school-to-work movement and leading to the many current initiatives that fit under the larger umbrella of "career path-ways" (Schwartz, Ferguson, & Symonds, 2011). Of course, history never really repeats itself, and today's situation is not precisely the same as what we faced in the 1980s.

Since then, manufacturing jobs have contracted in the face of automation and off-soring. A generation of skilled workers has retired, and White men have come to be outnumbered in the workforce by women and people of color. The college-for-all movement supplanted school-to-work, and many more young people now enroll in college (through many of them do not complete a degree program; Rosenbaum et al., 2015).

In the 1980's, concerns about the nation's prosperity and

education system's failure were driven by the rise of Japan and Germany as manufacturing powers competing with U.S. industries. In *A Nation at Risk*, the National Commission on Excellence in Education (1993) likened the inadequacy of K-12 schools to "unilateral disarmament" and called for a renewed commitment to rigor sufficient to enable all high school graduates to go to college. A counterargument subsequently emerged that accepted the seriousness of the

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economic challenge but questioned the feasibility and appropriateness of sending all youth to four-year colleges, advocating instead for a wider range of learning opportunities (Youth and America's Future, 1988b). In particular, German-style apprenticeship programs, which had seen some investment during the Carter administration, began to receive serious attention, inspiring both policy

initiatives and youth apprenticeship demonstration projects.

This ferment culminated in the passage of the School-to-Work Opportunities Act of 1994 (STWOA)—fulfilling one of President Bill Clinton's campaign promises — which offered federal grants to states and school districts to create work-based learning opportunities that were connected to school-based

learning. Expenditures of \$1.85 billion under this program stimulated a great deal of enthusiastic activity but failed to achieve the systemic change that advocates sought. George W. Bush's election in 2000 ensured the termination of federal funding, but the legislation was already scheduled to sunset, the grants having been touted as "venture capital" for starting programs that would

rely on the financial commitment of states and districts to continue.

Perversely, the school-to-work movement put so much of its energy into the legislation that, once the federal funding dried up, the movement itself seemed to run out of gas. In important ways, though, it continued to influence policy and practice. For instance, it estab-

Cont'd from above

lished the principle that work-based learning can be powerful and appropriate for all students, not just vocational students. It sparked interest in providing young people with internship opportunities, which have since become common in secondary and postsecondary education. It also gave a boost to career academics, which

have continued to gain prominence. And perhaps most important, the school-to-work movement brought together a community of advocates, practitioners, and researchers whose influence continues to be evident today.

Toward a comprehensive system

While the current career pathways movement owes much to the school-to-work effort of the 1980s and '90s, it also improves upon it in some ways. For example, while the earlier generation of advocates unintentionally conveyed the impression that work-based learning is for students who are not likely to go to college, the



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career pathways movement has adopted the more inclusive mantra of college *and* career readiness, where “college” is understood to include two-year colleges and career and technical training institutions. Further, career pathways advocates are more careful to argue that *all* students should meet rigorous academic standards, that real learning can go on outside of conventional teacher-centered classrooms, and that instruction should have personal and real-world *relevance* to students (beyond the idea that “you’ll need to know this for college”).

Still, today’s career pathways movement has yet to tackle the main problem we faced in the school-to-work days: STWOA called for the creation of a comprehensive career preparation system, but it failed to specify what such a system would look like. Worse still, the legislation invested mainly in individual school-to-work projects, without providing ongoing support for and attention to building a larger school-to-work infrastructure. Thus, it virtually guaranteed that recipients would create their own discrete, local programs that fail to add up to an effective network of supports and services.

To build a genuine system, policy makers and practitioners will need to create not just large numbers of high-quality work-based learning opportunities

but also career information advising services, stronger connections between secondary and postsecondary education, trustworthy career credentials, and organizations to support and facilitate all of these efforts. To make real, lasting improvements on the accomplishments of the school-to-work era, today’s career pathways movement will have to put these pieces together.

High-quality work-based learning

One of the shortcomings of STWOA was that most grantees offered one form of work-based learning, then stopped. Most chose job shadowing, in which students visit a workplace and follow a professional in their area of interest for a day, since that allowed programs to expose a lot of students to a lot of careers for relatively little investment. However, the effects of such one-off programs — and work-like experiences such as simulations and short-term service-learning projects — were bound to be limited. It takes more resources to arrange more formal, longer-term experiences such as internships and, even more intensive, apprenticeships. However, such experiences also tend to be much more powerful and, for many students, more responsive to their developmental needs.

High-quality work-based learning provides engaging opportu-

ities to learn important nonacademic knowledge and skills — having to do with responsibility, collaboration, trust, ethics, and more — that classroom instruction rarely fosters, and that doesn’t show up in grades and test scores (National Research Council, 2012). For instance, if young people apprentice at a car repair shop, they’ll learn that adjusting an automobile’s suspension requires them to calculate angles, multiply decimals, and master other academic content. And at the same time, they’ll learn that their everyday behavior has real consequences. If you show up late to class, your teacher might be annoyed and mark you tardy, but if you show up late to the workplace, you let down your colleagues and customers.

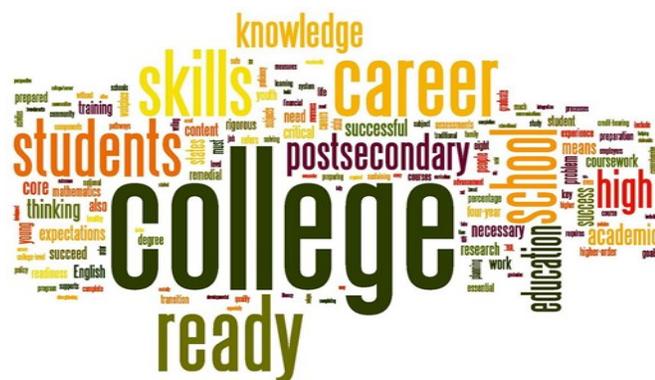
Career information and advising

When designing career pathways that lead to actual jobs, educators must be careful to expand student’s opportunities, not steer them into narrow lanes. A 14-year old may be sure she wants to pursue a career in medicine, but she should still receive the preparation needed to major in engineering in college, in case her interests change.

At the same time, pathways should be responsive to the changing labor market, which will require educators to learn something about the economy and the workforce, asking: What are the fastest-growing

Job sectors in the local area, and what competencies will students need if they want to pursue careers in those fields? For example, if advanced manufacturing is in decline throughout the region, then that may not be the right pathway to offer. And if the health care sector is taking off, then it might be time to create a pathway into nursing, including coursework that would also allow students to go into a college premed program. For this sort of information, the U.S. Department of Labor’s O*NET and *Occupational Outlook Handbook* are good places to start, but educators should also develop partnerships with employers and workforce development experts.

It’s not enough for educators to create such opportunities, though. They must also share labor market information with high school students and their parents, so they can make informed choices about the kind of work they might want to pursue, how to prepare for it, and how to broaden their career options, rather than boxing themselves into a dead end job (Vondracek, Lerner, & Schulenberg, 1986). This means that school counselors will need more time to provide meaningful career counseling, which also means that schools will need to bring more counselors on board. Further, schools should leverage their partnerships to tap into other sources of advice and guidance...



From The Editor (Cont'd from page 2)



with stories about teacher 'burnout,' the author writes, "when teachers talk about leaving the profession, they are commonly described as 'burnt out.' But for many, the real story is that they have moral objections to school policies and practices" (p. 26-32). To me, this is a story told with an inconsistent narrative. It seems as if each story has a narrative about the persistent achievement gaps and inconsistencies with respect to public schools that remain ever so troubling,

but never reach a level of inquiry in which we look at the source of discontent behind the story. In a more uplifting story, "Teachers share how they use data," we learn how teachers employ the use of data to the best of their ability, and it reads: "A survey of K-12 teachers by the Data Quality Campaign reveals that teachers value data use. Of the 750 teachers surveyed, 86% said they believe that using data is an important part of being a teacher, and 80% said that

using data to inform their teaching is a valuable use of their time. How are teachers using data? Respondents said they use data to help plan instruction (86%), identify students' learning goals (88%), and know what students are learning (89%)." The story further reveals that "learning to use data well takes time, and the results show that teachers may need more training. Only 17% said they learned to use data in their preservice training, and 45% said they taught themselves on

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'All is required, is that education leaders ensure that the data is given a credible voice to spawn a needed interest in public-school improvements.'

the job. Although 51% said that administrators gave them time to use data, 81% reported that they had to use personal time to do so" (p. 6). Now, that to me, is a good story worth being told, and it should easily invoke the attention of all public-school administrators and leadership. It was told with substance and was fact and data-based, engendering school officials' support. As Rafael Heller argued in this issue of *Kappan*,

"you can't just tell a new story or use a new metaphor and expect to win hearts and minds..." (p. 4). All that is required, is that education leaders ensure that the data is given a credible voice to spawn a needed interest in public-school improvements. The Data Quality Campaign (2019, September) noted that teachers want to use data, but can't go it alone (p. 70). In yet another article,

Mark Hlavacik explained that, "Over the last 40 years, when it comes to defining and rallying support around a common agenda for school improvement, the U.S. Secretary of Education has been our single most powerful voice. However, the current secretary shows little interest in playing that role, choosing to amplify our current political and cultural divisions, instead of bringing people to-

gether around shared educational interests, values, and goals. We will have to look elsewhere and find new storytelling platforms, for language that unifies us. If we hope to change the narrative and reframe the discourse of K-12 education, we must not only be savvy about the language we choose but also find multiple new sources of eloquence and leadership." Research suggests that

neither schools or organizational systems can rely on doing things the way they have always been done or measuring student, teacher, and school success the way it's always been measured. Hence, education leaders must ensure that we are measuring the right data points and then use the data to drive teaching and education decisions. I believe that every story told has a reality behind the experience of the

story, and until that is fully understood, there will undoubtedly be gaps (actual or perceived) that will need to be bridged. I believe with the tireless efforts of public education school leaders and policymakers, and the persistent work of all public-school stakeholders we can change the narrative and see that better stories are



From the Editor (Cont'd from pg. 12)

truthfully and passionately written and told about our beloved public schools and school systems. According to Stitzlein et al. (2020), because of the power of our stories about education, we need to carefully consider the stories we tell, recognizing their potential not just to reflect experiences in schools, but to shape them. Indeed, some widespread stories may be aiding the erosion of support for public education (p. 16).

My personal story is that Public-School District #501, that I was

schooled in had some phenomenal administrators, education, and teacher leaders K-6, who taught and lead with uncompromised passion, persuasion, professional sagacity, and with an enduring leadership orientation, giving my school and others in the district a competitive edge and making it a top-ranked district in the county and state. My **success story** is emblematic of the school district's success. My charge to all educators, is with an intelligent dare: Let's **rethink** our purpose to our beloved students, communities, and readership so

that more gripping stories can be told about educational leadership, the teaching profession, and the field of education! As intimated in many of the articles in the *Kappan*, let's think more about our stories, who is telling the story, the audience, and more about what we want public school stories to sound like, look like, feel like, and ultimately be told like, now and beyond!



I've a Story to Tell!



A Call for Congratulations, Happy Birthdays, Thank You, and Get Well Soon!!!

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

- ⇒ Happy Birthday Larry James **1/15**
- ⇒ Happy Birthday Adrienne Herriott, Immediate Past President **1/19**
- ⇒ Happy Birthday Dr. Mildred Musgrove, Assistant Correspondence Secretary **2/7**
- ⇒ Happy Birthday Donna Arrendelle **2/10**
- ⇒ Happy Birthday Mariana B. Zimmerman, Correspondence Secretary **2/16**
- ⇒ Happy Birthday Rhonda Jackson **2/22**
- ⇒ Happy Myrna Jones **3/21**
- ⇒ Happy Birthday Sheila Holt, Historian **3/30**
- ⇒ Congratulations to Sheila Holt on your recent monumental teachers' class action lawsuit payout settlement.
- ⇒ Congratulations to Mr. and Dr. Lawrence James and President Thomas L. Jones and First Lady Helena Jones for being crowned Valentine's Day King and Queen!
- ⇒ Thank you Cassandra Penn Lucas for making us feel special with the wonderful presentation of Valentine's Day gift bags.
- ⇒ Thank you chapter members for your unmatched support, condolences, beautiful gifts, cards, flowers, and donations you provided for my fathers' "CELEBRATION OF LIFE" services. I'd also like to thank you for the proclamation of renaming the AU PDK Scholarship in honor of my father Dr. Thomas L. Penn. **Cassandra Penn Lucas**
- ⇒ We, the members of the American University Chapter #0151, Phi Delta Kappa International are *grateful* for your speedy recovery Dr. Gwendolyn Means, Research Representative. And, we fervently ...



Congratulations



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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 **April 17, 2020** to be published in the **June** 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

