ORGANIZATION OVERVIEW

Established in 1906, PDK International works to support educators throughout the entire arc of their career — from guiding young people on the path of becoming accomplished educators to supporting academics who aspire to leave a lasting legacy.

Through our programs, we work to elevate and shift the narrative about public education, inform the national discourse, and connect research with practice. PDK International builds educators’ knowledge and skills to bring about equity and excellence within their classrooms, schools, districts, and communities so that all students thrive. Our key programs include Educators Rising, Kappan magazine, and the PDK Poll. We invite you to learn more about our accomplishments for the 2020-2021 year.

MISSION, VISION, AND VALUES

PDK International is a social sector organization for public educators who are committed to improving schools so that all students thrive.

MISSION

We strive to assist educators in acquiring the knowledge and skills they need to bring about equity and excellence within their classrooms, schools, districts, and communities.

VISION

We envision an American public education system where students are supported by exceptional educators who understand their motivations to teach, recognize the actions and decisions that have led to their greatest successes and failures, and are aware of the research, knowledge, and practices that they can apply to their current contexts.

VALUES

Our core values are Social Justice, Engagement, Excellence, and Results

Social Justice

We promote practices that seek to achieve social justice and equity in public schools. Educators must understand the history and context of American public education, including institutional racism and discrimination, as well as the moral imperative to ensure equity of outcomes, opportunities, and resources for the most vulnerable students.

Engagement

We partner, engage, and collaborate with other organizations that are seeking to improve public education. In order for complex problems to be solved, multiple stakeholders from different perspectives and backgrounds need to collaborate and be part of the problem-solving process.

Excellence

We must hold others and ourselves to the highest professional standards. We adhere to constant continuous improvement efforts within the organization and promote practices that ensure accountability for education professionals.

Results

Results matter, both for ourselves and for public schools. We hold ourselves accountable for outcomes and promote results-based practices that improve public education.
INSPIRING EXCELLENCE  
A REFLECTION FROM PDK LEADERSHIP

In a year that saw so many in the education community pivoting and zooming, leadership came down to how we treated our students, their families, our peers, our families, and our community. In some respects, we feel we’ve had to rethink everything we do as an organization. As PDK members, we are at our best when we help each other to become better teachers, leaders, and scholars. That led us to ask – how can we be most helpful to our members, chapters, and the education community overall?

In our opinion, the urgency of COVID-19 could not overshadow the importance of empowering the next generation of diverse, compassionate, and well-trained teachers. PDK remained committed to stewarding Educators Rising through the current turmoil in order to strengthen the education profession for years to come. Educators Rising is uniquely positioned to develop a steady cadre of educators to safeguard our children’s and their children’s futures. We launched three different statewide programs with different focuses based on their communities’ needs, and we have found that these customized solutions empower our communities to inspire excellence.

PDK International found itself in the unique position of supporting our education community in efforts to promote social justice and equity in our classrooms, schools, and communities. We strongly believe that we must push ourselves also to look back to our past practices, and we must look to the people around us, who may have very different knowledge and experiences from our own. We created a Racial Justice Resources page with Kappan articles on school segregation past and present, on the effects of racial stress on Black students, and on having productive conversations with kids about race and other controversial subjects.

We need your continued support, help, and feedback in this journey; please stay tuned for more information in the coming months.

There’s power in teaching!

SUPPORTING EDUCATORS THROUGHOUT PDK’S HISTORY

PDK was established in 1906 with the mission to support teachers, engage educators, and strengthen education for every child. For more than a century, we have been on an ongoing journey toward improving student learning and striving for overall achievement in the education sector.

Over time, PDK International transformed into a vibrant community of educators, with members who are committed to strengthening the profession at every stage. From the launch of Kappan magazine in 1916, to the more recent founding of Educators Rising, Educators Rising Collegiate, Distinguished Educators, and the Educators Rising Honors Society, we have strengthened our commitment to our core mission while expanding our horizons. Throughout our history, we’ve sought to acquire the knowledge, tools, motivation, and skills needed to transform the lives of students and educators, inform the national discourse, and reshape the narrative about public education.

Expanding our programming to include future educators through Educators Rising was pivotal as it allowed us to widen our reach while also staying committed to our original practices and mission.

As we continue to grow, we’re committed to embracing the complexities of public education, bridging research with practice, providing a civil forum for honest debate in Kappan, and striving to improve conditions for all education professionals. We promise to stay engaged with current affairs, collaborate with other organizations, consider different perspectives, and promote practices that improve teaching and learning for all. By doing so, PDK International will successfully support educators throughout the entire arc of their careers while also paving the way for a public education system that guarantees a high-quality and equitable education for every child.
UNDERSTANDING THE IMPACT OF THE PAST YEAR ON TEACHERS AND STUDENTS

This past year, with the added stressors of the COVID-19 crisis, a divisive U.S. election, and racial inequities, we wondered about the effects of these stressors on our students and educators. We issued seven surveys to our Educators Rising students and teachers over the course of the year about their tumultuous stress levels, what they wanted from their schools, and their hopes and fears during this time.

Our first survey, which had almost 900 responses, was sent shortly after many schools had announced their shift to remote learning due to the COVID-19 pandemic. This survey focused on the social and emotional needs of students and teachers at this uncertain time and gave us insight into the similarities and differences between student and teacher thoughts, reactions, and feelings about distance and virtual learning.

As the 2020 election neared, we switched our focus to politics in the classroom. We sent out a pre and post election survey to Educators Rising students and teachers inquiring about their stress levels related to the election and what actions they were taking to relieve their stress. On this survey, 74% of students reported feeling somewhat to overwhelming amounts of stress over the election, with 40% expressing a lot to overwhelming amounts. Among adult educators, the stress was greater, with 80% of educators reporting feeling somewhat to overwhelming amounts of stress over the election and 60% expressing a lot to overwhelming amounts. The results of these two surveys show that presidential elections tend to stress adults out more than adolescents. However, we found that students seem to be more invested in the outcome of the election, as 54% of students expressed that their most significant concern was their candidate losing, versus 44% of adults expressing this fear.

The findings of all seven surveys illuminate how the current state of our nation affects students and teachers alike. In times of civil, social, economic, and political unrest, it is undoubtedly essential to ask the right questions, recognize potential negative implications, and seek out different avenues to support our students and educators throughout these trying times. Taking these actions will help students and teachers not only to cope with the difficulties of the moment but also to consider and engage with issues that affect them and education as a whole, which will make them more successful members of the education profession.

To view the results of and get more information on our Rapid Response Surveys, subscribe to our “Survey Briefs” at pdkintl.org/covid19-resources.
LAUNCHING GROW YOUR OWN PROGRAMS

It is no question that all students, regardless of their background or zip code, deserve effective teachers. However, districts and states across the country are struggling to find proficient and passionate educators. To combat this teacher shortage, many communities have implemented “grow your own” (GYO) programs that introduce middle and high school students to the teaching profession. These programs place a high value on diversifying the teaching profession and provide incentives to support individuals as they pursue the teaching profession.

PDK International created Growing the Teaching Profession: A Blueprint to Establishing a Place-Based Grow Your Own Program to help communities launch GYO strategies using best practices from across the nation. To further support educators and school administrators, PDK hosted a webinar series where practitioners shared their successes. Topics included “How One State is Addressing the Teacher Shortage and Diversifying the Profession,” “How One State Expanded their Teacher Pathway through Local Grant Funding,” “Advocating for State Recognition and Funding for Educator Pathway Programs,” “No Money, No Problem,” and “A Critical Piece of the Puzzle.”

We are thrilled by the number of states including GYO programs in formal legislation and districts approaching us to help them launch their programs. We recognize that this is only one aspect of addressing the teacher shortage crisis and need for increased teacher diversity, and we look forward to working with our partners and colleagues to understand and implement additional strategies to support individuals who are committed to becoming educators.

For more information on the Blueprint and webinars, or to view these five webinars in their entirety, please visit educatorsrising.org/growyourown or our Youtube Channel.

KAPPAN: BRIDGING RESEARCH AND PRACTICE

Since its founding in 1916, Kappan has been dedicated to the mission of informing researchers, policy makers, and practitioners about the topics that matter most in K-12 education. To provide an inclusive forum for our diverse readership, Kappan presents complex ideas and research findings in clear, accessible, non-technical language. Our authors and readers include everybody from researchers to teachers, principals, district superintendents, school board members, state and federal policy makers, advocacy groups, philanthropists, and graduate students.

Kappan’s readership includes 100,000+ unique visitors each month to Kappan online, as well as 8,000 print subscribers and tens of thousands who read the magazine via the SAGE and JSTOR platforms accessible at 18,000 universities in the U.S. and overseas. Our articles often appear in college and graduate school course packs, are used as discussion materials in school and school district meetings, and are frequently cited by researchers and the media.

During 2020-21, Kappan updated its look and added two new columns: Bookshelf, where Kappan authors share their favorite reads, and Artistic License, a partnership with the National Art Education Association to showcase student and educator artwork. Columnist Robert Kim took over “Under the Law” after longtime columnist Julie Underwood’s retirement. Kappan was also honored to receive support from the Jack Kent Cooke Foundation for its issue on “Finding and Developing Talented Youth” and the William T. Grant Foundation for its issue “Research, Meet Practice.”

Keep up-to-date with the latest Kappan articles at kappannonline.org
INSPIRING THE NEXT GENERATION OF EDUCATORS

The need to create a pipeline of highly skilled, dedicated, diverse teachers is more urgent than ever. Educators Rising cultivates highly skilled educators by guiding young people on a path to becoming accomplished teachers, beginning in high school and extending through college and into the profession.

The Educators Rising program is a flexible model and focuses on four key areas:

1. Curriculum
2. Clinical experiences
3. Performance assessments
4. Implementation support

As a Career and Technical Student Organization (CTSO), Educators Rising offers resources that integrate directly into “teacher academy” career and technical education programs at the high school level.

The Educators Rising instructional resources are grounded in the Educators Rising standards and cross-cutting themes. Developed in 2016 with support from the National Education Association (NEA) and the National Board for Professional Teaching Standards (NBPTS), the seven Educators Rising standards define what high school students exploring teaching need to know and be able to do in developing skills to become accomplished teachers. The cross-cutting themes focus on:

- Cultural competency
- Fairness, equity, and diversity
- Reflective practice
- Ethics
- Collaboration
- Social justice and advocacy
- Self-efficacy.

With affiliates in 31 states and a network of 2,400 schools, we are helping school districts build a pipeline of diverse, passionate educators. In a 2020 survey of the program, 51% identified as students of color and 86.2% indicated that the opportunity to influence the next generation was a highly important aspect of why they were considering a career in teaching.
EXPANDING EDUCATORS RISING THROUGH STATEWIDE PARTNERSHIPS

PDK International gratefully acknowledges our generous partners for their investment in Educators Rising statewide initiatives. These initiatives allow Educators Rising staff to work hand-in-hand with state departments of education to maximize the program’s benefits while meeting each state’s unique needs. By working with states to address teacher diversity and recruitment issues, we are gaining a better understanding of how best to implement and support statewide initiatives to increase the impact of Educators Rising in high schools.

In Connecticut, thanks to the Peter and Carmen Lucia Buck Foundation, Educators Rising expanded to schools across the state as they launched their programs and identified new initiatives to help recruit students of color.

In Arkansas, the Walton Family Foundation grant helped us recruit seven new schools in the Delta region of Arkansas that will offer courses in the 2021-22 school year, while providing implementation support for six high schools during the 2020-21 school year.

The Massachusetts State Department of Elementary and Secondary Education launched the High School Senior Internship Education Program (HSSIEP), designed to prepare high school students to become tutors. PDK designed five professional development sessions, based on the Educators Rising core curriculum, to help nearly 900 students acquire key knowledge and skills to assist them in their tutoring placements.

The expansion of Educators Rising will be a game changer in our efforts to advance culturally responsive educational practices and address the statewide gap between educators and students of color so the workforce better reflects the diversity of the students they serve. Having a common framework in place to recruit, develop, and retain a highly effective, diverse workforce will enable the best possible outcomes for everyone, including both students and adults.

By focusing directly on engaging students and introducing them to best teaching practices and real-world experiences in high school, Educators Rising helps districts and communities create their own teacher pipeline.

– Ivy Pfeffer, Deputy Commissioner for the Arkansas State Division of Elementary and Secondary Education
2021 PDK Prospective Educator Scholarship Recipients, Advanced Degree Scholarships, & Chapter Awards

Endowed scholarship funds and contributions from members and supporters allow us to award scholarships to members of Educators Rising, Pi Lambda Theta, and PDK Association who are pursuing careers in education and studying at the undergraduate and graduate levels.

Andrew V. Kozak Memorial Fellowship
Karen Babbs Hollett
Pennsylvania State University

Gala Campos Oaxaca
Pennsylvania State University

Bessie F. Cabbard Endowed Scholarship
Ellen Scherer
Ohio State University

Billie P. Spellman Scholarship for Graduate Studies
Hollie Frazell
University of Houston

Bushaw-Redumis Pi Lambda Theta Leadership Scholarship
Hannah Welly
Capital University

Central Ohio Higher Education Scholarship – Sigma Chapter, Ohio State University
Chloe Aronowitz
Otterbein University

Connecticut Kappans Endowed Scholarship
Caroline Shadman
University of Connecticut

Donald H. and Verna S. Duncan Endowed Scholarship
Parker East
University of Arkansas

Donovan R. Walling Family Memorial Endowed Scholarship
Anna Marra
Holy Cross College

Dr. Edward J. Milliken Lighthouse Scholarship
Amelia Fuller
University of North Dakota

Samantha Lankena
New York Institute of Technology

Daniel O’Connor-Kockenmeister
Emory-Riddle Aeronautical University

Michael Seda
Utica College

Dr. J. Arnold Webb Endowed Scholarship
Trina Jackson
Prairie View A&M University

Dr. Joseph H. Blackstead Scholarship
Kara Vida White
St. Andrews University

Dr. Nancy S. Grasmick/Johns Hopkins University PDK Chapter Endowed Scholarship
Kendal George
Towson University

Dr. Sharon Schultz Endowed Scholarship
Gabriella Kohlmayer
George Mason University

Edna Wilhelmina Snell Nichols Scholarship
Emma Stanley
Hawaii Pacific University

Erlin Young Memorial Scholarship
Kaitlyn Burns
George Mason University

Fenwick and Betty English Scholarship
Colin Hale
University of the Pacific

Fuller-Ishikawa Scholarship
Amy Var
University of Hawaii at Manoa

Theresa Sayler Memorial Scholarship
Karl Hirson
MidAmerica Nazarene University

George J. and Jessie M. Schmalz Family Scholarship
Gabriela Rosleas
Weber State University

George Peabody College/Vanderbilt University Chapter Scholarship
Payton McGoldrick
George Mason University

Greater Siouxland Iowa Chapter Endowed Scholarship
Kaitlyn Fornay
Iowa State University

Indiana University Chapter Scholarship
Veronica Bryant
Anderson University

Janet & John Nybakke Endowed Scholarship
Leah Kuhn
Temple University

John M. Skalski Graduate Scholarship
Courtney Henderson
University of Miami

Kersey/Oglesby Family Endowed Scholarship
Gabriella Marziano
Boston College

Kim and John Wright Scholarship *
Jordan Gregory, 2020
University of North Carolina at Greensboro

Kayla Potaat, 2019
University of North Carolina at Charlotte

Lexie Tran, 2018
University of North Carolina at Greensboro

Bodrick Williams, 2021
University of North Carolina Pembroke

Ladder to Opportunity Scholarship
Genesis Santos
Baylor University

Larry E. Frase Memorial Scholarship for Educational Research
Amy Var
University of Hawaii at Manoa

Liebowitz Family Endowed Scholarship
Daniella Garber
Bryn Mawr College

Lorin and Susan Wittkus Endowed Scholarship
Kelsey Wilson
Muskingum University

Lowell C. and Mary J. Rose Scholarship *
Gian Collins, 2019
Vanderbilt University

SUPPORTING THE NEXT GENERATION OF EDUCATORS

Thanks to the generous support of our donors, chapters, and members, PDK Educational Foundation awarded nearly $200,000 in scholarships. We received 225 completed scholarship applications from active members of Educators Rising, the PDK Association, and Pi Lambda Theta and awarded 110 scholarships. More than 40% of award winners were students of color, and 33% are first-generation college students. Support from volunteers, members, and donors is critical to a robust competitive annual scholarship program.

I have a strong belief in the power of education. Of course learning is important, but I think we often forget that learning can’t happen without a teacher. I have been inspired and changed as a human so many times because of the educators in my own life. I want to be able to inspire and change lives just like my teachers have. With this scholarship, I am one step closer to making that dream a reality. I can’t wait to jump into the classroom and start sharing my passion for art, education, and life. I am so grateful for this opportunity!

– Tory Porter, Educators Rising High School Scholarship Recipient
* These scholarships are awarded annually and then renewed for four years.
PDK wishes to express its sincere appreciation to the following individuals who have made generous contributions.

2020-2021 Contributions

PDK wishes to express its sincere appreciation to the following individuals who have made generous contributions.

- **$100,000 and above**
  - Anonymous
  - Towson University
  - Massachusetts Department of Elementary and Secondary Education
  - University of Oklahoma
  - University of Holy Cross
  - Western New Mexico University

- **$50,000 - $149,999**
  - Barr Foundation
  - National Association of State Directors of Teacher Education and Certification (NASDTEC)
  - Massachusetts Department of Elementary and Secondary Education
  - Western New Mexico University

- **$1,000 - $4,999**
  - Anonymous
  - Randall Schmalz
  - PDK International Impact Report | pdkintl.org

- **$10,000 - $24,999**
  - Anonymous
  - Massachusetts Department of Elementary and Secondary Education
  - Barr Foundation

- **$50,000 and above**
  - Anonymous

- **$1,000 - $4,999**
  - Anonymous

- **$100 - $249**
  - James Naughton
  - Natasha Murray
  - Sharon Martin

- **$10,000 - $24,999**
  - Anonymous

- **$50,000 - $149,999**
  - Anonymous

- **$150,000 and above**
  - Anonymous

Heritage Society Members

The Heritage Society recognizes donors during their lifetime for gifts made to the PDK Educational Foundation within their estate plans. These gifts are made via wills, trusts, annuities, insurance policies, or retirement plan assets. Inclusion in the society occurs when the Foundation receives their declaration of intent.

- **Sharon Oberm Anderson**
  - George F. Kersey Jr.
  - Jonathan Kitt
  - Gerald & Emily Leischuck
  - Nina Little

- **The Camac/Xager Living Trust**
  - George F. Kersey Jr.
  - Jonathan Kitt
  - Gerald & Emily Leischuck
  - Nina Little

- **Loleta Santiago**
  - Randall J. Schmalz
  - Sharon Schuff
  - Anonymous

George H. Reavis Giving Societies

The PDK Educational Foundation was established in 1966 by a generous gift from George H. Reavis. Our giving societies provide a structure by which to recognize our members and friends for their loyal and generous support of the Foundation and its programs.

- **Diamond Society**
  - Cumulative gifts of $50,000 and above
  - Janet S. Ishikawa-Fullmer
  - Frances Shimotsu

- **Platinum Society**
  - Cumulative gifts of $20,000 - $49,999
  - William J. Bushaw
  - Donald H. Duncan
  - Marilyn Gaddis
  - Richard A. Gibboney

- **Gold Society**
  - Cumulative gifts of $20,000 - $49,999
  - Sharon Oberm Anderson

- **Silver Society**
  - Cumulative gifts of $5,000 - $9,999
  - William J. Bushaw
  - Donald H. Duncan
  - Marilyn Gaddis

- **Bronze Society**
  - Cumulative gifts of $1,000 - $4,999
  - Ira Aaron

TOGETHER WE'RE INSPIRING EDUCATORS

To learn more about PDK International, visit pdkintl.org.

To join us, visit pdkintl.org/giving.
JOIN US
We're inspiring and connecting educators.

PDK International
P.O. Box 13090
Arlington, VA 22219

pdkintl.org
Phone: 800-766-1156
Email: info@pdkintl.org