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Greetings, KDP Community!

As an ardent believer in the power of education to effect positive change in the world, I am honored to report on KDP’s progress to prepare all learners for future challenges.

However, nearing a new decade, I find it most appropriate to pause to reflect on the legacy of Kappa Delta Pi that continues to influence the direction of the organization.

As you may be aware, when KDP was founded, the Society’s mission was to promote excellence in education as well as to recognize its outstanding contributions to the field.

While that rings true today, our community has evolved in many ways, especially during the 2018–2019 years.

KDP continues to celebrate and recognize the achievements of deserving educators, but we are focusing much of our efforts to ensure those educators feel successful throughout their careers. Furthermore, our members have embraced the opportunity to make a difference, grow and learn together, and contribute to creating a future where ALL can succeed.

Throughout this report, you’ll find stories celebrating teachers and their impact, highlighting chapter programs that are changing lives, advocating for the need to design a different future for our learners, offering new ways for educators to learn and network, and recognizing outstanding members and friends of KDP for their support.

While the vision of KDP, “Teachers Create the Future!” may sound trendy and fresh, it’s really just a different way to state what the founders of KDP believed to be true more than 100 years ago: “Education is a vital force in any society that encourages welfare and individual progress. Education is likewise the cornerstone of democracy and the foundation for personal fulfillment.”

There are certainly challenges ahead for our profession, but there has never been a more important time to be an educator, and KDP is proud to invest in and support educators who are changing the world.

Whether you’re a member, volunteer, chapter leader, donor, partner, or just a reader of this report, I thank you for all you do to enhance the growth of exploring minds.

In celebration,

Faye Snodgress, CAE
Executive Director
faye@kdp.org

Education is my passion, and KDP has helped me to reach a higher level of understanding of what it means to become an educator. My journey to teaching would not be complete without the support KDP provides.

— Lauren Lionetti, Member Since 2017

I love working with KDP. Thank you for recognizing the hard work and dedication of members and educators whose work is often overlooked. It means a lot to be recognized for the work we do every day.

— Lisa Bircher, Member Since 1992
Joining Kappa Delta Pi has been one of my greatest accomplishments as a single mother. The ability to be recognized for my accomplishments has been profound and inspiring to those around me.

— Nadia Liriano, Member Since 2017

I am a professor and KDP Chapter Counselor, but I am also a doctoral student who’s been invited to join Kappa Delta Pi. I am very much aware of the investment students must make in order to qualify them for membership of this esteemed organization. It is such an honor to serve in the mission of this organization.

— Elisha Lawrence, Member Since 2017

**SECTION 1: CELEBRATING & SUPPORTING TEACHERS**

| **16,797** | NEW MEMBERS |
| **$345,024.51** | IN BRANDED MERCH SALES |
| **9** | NEW CHAPTERS |
| **38,388** | SOCIAL MEDIA FOLLOWERS |
| **39** | AWARD WINNERS |
WELCOME NEW AND RE-INSTALLED CHAPTERS

Kappa Beta at Wayne State College
Mu Xi at Herbert H. Lehman College (City University of New York)
Chi Nu at Colorado Christian University
Alpha Iota Omicron at Regent University

CONGRATULATIONS TO 2018 AWARD RECIPIENTS

The Awards of Education Excellence honor individuals and chapters for their significant contributions to Kappa Delta Pi and the field of education.

This year’s pool of recipients includes chapters with inventive and impactful programming, dedicated counselors and officers who are leaving an incredible legacy for their respective chapters, and chapters who serve their institutions well through their overall actions to support the education community both on and off campus.

All award recipients were recognized at Convocation 2018 in Indianapolis, IN.

Chapter Program Awards

The Program Awards recognize chapters for demonstrating excellence in one of six program areas: service, professional development, fundraising, membership, education for sustainability, and communications.

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<td>Iota Sigma Chapter at University of Rhode Island</td>
<td>URI School of Education T-Shirt Fundraiser</td>
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<td>Concessions Nights</td>
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<td>Psi Omicron Chapter at Stevenson University</td>
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**Phoenix Award**
The Phoenix Award recognizes those chapters that have taken significant action to improve their overall level of effectiveness in chapter management and programming.

- **Alpha Zeta Xi Chapter** – Reinhardt University

**Regional Chapter Counselor Award**
The Chapter Counselors achieving this award are leaders who represent the mission and ideals of KDP and who have achieved excellence in the role of Counselor.

- **Dr. Susan Beesley**, Marian University, Indianapolis – Midwest
- **Leana R. Malinowsky**, Kean University – Northeast
- **Mrs. Jennifer Souza**, American Public University – Community College/Online
- **Dr. Sandra Trotman**, Nova Southeastern University – Southeast
- **Dr. Jeanne Tunks & Dr. Ricardo Gonzalez-Carriedo**, University of North Texas – West

**Distinguished Chapter Officer Award**
The Distinguished Chapter Officer Award honors current or immediate-past officers who set positive examples for their chapters by representing the ideals of Kappa Delta Pi.

- **Yasmeen Anis** — President, Flagler College
- **Grace Kibe** — President, University of Memphis
- **Hannah Gaston** — President, Liberty University
- **Cassandra Marques-Leach** — President, University of Rhode Island
- **Paige Millirons** — President, University of South Florida
- **Caitlyn Murphy** — President, Kean University
- **Alexandra Schrunk** — Membership Chair, University of North Texas
- **Miranda Rachel Spina** — President, Camden County College
- **Jessica Thompson** — Treasurer, University of Central Florida
Hi, I’m Lindsey Warden. This is #WhyITeach. When people hear that I teach middle school, they usually think I’m crazy, but when they hear where I started my teaching career, they think I’m even crazier.

I started teaching in fall 2015 through a placement program and picked up my life that summer to move to rural Mississippi, where I prepared to welcome more than 100 seventh graders to my English classroom. Sweating in the Mississippi summer heat, I learned all I could, but I was not even remotely prepared for the challenges I would face, regardless of my enthusiasm and perceived confidence. But, despite my classroom being ready and lesson plans prepared, I quickly felt like an outsider.

The compliant and respectful kids in my summer school class gave way to children who ran the full gamut behaviorally, emotionally, and academically. My students soon realized that I had no idea what I was doing. My classroom ran wild, my students disliked me, and I was filled with anxiety over my failures. Many of my co-workers expected me to quit before Christmas.

I didn’t quit. Whenever I felt like quitting, I thought of all the kids who were struggling in ways I couldn’t imagine: Desmond, a boy with special needs who failed every test that first quarter and finally danced to celebrate earning a 100; Kadir, a Yemeni refugee whose family had settled in Mississippi and who I imagined felt even more out of place than I did; and Tamora, who divulged to me that she was being abused by her stepfather.

I continued to teach for the academic outcomes, but I also continued because quitting would be just one more example of instability in the lives of children who craved adults who cared and who wouldn’t give up or quit on them.

I’m not proud of my first year of teaching. My students deserved and needed a more experienced teacher. I am in my fourth year of teaching now and will soon earn my MEd. Pursuing my master’s degree has helped fill in the gaps from taking a nontraditional route into the profession, and my classroom runs more smoothly than ever. While I have since moved to a different town, I carry the lessons learned that first year with me daily and remember that children in any school need teachers who care.

This is why I teach. Knowing that I can make a small difference and that I am modeling qualities like empathy, perseverance, and open-mindedness for our future leaders and activists is so rewarding, and it keeps me coming back to the profession year after year.

Lindsey’s story was originally featured on the KDP blog. You can read more inspirational #WhyITeach stories at https://blog.kdp.org/tag/whyteach.
Keene State College senior Kiera Bell is well on her way to beginning her career as a mathematics teacher. She was recently awarded the New Hampshire Teachers of Mathematics college mathematics scholarship. The award is given annually to a New Hampshire college student taking steps to become a math teacher. This is the second year in a row a Keene State student has received this honor.

“I’ve always wanted to be a teacher,” said Kiera, who is double majoring in elementary education and mathematics. “There are a lot of teachers in my family, so I’ve always felt that’s what I should do.”

Kiera decided to pursue math education during her senior year of high school after completing an internship in a sixth-grade math class. “I felt natural in that classroom, helping students understand math, so that’s how I decided on becoming a math teacher.”

She also wants to help students feel more comfortable with studying math, as even adults sometimes say they are bad at the subject. “A lot of students struggle with math or say they dislike it, so I’d like to show that it can be exciting and doesn’t have to be hard. I want them to see that math is everywhere and that learning it can be fun. I think it’s important to get our youth excited about math.”

Kiera is actively involved on campus. She’s a member of both Kappa Delta Pi and Kappa Mu Epsilon, a mathematics honors society, and has worked as a peer course assistant. “I think one of the most difficult things to do is stand up in front of your peers and talk, so being a peer course assistant really helped me be comfortable in front of a group of students and made talking to kids much easier.”

Once Kiera knew she wanted to become a teacher, Keene State was the clear choice: It’s close to her hometown of Peterborough, and she had met Keene State student teachers in her own classes. Many of her earlier teachers were also Keene State grads.

Her biggest advice for other students studying to become teachers is to get to know your professors, who will help you make important connections and give you advice about the future. “I think all the different experiences that I’ve had here, and the connections I’ve made, have shaped me into the teacher that I will be,” she said. “I’ve had a lot of experience in the field, not just in my methods classes.”

Next semester, Kiera will wrap up her time at Keene State with a full-time student teaching position. Once she graduates in May, Kiera will be certified to teach Grades K through 6. “I really like younger kids, but because I have a math background, too, I could see myself in a middle school teaching math. Right now, I’m not sure which direction I’ll go. I’m just excited to get out there and teach.”
I have loved being in Kappa Delta Pi. The sense of community within our chapter is amazing, and the events are not only meaningful, but also educational and allow us to relate to our local community. KDP has so many resources for students and teachers that have been helpful while I’ve been in school.
— Madeleine Blackburn, Member Since 2017

It is a privilege and honor to be a part of such a distinguished group that is dedicated to the most important profession in the world.
— Taryn Christopher, Member Since 2018

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<td>PREK–12 STUDENTS IMPACTED</td>
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*estimated based on completed reports
The next morning, the nurse came in to write the schedule for my first laborious day in rehab. The day was divided into 1- to 2-hour increments consisting of evaluations and treatments for the various kinds of therapy I would receive. "Oh man," I said to myself. "This is going to be a long day! I can't even hold my head up yet, much less go around to four different types of therapy all day!"

When the time came to begin my first physical therapy session, I was lifted up and out of my bed and into a wheelchair. A pillow was placed vertically behind my back to support the top half of my body since I couldn’t hold my head up. As I was wheeled into the gym, I pondered all the things I would have to be able to do before I could walk on my own again. "How am I going to do this?" I thought. At that time, I looked toward the door and saw three of my classmates—and fellow KDP members—eagerly waving at me, with smiles on their faces. "Hey! We just came after class to see you!" Wendy said. They stayed for the entire hour-long session, supporting me and cheering me on.

This would not be the last I would see of my supportive fellow KDP members. The KDP Headquarters also sent some goodies to cheer me up! My classmates would return each day after class to see me. I’ll never forget when one of my classmates said, "We all wanted to come today, but Dr. Lewis suggested that we only come in groups of three or four."

I was supposed to be inducted into Kappa Delta Pi that semester but, as I was lying in a coma, the accident changed those plans. Later, a fellow KDP member, Emily, brought me a ribbon that the chapter had made to be worn during the initiation ceremony to show support for me and my recovery. I was first an honorary inductee and then formally inducted the following year. In 2018, I was elected President of the Alpha Eta Beta Chapter of Kappa Delta Pi, and I was able to induct new members as an officer. What an incredible honor!

The KDP chapter support didn’t end when I left the hospital. Upon my discharge and arrival at home, we had many challenges getting into and out of the house and car. I left home only when absolutely necessary. KDP chapter members visited weekly to bring me dinner, listen to a KDP webinar together, or just have a good cry or chat! They graduated the year before I did but, while they were first-year teachers, they were there for me whenever I needed advice or a question answered.

I would not have had the motivation to finish my degree if it were not for the support of both the Alpha Eta Beta Chapter of Kappa Delta Pi and the School of Education at Daytona State College in Daytona Beach, Florida! In May 2019, I proudly strode across the stage, wiping tears from my eyes, as I was handed the degree in education that I fought for my life to have. Now, on to my first year of teaching!
INTERNATIONAL PARTNERSHIP WITH THE NAMBALE MAGNET SCHOOL

KDP’s connection with the Nambale Magnet School began with two members on a ride in an Uber, heading home from North Carolina.

Their conversations sparked KDP’s interest in supporting the students in Kenya, which prompted two chapters to explore various ways to support teachers and students in the school.

The Iota Sigma Chapter at the University of Rhode Island and the Xi Psi Chapter at Fitchburg State University initially raised money to induct the teachers at the school so they could have access to all the resources KDP has to offer.

Two students from the University of Rhode Island journeyed to the school in May 2018, where they conducted the school’s first Initiation Ceremony, welcoming the teachers as members of KDP.

After spending 3 weeks at the school, their lives were changed, and they made a commitment to pave the way for future members to travel to Kenya in order to support students and teachers.

Two students—Kait, from the University of Rhode Island, and Meg, from Fitchburg State University—joined KDP Chapter Counselor and Fitchburg State University faculty member Dr. Nancy Murray on a trip to Kenya in May 2019. During this international trip, the KDP members took 20 iPads for the school. Recordings for each teacher on how to navigate KDP resources—along with software and resources like Footsteps2Brilliance, a reading/writing program, and Clever Kids University—were provided for each teacher. Both universities also sent supplies for the school and the students, both inside and outside of the classroom.

Bringing this technology to the Nambale Magnet School has introduced the idea of active engagement within the classroom, which was greeted with enthusiasm. The combination of technology, use of sign language, and collaboration with KDP and teachers has already started to provide for differentiation for students within the classrooms. These new technologies continue to support the school, as exemplified by the direct correlation with their new curriculum.

Reflections of a KDP Student Leader

Below is an excerpt of a journal entry by one of the KDP student chapter leaders (Meg) on the international trip.

Saturday was the 10-year celebration of the Nambale Magnet School! We were set to walk from the school all the way to the Governor’s Office in Busia, which is about 10 miles away from the school.

The walk was not only a celebration for the school, but also served as a fundraiser to raise money for a school bus and community library. We were able to walk with many students, faculty, and staff. Walking through the streets, we learned a lot from the students, who pointed out landmarks such as the Sugarcane Factory, popular hotels, and the local prison.

Once we reached the Governor’s Office, Madam Director Evalyn (Nambale Magnet School) gave a motivational speech. The words were empowering to all students, reminding them to never give up and to always strive for excellence—a reminder of the school’s motto. We celebrated with local food and beverages, donated by local businesses. Learners at the school were proud of their success and the message they sent to their community.

On Wednesday, May 29, Kait and I taught the PE class! Kait and her frisbee team donated 30 discs, hoping the students would share the same love for frisbee as they did. Meg led the class in stretching and preparing them for Kait’s drills. Kait taught the students proper throwing techniques, and then Meg directed the students through a passing relay race. It was so much fun to learn from the students.
Convocation 2018 was extremely insightful with regards to what other educators view as designing the future—curriculum, classroom, and research wise. I gained insight into how educators think and communicate globally as well as how different states handle district policy. Additionally, I learned how culture, race, and politics play a significant role in how educators approach contemporary education.

— Rachel Siegman, Member Since 2013

The DO IT Now program has helped me to visualize systems in a different way and allowed me to communicate that to different people, like audiences such as the club and family members. A lot of activities have been really helpful for me.

— DO IT Now Program Participant (student) at Paula Rogers Charter Elementary

SECTION 3: DESIGNING THE FUTURE

| 685 | CONVO 2018 ATTENDEES |
| 31  | DO IT NOW PROGRAM PARTICIPANTS |
| 5   | INTERNATIONAL CONFERENCE PRESENTATIONS |
| 12  | FUTURE-FOCUSED PUBLICATIONS AND ARTICLES |
| 125 | WORKSHOPS AND KEYNOTES |
Representatives from Kappa Delta Pi hosted a workshop during the United Nation’s 67th Department of Public Information (DPI) / Non-Governmental Organization (NGO) Conference, themed “Finding Global Solutions for Global Problems.”

The workshop, “Education is a Human Right for All,” was centered around issues concerning human rights and access to education. Gender disparities, lack of educational funding, and refugee displacement were addressed as panelists Srecko Mavrek, Rose Cardarelli, Susan Santone, and David Stillman provided explanations for the inequalities in education and targeted areas for improvement.

Srecko Mavrek highlighted the out-of-school rates for primary students and the gender gap between girls and boys regarding school enrollment.

Rose Cardarelli exposed the inadequate funding for learning resources and gave credit to the educational practices of Greece.

Susan Santone offered alternative pedagogical practices that teachers can adopt to foster culturally responsive teaching. She encourages schools to view the cultural experiences of refugees as strengths in order to improve the authenticity of classroom lessons.

David Stillman concluded the presentation with the success that the Public-Private Alliance Foundation and the Haiti Adolescent Girls Network are having with education and health advancements in the country of Haiti.

Workshop presenters were asked to develop action items for attendees. Some of the action plans offered included reformation of educational laws and a call for countries to share details on their educational processes so that more students can have access to education. Accommodations for students with disabilities will also be examined.

To keep up to date with the work of the KDP United Nations Representatives, visit the KDP blog at https://blog.kdp.org/tag/united-nations.
3. Gain feedback directly from participating teachers and students in order to improve the teacher professional development and program curriculum.

4. Collect research data to demonstrate the impact of the program and analyze how the conditions at each school impacted the results.

5. Introduce and integrate systems thinking into the curriculum and professional development of program leaders.

The DO It Now program had success at all four locations, with students completing projects that either helped the environment directly or served to educate their community about an issue. The students also gave final presentations on May 17, 2019.

Program leaders and students demonstrated an improved understanding of systems thinking after they completed the year. One participant said, “Systems thinking is focused on the connections between the different parts of the system. For me, it is focusing on how one thing affects another, versus just picking apart and taking a piece of a system and trying to understand one aspect by itself. It is about understanding how a change in one aspect is going to affect everything else along the way.”

DO IT Now Program Impact

| 4 ELEMENTARY SCHOOLS |
| 8 PROGRAM LEADERS TRAINED |
| 31 STUDENT LEADERS |
| 4 PROJECTS COMPLETED |

### Project Completed

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<th>Systems Researched or Impacted</th>
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<td>Biodiversity, invasive species, school administration, community litter</td>
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<tr>
<td>Pollinator Habitat</td>
<td>School administration, groundskeeping, biodiversity, pollinator importance to human food production</td>
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<tr>
<td>Cafeteria Plastic Waste Reduction Project</td>
<td>School administration, federal regulations governing cafeterias, cafeteria waste audit</td>
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<tr>
<td>Forest Trail and Signage Improvements</td>
<td>School administration, understanding history of school and nearby wildlife habitats</td>
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The DO IT Now program supported by:
- KDP’s Faye Snodgress Progress Through Innovation Fund
- Bruce J. Heim Foundation
- The Children’s Museum of Indianapolis
KDP is a great source for staying connected and learning how other teachers are helping to change education. I appreciate staying up to date with what’s happening in education, and KDP inspires me to be thoughtful in how I’m reaching all learners in my classroom.

— Rachel Stadwick, Member Since 2016

Thank you for the opportunity to publish my work. I have just received word that I was awarded tenure, and the two articles I published in the KDP Record were a big part of the decision based on the practitioner reach of the journal!

— Matthew Ohlson, Member Since 2005

**SECTION 4: PROFESSIONAL LEARNING COMMUNITY**

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KDP AND COURSENETWORKING TEAM UP TO SUPPORT NEW TEACHERS

(INDIANAPOLIS)—Kappa Delta Pi (KDP), International Honor Society in Education, is partnering with CourseNetworking (CN), an innovative Indianapolis-based technology company in education, to draw on the Society’s rich legacy of high standards and excellence to support the professional growth and retention of new teachers.

Beginning teachers have high turnover rates that cost schools billions of dollars each year. One effective way to combat the revolving door of teachers and its negative effects on schools and students is to offer professional development to new teachers. Dr. Richard Ingersoll, a prominent researcher and member of KDP’s esteemed Laureate Chapter, shared, “Somewhere between 40 and 50 percent of those that go into teaching are gone within 5 years.” KDP is perfectly positioned to address the needs of beginning teachers, as the organization has a presence on the campuses of more than 650 institutions nationwide, helping to graduate nearly 10,000 education students into the profession each year.

Beginning in fall 2018, KDP will offer new opportunities for educators to expand their knowledge and skills through online learning as well as to establish a permanent eportfolio. A selection of courses, which will be both affordable and convenient, will help teachers develop competencies that can be applied immediately in their classrooms. After successfully proving their competencies in each course, teachers will earn micro-credentials in the form of official badges and have an opportunity to earn certificates they can use as proof of their skills, as continuing education, and as evidence of these accomplishments on their eportfolio. Among the initial topics for PreK–12 teachers will be areas that KDP research has identified to be the most challenging for new teachers. The majority of the course offerings will be asynchronous, with learner engagement both independently and within an online community.

“CN is very excited to work with KDP in implementing the most advanced new-age learning environment, the CN Learning Suite,” shared Dr. Ali Jafari, CN Chairman and CEO. “The CN LMS provides easy access to new KDP certification and badge-based courses while the CN Social Network connects KDP members globally to network and collaborate. The CN ePortfolio offers a lifelong professional cyber image for all KDP members. With this collaboration, we can change the way scholarly societies network and conduct continued professional development.”

KDP President-Elect Dr. Victoria Tusken, who has worked in education for 30 years—including four as a Secondary Curriculum Coordinator in Illinois—believes that KDP has an opportunity to be at the forefront of ongoing professional growth for teachers. “To think about micro-credentialing in terms of steps toward mastering specific skills is just good professional development,” said Tusken. “The typical professional development never sticks. Practitioners need ownership of their professional development, and the ‘one-size-fits-all’ format often pushed down from districts proves to be viewed by practitioners as a waste of their time. But, to provide short courses around specific topics and competencies has a deep impact and a lasting value for practitioners.”

Though the initial offerings will be geared toward practicing PreK–12 educators, KDP plans to leverage its innovative model to address all three major focus areas of the Society’s current strategic vision, which are to (1) Recruit qualified candidates into the profession, (2) Support and enhance quality preparation of teachers, and (3) Retain effective teachers—particularly in high-needs areas.

For more information about the eportfolio, please visit http://www.thecn.com/eportfolio, and for more information about KDP University, please visit http://learn.kdp.org.
My name is Nicole Huttner, and I’m a recent graduate from New York University and a future childhood and special education teacher. For as long as I can remember, I’ve wanted to impart knowledge onto others. Growing up, my favorite game was “school,” where my friends would act as students while I was the teacher. At my actual school, I quickly developed strong relationships with my teachers, wanting to learn as much as I could from them. I didn’t know it then, but this would lead me to pursue a career in teaching.

As a teacher, I will demonstrate my passion for education by encouraging students to become lifelong learners. I will also serve as a mentor to young minds and provide students with a better future through education.

Throughout high school and college, I had the opportunity to be a student teacher at several NYC public schools in different grades and with students of varying abilities. I am always seeking more ways to contribute, so my interest was piqued when I received an email about The Graide Network through Kappa Delta Pi (KDP), an international honor society for future educators.

I was beyond excited after researching The Graide Network and learning about their commitment to effective feedback and student learning.
The opportunity to become a Graider directly aligned with my goal of becoming a teacher. In addition to practicing my grading and feedback skills, I received individual coaching from The Graide Network staff to hone those skills. They always provided feedback in a friendly and actionable manner, so I knew both what my strongest skills were and how to improve in other areas. The feedback never criticized me but rather built me up to be the best Graider that I could be.

The constant exposure to effective feedback allowed me to complete my teacher certification tasks with ease and confidence.

I look forward to implementing this method of structured and supportive feedback in my own classroom this fall.

As I continued to provide feedback on assignments with The Graide Network, I engaged with student work across diverse subjects, grade levels, and regions, which showed me the diversity that exists in our education system. After 6 months of working with The Graide Network, I was promoted to a Senior Graider position. In this new role, I coached Graiders on how to provide effective feedback while still receiving ongoing coaching in order to support my growth.

This role allowed me to be a “teacher” to my fellow Graiders by guiding them on how to deliver effective feedback and provide the best outcomes for students.

Although the invaluable connection to The Graide Network was the most influential opportunity that KDP provided me, KDP also offers many other phenomenal resources. I was connected with professional development classes, online forums, and articles to continue my learning as a teacher. The most meaningful and practical professional development class that I took through KDP was Classroom Management Basics. In this class, I explored research-based methods in class management and developed a classroom management plan with my peers and KDP associates.

Some other resources within KDP include:

- **Online forums**: Forums provide opportunities to talk with other students and teachers about real-life successes and problems within the teaching world.
- **Articles**: As an educator, it is important to be aware of new research, ideas, and resources! KDP’s articles have the latest news from the education world and plenty of information on how teaching skills can be improved.

Overall, my experience with Kappa Delta Pi has given me outstanding opportunities within the field of education. The decision to become a teacher is a commitment to being a lifelong learner, and KDP facilitates that process. **Without KDP, I would not have received the opportunity to connect with The Graide Network and develop the grading and feedback expertise that I now have.**

**Some tips for future teachers**

- Put in your best effort in all of your coursework and fieldwork! Wouldn’t you want your students to do the same in your future classes?

- Take initiative and be a leader! You want your passion for education to stand out in your classes and student teaching. **Don’t be afraid to share your opinions in class, ask for more responsibility, and try out new ideas in the classroom.** Standing out as a leader is an important characteristic for the classroom.

- Join KDP and read their emails! They regularly have job postings, articles, and webinars to expand your knowledge about education and life in the classroom.

*This story was originally published by The Graide Network at https://www.thegraidenetwork.com/blog-all/2019/6/18/my-journey-to-becoming-a-teacher-kdp-and-the-graide-network.*
KDP is the most inspiring educational organization I have ever joined. Being a member has enhanced my professional and personal life in many ways!
— Pamela Kramer Ertel, Member Since 1994

Kappa Delta Pi provides a wealth of high-quality resources for educators, from preservice teachers to veteran teachers to retired teachers. I support this organization because they support and elevate the profession.
— Heather White, Member Since 2019

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“BACKPACKS OF HOPE” FOR DISPLACED CHILDREN LOCATED AT THE U.S. / MEXICO BORDER

By Dr. Rose Cardarelli, Executive Council Member

In addition to the usual discussions of teaching issues, learning methods, and association management decisions, a simple question was asked in December 2018 among several KDP Executive Council members: “What is being done for the children at the southern border?”

It was an important question regarding displaced children who were forced to flee their countries due to horrific violence. KDP responded with a global statement and backpacks containing story books, school supplies, and other necessities.

KDP’s global statement began with “Children, who are our most valuable resource, make up one third of the world’s population yet, in many places around the globe, children are not being treated/cared for in a way that will allow them to realize their full potential and to become the leaders of tomorrow.”

And with that, a KDP team began working with corporate and faith-based organization partners to assist children in need with educational materials and resources on the borders of Arizona and Texas.

While the Department of Health and Human Services and their contractors are providing education services at government shelters, many other children remain unattended, awaiting legal asylum, and still in need of education services and resources. So, these determined KDP educators began an effort to raise the needed donations.

The donation goal was met by a wide range of KDP educators from around the world, including from Nigeria, resulting in much-needed supplies and books for displaced children at the Kino Border Institute in Nogales, AZ, (affiliated with the Catholic Diocese of Tucson) and the La Posada Providencia School (a sponsored ministry of the Sisters of Divine Providence) in San Benito, Texas. KDP also partnered with the San Antonio Veteran’s Institute, who generously provided backpacks, school supplies, and iPads.

The team was able to observe firsthand children from Africa and Central America in their classrooms at La Posada learning English, math, and other activities. At the border, the team watched children of all ages, mostly from Central America, eagerly seeking activities to stimulate their minds and help them pass time while their families were being processed for asylum.

In the end, the program proved to be a great success, as the efforts provided some relief, joy, and hope for children in desperate transitory situations. Of the donations received, 100% were used in this response effort.
MARIE GREIN’S STORY

By Faye Snodgress, Executive Director

Marie Grein (right) and Donna Gail Shaw (left)

I had the distinct privilege of having a conversation with a longtime member and leader, Marie Grein.

Marie knew by the first grade that she was going to be a teacher.

She attended a six-room schoolhouse in Connecticut. At the age of 11, she was asked to take over teaching a class for 2 hours a day, using the plans prepared by the teacher—a practice that would be unheard of today! It was an experience that she thoroughly enjoyed, with the minor exception of when her brother was in the class. She jokes that it was her first “on-the-job training.”

Marie pursued her passion at Teachers College of Connecticut.

Now Central Connecticut State University, Teachers College of Connecticut was a small program when she attended. With only 120 students in her graduating class, and no teaching assistants, the faculty really got to know their students. The personalized approach further sold Marie on becoming a teacher and helped her understand the value of community to enhance learning.

She spent much time in classrooms as a junior and senior and, during one student teaching assignment, the teacher of record had to abruptly leave after just a few days due to illness, so Marie and a peer took over the classroom for the rest of the year. This was another instance of her “on-the-job training”!

As Marie reflects on how teaching has changed, she thinks teachers deserve autonomy and respect. Marie first taught when schools were relatively primitive. Teachers were trusted professionals, so they had the authority to create their own lessons and experiences, which she believes is missing in education today.

Marie decided to explore international opportunities.

As a junior, she saw an advertisement for teaching positions in military schools. As someone hoping to see the world, she applied and soon received a telegram that she’d received a job offer to teach in Goose Bay Labrador. She accepted the position, though she had no idea where Labrador was (in Canada!).

After teaching for a year in Goose Bay, she was off to teach in England and then in Weisbaden, Germany. Marie was in Weisbaden from 1961–1962 when the Berlin Wall went up, and teachers in the school were told to prepare to evacuate to France and then the United States. Marie never had to evacuate, though she eventually visited Normandy and the vast American cemeteries.

Marie returned to the United States and taught in the same school for 26 years.

When she first began teaching in the Florida school, her principal shared that the students had digressed in their science knowledge and that she would need to help them catch up. Marie applied for a $2,600 grant and focused on aerospace across the curriculum for the year. Her creative lessons, special projects, and guest speakers made possible by the grant funding engaged the students, and they excelled. In fact, the subject interested Marie so much that she earned her pilot’s license.

In 1992, Marie retired from teaching. Since retirement, Marie has worked for the Florida Retired Teachers Association at the local and state level. She has been president of the association and currently serves as its treasurer. Having seen firsthand the impact that financial assistance can have on teachers’ creativity and innovation as well as student performance and engagement, Marie has pushed for associations to offer scholarships and grants. The Florida Retired Teachers Association offers two $1,000 awards for teachers to try a new project.

Marie is celebrating 64 years of membership in Kappa Delta Pi.

She was invited to join KDP in 1955. While she was teaching in Florida, she began attending meetings with a group of members. Dr. Michael Wolfe, a former KDP Executive Director, visited the chapter and encouraged her to increase her involvement. Since then, Marie has presented at Convocation many times and served on the KDP Executive Council.

Marie is concerned that too many good teachers are leaving the classroom.

She hears too often that more and more teachers are leaving the profession. Wanting to make a difference, Marie has generously endowed a scholarship with Kappa Delta Pi, available to one practicing educator in her or his first 5 years in the classroom.

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HONOR ROLL OF SUPPORTERS

Thank you to the KDP members, individuals, organizations, and businesses that have generously contributed to Kappa Delta Pi during the 2018–2019 academic year. Together, we are preparing learners for future challenges.

You deserve to be properly recognized for your contributions, and we strive for 100% accuracy. If we have made an error, please contact the Advancement Department at 800-284-3167.

GIVING CIRCLES

Donor participation in a KDP giving circle recognizes the annual contributions of individual donors at specific levels of giving.

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(gifts of $5,000 and greater)
The Daniel Tanner FoundationSigma Beta ChapterGeorge Zelcs

Jane Addams Circle
(gifts of $2,500–4,999)
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KDP’s signature philanthropic initiative for chapters is conducted in coordination with the academic calendar. The 147 chapters at the following institutions and professional chapters participated between July 1, 2018, and June 30, 2019, and raised $13,803.83 for Chapter Challenge!

Chapter Challenge Plus
(gifts of $250+)
Angelo State University
Baylor University
CUNY-Brooklyn College
Florida Gulf Coast University
Kean University
Lamar University
Northern Illinois University
Nova Southeastern University
Rowan University
The University of North Carolina at Charlotte
Troy University-Troy
Tulane University Alumni Chapter
University of Mary Hardin - Baylor
University of Rhode Island
University of South Florida
University of St. Francis
University of St. Thomas - Houston
Western Governors University
Bridgewater State University
California University of Pennsylvania
Clayton State University
Coastal Carolina University
College of Charleston
College of Southern Maryland
Cumberland University
CUNY-Queens College
Dominican College
Drury University
Eastern Kentucky University
Eastern University
Felician University
Framingham State University
Furman University
Gardner-Webb University
Gonzaga University
Governors State University
Gwynedd-Mercy University
Harding University
Indiana Wesleyan University
King’s College
Lake Forest College
Lebanon Valley College
Lehigh Carbon Community College
Lindenwood University
Loyola Marymount University
Manhattan College
Mary Baldwin University
McKendree University
Miami University
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Nazareth College
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New York University
North Carolina State University
Northeastern Illinois University
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Northern Arizona University
Ohio Northern University
Oklahoma State University
Olivet Nazarene University
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Pepperdine University
Peru State College
Queens University of Charlotte
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Saint Mary’s University of Minnesota
Slippery Rock University of Pennsylvania
Southeast Missouri State University
Southern Illinois University Carbondale
St. Bonaventure University
St. John Fisher College
St. John’s University, Staten Island
SUNY - Old Westbury
Susquehanna University
Tampa Bay Professional Chapter
Tarleton State University
Taylor University
Texas A&M University
Texas Christian University
Texas Tech University
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University of Northern Iowa
University of Portland
University of Saint Joseph
University of Scranton
University of South Carolina
University of Southern Mississippi
University of Tennessee at Martin
University of the Ozarks
University of West Alabama
University of Wyoming
Washington State University
Washington University in St. Louis
Western Michigan University
Winthrop University

KDP supports, empowers, and defends all prospective and current teachers—which is critical work, particularly in today’s challenging political environment. Teachers embrace the tremendous responsibility to create a better future for all learners. Your donation to KDP works to encourage teaching as a respected career choice, support teacher preparation programs and PreK–12 students, and retain the best and brightest in education.
ORGANIZATIONAL OVERVIEW

Kappa Delta Pi (KDP), International Honor Society in Education, is a 501(c)(3) professional membership association established in 1911 to foster excellence in education and promote fellowship among those dedicated to teaching. Today, as a Non-Governmental Organization (NGO) of the United Nations, the organization remains committed to supporting teachers by cultivating growth, leadership, and professional community—while celebrating the impact of the teaching profession. More than 1.2 million women and men have been initiated into KDP, and our diverse membership includes educators at all phases and levels of their careers.

Vision
TEACHERS CREATE THE FUTURE

Mission
TO PREPARE ALL LEARNERS FOR FUTURE CHALLENGES

To create a better future through quality learning for all, KDP strives to recruit leaders into the profession, ensure the adequate preparation of teachers, and retain effective teachers by:

- Providing teacher education programs with professional resources and innovative, research-based strategies;
- Supporting the continual professional growth and retention of teachers in the classroom;
- Developing teacher leaders to be change agents and empowering them to advocate for the best interest of students and the teaching profession; and
- Advancing instruction that ensures students are globally aware, socially responsible, resilient, and able to solve programs in a just and equitable way.

Vision
TEACHERS CREATE THE FUTURE

Mission
TO PREPARE ALL LEARNERS FOR FUTURE CHALLENGES

2,447,521 REVENUE
60% MEMBERSHIP DUES
18% INVESTMENTS
7% CONVOCATION
6% STORE SALES
4% ROYALTIES & SUBSCRIPTIONS
3% OTHER
2% CONTRIBUTIONS

2,359,074 EXPENSES
5,423,568 INVESTMENTS

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THE KDP STORY DIRECTLY FROM MEMBERS

What I value most about being a KDP member is that I have the opportunity to continue to learn from others who have blazed the path before.
— Clifford D. Crews (@clifford_crews), Member Since 2017

Wow @KappaDeltaPi. Tonight’s webinar was awesome. I’m a principal who is passionate about growing and retaining all educators that truly represent our student population. Looking forward to being a part of making this happen.
— Lauren Johnson (@Laurenjindy), Member Since 2015

“Investment in your students begins with your dedication to training.” I feel so honored to be a member of this group of educators, and blessed by my support group who always claps and cheers even when no one else does! #kappadeltapi
— Shae Lynn Jones (@shae.mkenna), Member Since 2019

What every author longs to hear: “Your book is sold out.” Thank you to @kappadeltapi and @RoutledgeEOE for bringing to life Reframing the Curriculum: Design for Social Justice and Sustainability. http://bit.ly/2C8YiFv #TeachSDGs #WritingCommunity
— Susan Santone (@SusanSantone)

By 9, I knew I wanted to be a teacher and my 5th grade teacher was my inspiration to go into teaching. It was the first year that a teacher really motivated me, made me love school and encouraged me to excel. I want to do the same. #WhyITeach @kappadeltapi
— Marsha Neal, NBCT (@queenbeeteache1), Member Since 2019

Thank you @kappadeltapi for awarding me their national scholarship in multicultural education! I feel humbled and honored to be distinguished by this prestigious organization and thankful to @UNT_COE for facilitating this opportunity.
— Tetyana Kucher (@TetyanaKucher), Member Since 2019

We are so honored to have received a Dolley Leadership Award for 2018-2019 Outstanding Program for our 1st Annual Holiday Party event serving underprivileged students and families in the Harrisonburg area. Thank you to everyone who supported us and helped make this happen! #kappadeltapi
— Alpha Chi Chapter at James Madison University (@jmuKDP), Chapter Since 1928

First Conference held at Ndejje University Faculty of Business Administration and Management Kampala Campus “Teachers are the Pillars of Quality Education System of Any Nation” @milasunshine @kappadeltapi @KDP_DePaul @UNCCKDP @NdejjeUnive
— KDP Uganda Chapter (@KDPUGChapter), Chapter Since 2018

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