

DAULTON FAULDER

Members of the Alpha Delta State Ohio Educational Foundation,

I am writing to express my gratefulness for receiving this grant. Because of this gracious award, I was able to take time away from my weekend job throughout the last school year so I could ensure I was giving my all to my student teaching experience. Instead of needing to worry about how I was going to work to afford to pay bills or buy lunch each week, I was able to use the funds awarded to me via your gracious scholarship opportunity to pay for my necessities. This allowed me to treat my student teaching experience like a full-time job the correct way...without further distractions. For that, I would like to extend a very gracious thank you.

This was a heck of a year to complete student teaching, that's for sure. Regardless of complications created by COVID-19, I am eternally appreciative for the time I had to grow as an educator through my student teaching experience. I actually had the opportunity to complete mine at my high school alma mater, Jackson Center Local Schools. Truth be told, it was a little weird at first, as my brain had a difficult time switching from the perspective of the student at the school to a professional. Once I became accustomed to my new role in the school, business truly picked up. It was an amazing experience being able to work with some of my own former teachers in this capacity and to learn and grow by picking their educational brains of expertise. Fortunately, in my case, my school district was incredibly fortunate when it came to being affected by COVID-19. Because of its small, rural status, positive coronavirus cases were not as frequent or common as some of the larger districts near us. Of course, there was the occasional positive test result, so every now and then, we would have a few students quarantined at home and joining us via Google Meets. I truly feel like this school year has helped me grow better prepared for the flexibility that is always required in the classroom. In addition, I feel more prepared to integrate technology into the classroom because of the sheer precedence it has played in both my student teaching and college experience because of the pandemic.

I would like to thank you once again for your passion for education and contributing to this foundation to ensure that educator prospects like myself can have the best experience possible. I hope you will continue to donate to the foundation so student teachers like myself can have the same types of experiences I thankfully received.

Respectfully,
Dalton Faulder

I was hired into Columbus City Schools, and I will be teaching eighth grade ELA. I'm super excited to begin this new chapter of life!

I'll be teaching at Arts Impact Middle School! I'm excited!!

GUNEL ALASGAROVA, A. Margaret Boyd Fellowship Recipient

Thank you! That is my very first word for all my sponsors, including Fulbright, Alpha Delta State Ohio Educational Foundation of Delta Kappa Gamma, and Kent State University.

Back in Azerbaijan, when I got a letter from the U.S. embassy in Baku regarding my new sponsor- Delta Kappa Gamma, I was confused. The very first question was “*Why are they sponsoring me if they even do not know me?*” I made a research and the very first sentence I read about Delta Kappa Gamma was “*The Delta Kappa Gamma Society International promotes professional and personal growth of women educators and excellence in education.*” I saw that it is right about me, my life goal, and my education. It made me honored. Diving deep into my research, I felt privileged to be part of a society that supports women all over the world for almost a century!

Azerbaijan is famous for being the first Muslim country to enfranchise women back in 1919. This fact always encouraged and strengthened me to study, work, and be part of education in Azerbaijan. After ten years of teaching and at the same time pursuing my tertiary education in my home country, I felt a deep need to become a global learner, global educator, and global citizen. That is the main reason I headed towards the exchange program which encountered me with amazing and lovely people in the USA.

Dearest Marilyn Slusser, her husband, respectable Harold Slusser, and all other Delta Kappa Gamma family became my American family. The first letter from my dearest friend on July 11, 2020, was so positive, warm, and supportive that I felt my family and I would not be alone in Ohio. Our email communication was so favorable that I thought the Chairman of the Alpha Delta State Ohio Educational Foundation is 30 years old graduate student who feels and understands me so well.

Since then, we are in close contact with my friend Marilyn and she was one of few people who was strongly engaged in my moving, settlement, and adaptation in Ohio during cold January days. In the example of Marilyn, I see how valuable and supportive is Delta Kappa Gamma to all international women students and educators. This society is fully paying off its mission, values, and objectives. In my case what they ask is simply -pay it forward! To the question-“*What can I do to this society?*” Marilyn always replies “*Forward what you learn at Kent State University and impact on Azerbaijani Education System to help more and more to the next generation.*”

Our hourly phone conversations with Marilyn and in personal meeting helped me a lot to adjust to American life, understand this totally new society and people easily, see differences and do my best choice. Marilyn patiently answered my curious questions, engaged me when I missed my Azerbaijani family, and cheered me up. I could see how the chairman should be!

I was honored to participate and have a short speech during the DKG/Ohio 2021 State Convention where I met a lot of strong, impressive, independent, and supportive women of all ages. Every speech and every word, every action, and plan presented in that Convention impressed me a lot. It was a palette of talented women whom the world is in deep need in every country. Those two-day meetings exhibited the reality that regardless of your nationality, race, age, religion and all bunch of useless clichés-YOU are valuable because you are a woman!

It is not even a year that I know Delta Kappa Gamma Society, dear friend Marilyn, Susan Brueggemeier, and other supportive members, I feel as if they are my family, my relatives, and friends. I know that I can rely on these ladies, write and ask any kind of question, and get a positive reply all the time. All these show that Delta Kappa Gamma supports women not only financially, but also emotionally which is extremely important these days.



This kind of attitude, support, engagement impacted my education a lot. I felt that I need to do my best in my courses, conduct research, participate in conferences and seminars and get the utmost benefit from my American education. I completed my terms excellently and was happy to ask Delta Kappa Gamma for the extension of the treaty. How lucky I am to have this society as a sponsor for one more term!

I wish Delta Kappa Gamma to expand its activities, have resources to support more people from all over, and by their help change the world into the right place. I just want to say one more time- THANK YOU!

Grateful, Esther H. Strickland Grant recipients, Marie Dean, Gregory Silcox, and Trevor Shockey, share their experiences student teaching . . .

I am beyond grateful to have been a recipient of this award from such a noble organization. The scholarship given to me lessened the financial burden that was given to me as a second-year graduate student earning my degree in Communication Sciences and Disorders with a concentration in Speech and Language Pathology from Bowling Green State University. This semester, I am student teaching with Sylvania City Schools. I spend four and a half days a week at Northview High School, and a half day at LEAP which is a school for students with emotional disturbances. I greatly enjoy going to my student teaching placement every day to help students improve their ability to communicate with others, understand/use oral and written expression, succeed in school, as well as improve their social skills to gain friends and

get a job. I have gained incredible experience collaborating with my SLP mentor, teachers, the Occupational Therapist, guidance counselors, parents, and the students themselves. The relationships that I have built with the students at school have been incredibly inspiring, eye-opening, and serve as a reminder as to why I am excited to begin working as an SLP following graduation. For example, I have been targeting friendships in a social skills group that I teach. One student was so excited to tell me that one of her friends from taekwondo had a conversation with her in the hallway, and that it was clear that their friendship was developing. One student, after teaching him how to use his iPad to communicate, communicated to a peer saying, "I am bored, how are you?" A sophomore student who stutters, indicated that he is thinking about disclosing his stutter in a job interview instead of continuing to live in fear. One student at LEAP who was unable to understand people's emotions could identify in a book when the characters were 'happy' or 'sad.' After working with students week after week, some students have learned to advocate for themselves and come to speech therapy during their lunch or study hall because they know they will get help practicing a speech, editing a paper, or offer advice about friend problems. The money that was given to me from the Esther H. Strickland Student Teacher Grant has truly lessened my financial burden, so that I am able to give myself entirely and be present to the students I work with. I am able to use the expertise I gained at BGSU combined with the grant that I was awarded to provide speech and language services to help children improve their skills, advocate for their needs, give them a voice, answer their questions, and succeed in school. In the end, Alpha Delta State Ohio Educational Foundation has generously given me financial assistance, and I am able to generously give back to students in Sylvania to improve their speech and language with the hopes of improving their quality of life and academic success. **Marie**

Overall, I had a great student teaching experience. Throughout the limited time I was in the school, I was able to have an effect on students and meet many amazing teachers.



Student teaching for me was a very busy time. Between teaching, lesson planning at night, going to college class at least once a week for three hours, and helping coach baseball, I was very busy. But with being that busy it was a lot of fun to meet new people and create great relationships with the staff and students. With being so busy this grant helped me financially, so I was able to do all of these things. From the grant, it helped me to pay for my classes, rent, and gas from all my traveling during my student

teaching. I want to say thank you to Huron City Schools for having me be a student teacher this year and for letting me have a positive impact on your students. And lastly, I want to thank you all again for awarding me the Esther H. Strickland Student Teacher Grant.

Thank you, *Gregory Silcox*.....Bowling Green State University

My student teaching experience has been absolutely amazing. The teachers at my placement have been incredible; they are very encouraging, they support one another, and they clearly love their job. The staff as a whole creates an overwhelmingly positive learning environment for the students and they go out of their way to make sure everyone feels welcome. Over the past few months, I have built a strong rapport with my students; I love to joke around with them, and I have implemented several engaging activities that they have loved. I've even had a few of them ask if I could be their English teacher next year in ninth grade. Before this year, I never really pictured myself teaching at the middle school level; I always imagined that I would be better suited to teach high schoolers. However, after this placement, I would love to have the opportunity to teach eighth-graders again.

Things have been pretty crazy ever since the Corona outbreak started. Learning has transferred online, and I have really only been able to communicate with my students through email. However, everyone has been trying to make the best of the situation. In an effort to raise morale, the team of eighth-grade teachers and I created a dancing challenge; we each filmed a video of us independently dancing to a popular country song, "Git Up". We then combined our videos into one and challenged the students to create their own videos. They would then send them to us so that we can have a dance-off.



The students loved our video and a few of them have created videos of their own. I just want to thank you again for choosing me to be the recipient of the Esther H. Strickland Grant. Considering how time-consuming grad school is, it has been a

struggle to raise money for my tuition. The money that I received from the grant helped exponentially.

Thank you, *Trevor Shockey*.....Wright State University



2018-2019 Esther H. Strickland Student Teaching Grant Recipients



2019-2020 Esther H. Strickland Student Teaching Grant Recipients



2019-2020 Annie Webb Blanton Scholarship Recipients,
Dr. Katharine R. Delevan, Gamma Theta, and Tracie L. Cowgill, Alpha Xi

Nomin Davaanyam, our 2018-2019, A. Margaret Boyd Fellowship recipient has completed her final requirement to ADSOEF by sharing her story in her own vernacular. It is truly amazing.

My story started when I first came to the USA to be an exchange student in an American high school in Texas 20 years ago. This 16 year-old girl's first trip abroad was to the big nation, which was only seen on TV and movies at that time. I have experienced new high school environment, witnessed students' open debates with teachers, observed free self-expression among teenagers, and met friendly and supporting staff that were always there to guide and help in any way possible. This was a very different school environment from where I came from, which back then was a place with dominant teachers and dictated study, self-expression discouragement and lack of relationship with school administration and staff. After one year in Texas I went back home a changed person with new perspective and a vision about my life. Since that year I have been working hard to reach today's goal – Master degree in Education at Kent State University.

Before coming to the US, I worked on numerous projects in Mongolian high schools and have witnessed that there are many subjects that needs further development. Even though today's schools have improved since I was there as a student, there is still a big gap between student and the support they receive from school. Students need help and guidance to explore their interests, consult on which profession to pursue and which university to apply, but most importantly they need psychological help and guidance to motivate their studies, master the skills, identify problems and take action, learn positive behaviors, and promote confidence and success. Eye=witnessing the need of school psychologists, I have decided to study Educational psychology and it took me countless hours of studying for tests, document preparation, interviews, acceptance and rejection letters, and most importantly search for funding. Having an

evidence of funding has helped me to pass last two stages - visa interview and crossing the US border. There are thousands who apply for study visa in the US Consulate in Ulaanbaatar, but only less than hundred people get the opportunity to go.



Within two years at Kent State University, I have learned a great deal and has grown as a person. This journey has been challenging, but it was completed only with the help and support from generous organizations, and especially DKG and its sisters – women educators. As this journey comes to an end, it opens a new door towards even more challenging journey and I am taking all the support

and love DKG sisters have shown me and with it I am ready to open the new door.

DKG will always be in my heart.

Forever thankful,

Nomin

August 20, 2019

ADSOEF Board of Directors:

One of the two **Individual/Classroom/Community Project Fund grants** of the Alpha Delta State Ohio Educational Foundation was awarded to Alpha Psi Chapter for Read to Succeed: Summer Reading Retention. The idea was to have a goal of improving reading retention for the low income children that attend the summer youth program at Eastside Community Ministry.

Eastside Community Ministry began operations in Zanesville in 1958 to provide outreach for youth. The current youth program meets four times a week, Monday to Thursday, all day in summer and after school until 6:00 PM during the school year for grades K-12. One of the goals is to break the cycle of poverty. The summer program at Eastside provides a wide variety of activities for the children such as camps, swimming, and 4H. Members of Alpha Psi Chapter have partnered with Eastside in other projects for many years especially Tools for Schools and Lace Up for Kids which provides backpacks packed specifically for the school and grade of each recipient and new tennis shoes for back to school for 1000 students in Muskingum County. The ADSOEF grant is a natural extension for Alpha Psi members to write for the summer program. Eastside Community Ministry, also, provides a choice food pantry, a clothing bank, and an emergency fund which supports families in Zanesville.



Reading is essential for school success and summer can be a time for skills to slide. Having an extra emphasis on reading retention and history of Ohio, the grant asked for monies to provide books from the collection of the Ohio History Connection, journals, writing and drawing tools to record thoughts on books read, and a field trip to put an exclamation mark on what they had read. Books such as Ohio Facts, Civil War for Kids, Thomas Edison, Neil Armstrong, Just Like Josh Gibson, The Boy who Became King, John Glenn, and The Wright Brothers are included among the titles purchased.

The staff dedicated a station for the books which included a journal for each child with colored pencils and pens to use to write reflections on the books they read. The books were shared and read in different ways and the children participated in the Summer Reading Program at the local John McIntire Public Library.

As I wrote the grant in January, I envisioned the field trip being scheduled as a culminating activity in August but in reality the actual schedule of events forced the youth staff to schedule the field trip to the Ohio History Connection in Columbus on June 20, 2019 to allow as many children as possible to attend that fieldtrip. Some children could not attend even on that date due to summer camps, out-of-town noncustodial parent visits, and one child had a parent dying of cancer. In addition the adults were admitted free of charge and an additional discount was given to the group freeing up extra money. The staff used the savings to take two additional fieldtrips to the John and Annie Glenn Museum in New Concord, Ohio on Wednesday July 17 and the National Road/Zane Grey Museum on Thursday July 18. Like a teacher adapting a

lesson plan, the staff made a good grant request even better by adapting the plan. Of the 38 students registered for the summer program, 18 attended all three trips, 6 attended two of the three, 5 attended one of the three, and nine were unable to attend any of the trips. Lunch was provided to the children on the Columbus trip as part of the grant.

One of the youth program staff has a history background and took charge of the program. She was very pleased with the trip to the Ohio History Connection and noted how engaged the children were with the hands on activities there. Having the trip earlier in the summer brought alive what they were reading about in the books purchased.

The hope is when the students have returned to school in the fall that their reading levels will have been maintained or strengthened and that the connection to history will have sparked an interest in the subject. An unplanned outcome of the grant was that the director of Eastside stated that she liked the idea of journaling to aid in retention and comprehension so much that she plans during the upcoming school year to continue the journaling with required reading time after school each day when the fall program begins.

I have attached five collage collections of pictures showing the various phases of the grant that can be used in a display if needed. The full collection of receipts are attached. I was impressed with how the staff used the monies in a responsible and effective way. They followed the grant to the letter and were able to extend it as the money and opportunity allowed. They went over the grant by \$37.11 and to be sure we fully funded the entire summer reading program, I wrote them a personal check for that amount.

Seeds were planted with the money that you awarded to Eastside Community Ministry. Hopefully a love of reading and, especially of nonfiction, was one of those seeds. Another seed is that a museum is a fun place to spend your time and that you can learn a great deal by visiting historical museums.

Alpha Psi Chapter is proud to be one of the first two chapters to be selected for a grant. Thank you for allowing us to provide this special educational opportunity to impact deserving community children.

If we can provide additional information or you would like digital copies of individual pictures within the collages, please don't hesitate to ask.

Sincerely,

Sue Thuma
Project Leader
Alpha Psi Chapter

