

NEW BUSINESS ITEMS 2013

NBI 13-01 Common Core State Standards (CCSS)

MSEA calls upon the Maryland State Department of Education (MSDE) and the United States Department of Education (USDE) to provide local school systems with more time and flexibility to:

- Develop rigorous and useful curricula aligned to the CCSS
- Design and implement appropriate and responsive, embedded professional development for all staff and faculty charged with implementation of the curricula aligned to the CCSS
- Acquire the much needed resources, materials, and technology required to effectively implement newly designed curricula aligned to the CCSS
- Transition into the use of the new Partnership for Assessment of Readiness of College and Careers (PARCC) assessments, allowing for at minimum three years before setting cut scores

Rationale: MSEA supports Maryland's adoption of the Common Core State Standards (CCSS), which are intended to set standards that are nationally and internationally benchmarked to prepare students for college and career success. However, throughout the state educators are drowning in education reform that has been designed and dictated by the United States Department of Education and carried out by the Maryland State Department of Education with the approval of the State Board of Education. The planning and timing for such reforms were not done with the input of experienced educators; nor were the reforms student-centered or planned in a way that avoided dramatically spiking educators' workloads. At the same time, mandates on teacher and principal evaluations were enacted that required growth measures that were and are not fully developed and include a state test that is not currently aligned to what teachers are teaching and students are learning.

While educators support the CCSS as aligned standards, in many local districts the curricula that is being provided to teachers has not been researched, aligned, piloted, or completed. Where aligned curriculum does exist, however, many educators do not have the resources, materials, texts, or professional development required to deliver appropriately. Simply put, the creators of these reforms neglected to allow the time needed to develop and effectively implement the curricula; to obtain the resources necessary to deliver, or to provide the professional development that is critical for teachers in effecting a sound instructional program. To further exacerbate the situation, MSDE insists on administering the misaligned Maryland School Assessments to students in Grades 3-8. Unfortunately, however, these concerns will not be resolved with the implementation of PARCC. A sensible roll out of such reforms should have started with standards, curricula and materials, professional development, and then an aligned assessment. For these reasons, time and flexibility are necessary to ensure continued success in efforts to implement these reforms with fidelity.

Submitted: MSEA Board of Directors
Strategic Objective #3 Public Agenda
Cost: Personnel

NBI 13-02 New Elementary and Secondary Education Act (ESEA) Flexibility Waiver Request

As Maryland considers moving forward with a new ESEA flexibility waiver, MSEA supports the removal of high stakes state assessments as a percentage of teacher or principal evaluation. MSEA opposes the use of the current 50 percent growth measure in any Maryland teacher and principal evaluation and

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instead supports multiple growth measures, not to include high stakes state assessments, to count for no more than 20 percent of the overall teacher and principal evaluation.

Rationale: MSEA supports fair, transparent, and valid accountability measures for education employees. MSEA further supports informed and timely conversations between educators and their principals aimed at promoting professional growth and increased student achievement as a key component of any teacher and principal evaluation.

The best way to support the professional growth of teachers and principals is through an evaluation system that relies heavily on reflection to inform instruction and provides the opportunity to improve one's professional practice through professional development.

Evaluation expert Charlotte Danielson claims there is no way to attribute an individual teacher's impact on a student test score. Current and expected future tests will not be provided to teachers in a timely manner to inform direct instruction to students. For these reasons, state assessments can be used to help inform future instruction, but have no place in a teacher or principal evaluation.

Submitted: MSEA Board of Directors
Strategic Objective #3 Public Agenda
Cost: Personnel

NBI 13-03 Increasing active involvement of non-teacher members

MSEA will support local efforts to increase the active involvement of non-classroom/school based members, such as related service providers, including, but not limited to, extending an invitation to state professional organizations (i.e. Maryland School Psychologists' Association and Maryland Speech Language Hearing Association) to participate in the MSEA convention.

Rationale: Many non-classroom/school based professionals are less active and under-represented in MSEA and their locals than their classroom based colleagues. These members need assistance, encouragement, and information to understand their roles and responsibilities as members, as well as, to organize into representative groups. In addition, state professional organizations are taking advantage of the fall convention date for their own fall conferences which further limits the participation of these members in MSEA.

Submitted: Donna Christy, PGCEA
Seconded: Blair Todd, PGCEA
Strategic Objective #1 School Quality
Cost: \$0 if we remain in Ocean City. The cost could be substantially more, if convention moved to a new location to accommodate other organizations.

NBI 13-05 Support for Maintaining the Public School Labor Relations Board

MSEA will develop and execute a plan for the 2014 Maryland legislative session to remove the sunset clause from the Public School Labor Relations Board. This plan will include educating members and elected officials on the value of the Labor Board and lobbying the General Assembly to remove the sunset provision.

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Rationale: The Maryland Public School Labor Relations Board ensures fairness and a level playing field when local school boards and local employee bargaining units reach impasse over issues related to contract bargaining and enforcement. MSEA strongly supported creation of the Labor Board. The law creating the Board sunsets on June 30, 2015. Removal of the sunset provision will allow the Board to continue beyond the five years provided for in the initial law.

Submitted: Gary Brennan, FCTA
Seconded: Ted Payne, CCEA
Strategic Objective #3 Public Agenda
Cost: Personnel

NBI 13-06 Privatizing and Outsourcing

MSEA will work with local affiliates to exercise all organizing, legal, collective bargaining, political, and legislative strategies to defeat any privatization plans at the state and local level that would threaten the quality services and jobs of our members. This work will include, but will not be limited to, efforts to stop or repeal attacks to privatize, outsource, or subcontract jobs of school employees.

Rationale: Despite our long-standing opposition to privatization in MSEA resolutions and as part of our legislative agenda, there are now renewed efforts and threats in several school districts to outsource ESP jobs. This NBI is meant to focus attention on this trend and to help locals develop organizing, legal, and legislative strategies that will protect our jobs from any form of privatization now and in the future.

Submitted: Steve Brako, FASSE
Seconded: Christina Abrams-Brako, FCTA
Strategic Objective #2 Member Well Being
Cost: Personnel

NBI 13-07 School Progress Index

MSEA will work with the Maryland State Department of Education to delay any school accountability rating that may include high stakes tests for at least three years.

Additionally, MSEA will work with MSDE to ensure that any newly developed or existing school accountability system is fair, valid, attainable, and is not designed to be punitive.

If the above actions do not bring satisfactory results, using existing staff, the MSEA will issue its own critique of the existing school rating system and forward the critique to state legislators.

Rationale: Under the new rating system schools are evaluated on their progress from the previous year. This makes it very difficult for already high scoring schools to get a high rating. It also rates the gap between the highest scoring students and the lowest scoring students. So, if you improve the highest scorers but don't improve enough of the lowest, you are rated low. The MSDE has admitted that the new rating system was created in a rush and Jack Smith, chief academic officer, MSDE, has admitted that the rating system is too sensitive a tool. Only 47 of the state's 892 elementary schools made it into "strand1" the highest strand. Only three of 230 middle schools met the highest strand.

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The state also saw a nearly tenfold increase in the number of elementary schools ranked in the worst category. The new system gives an erroneous impression to the public that good schools are not doing their jobs, and, of course, this reflects mostly on educators in the classrooms. And the principals aren't too happy either.

Submitted: Yvonne Baicich, PGCEA
Seconded: Theresa Dudley, PGCEA
Strategic Objective #1 School Quality
Cost: Personnel

NB 13-08 Increase for Retired Annual Dues

Increase the Annual Retired Dues by \$5.00 to \$27.00 per year.

Rationale: The current annual dues are \$22.00. This was set at the time of the creation of the Retired Membership category and has not been changed since at least 1997. The dues increase is necessary because the cost of the Retired Program has increased. The Retired Program has also expanded to include new activities such as Retiree Lobby Day, Retired Educators Workshop, and some social activities.

Submitted: Susie Jablinske, chair, MSEA Retired Advisory Council
Seconded: MSEA Retired Advisory Council
Strategic Objective # 2 Member Well Being
Cost: Personnel

NB 13-09 Disenfranchisement of Members in the 2013 MSEA Elections

The MSEA Nominations and Credentials Committee will investigate the problem of MSEA members being unable to participate in the MSEA elections because they do not have access to or are unable to use the internet. Further, having investigated the problem of disenfranchisement of some of our members, the Nominations and Credentials Committee shall recommend changes in the MSEA elections process that would provide every MSEA member the opportunity to vote. These recommendations shall be presented to the delegates at the 2014 MSEA RA for action.

Rationale: The MSEA Retired Advisory Council learned that there were retired members who were not able to cast a ballot during the 2013 MSEA elections because they did not have access to or were unable to use the internet. They were, in fact, disenfranchised from participating in the MSEA elections. Every member must be given the opportunity to vote in every MSEA election whether or not they can access the internet. MSEA must make sure that every member has the opportunity to vote in its elections.

Submitted: Susie Jablinske, chair, MSEA Retired Advisory Council
Seconded: MSEA Retired Advisory Council
Strategic Objective # 2 Member Well Being
Cost: Personnel

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NBI 13-10 Computer-Based Assessments

MSEA shall work in collaboration with local associations to gather information about challenges related to computer based assessments and the attendant issues so the association can adequately advocate on behalf of both students and educators.

Rationale: We are rushing into a myriad of computer based assessments (MAP Tests, PARCC, Science MSA, HSA, etc.) without the appropriate knowledge or planning. The issues surrounding computer-based assessments are numerous and include loss of instructional time, lack of bandwidth, loss of data and information, accommodation concerns, and time spent learning how to run, proctor, and administer these assessments. We need real data on these problems and to hear from educators in schools as to how these assessments are impacting student learning.

Submitted by: Frank Soda, TABCO
Seconded by: Theresa Dudley, PGCEA
Strategic Objective # 3 Public Agenda
Cost: Personnel

NBI 13-11 Endorsement Council Composition

The Representative Assembly recommends that the Board of Directors review policy regarding the composition of the Endorsement Council so that a MSEA retired member elected at large by the Retired Membership is included.

Rationale: When the Endorsement Policy was adopted in 1980, there was no membership category for retirees. We have since added MSEA retirees as a membership category within the MSEA family. It would be appropriate to have a duly elected retiree as a member of the Endorsement Council.

Submitted by: Susie C. Jablinske, MSES-Retired
Seconded: John R. Kurpjuweit, MSEA-R
Strategic Objective #3 Public Agenda
Cost: Personnel

NBI 13-12 MSDE New Discipline Regulations

MSEA will establish a task force to actively monitor the proposed new discipline regulations being recommended by the Maryland State Board of Education that will impact students and educators.

Rationale: Non-funded mandate – all school systems will have to establish alternative schools/programs to serve expelled students.

Submitted by: Stan Truman, MCEA
Seconded by: Evelyn Joray, MCEA
Strategic Objective #2 Member Well Being
Cost: \$2,000

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NBI 13-13 MSEA and the Affordable Care Act

MSEA will continue to assist members to find information and procedures on how to sign up for insurance through health care exchanges that were created due to the Affordable Care Act.

Rationale: While many members have insurance some members do not qualify for insurance under their board of education policies. It seems that there are complexities in signing up and MSEA would be a trusted source of advice.

Submitted by: Jim Politis, MCEA

Seconded by: Gary Brennan, FCTA

Strategic Objective #2 Member Well Being

Cost: Personnel

NBI 13-14 Inclusion of Functional Life Skills Training and the Development of Special Educators Curriculum as part of the Common Core Curriculum

MSEA will encourage MSDE to provide teachers of students with severe/profound disabilities with training for the common core state standards by requiring LEAs to provide those teachers with a curriculum aligned to common core and nationally-recognized standards based on alternative academic programs (“special ed fundamental life skills curriculum”). This should be done prior to the implementation of the Alt-PARCC Assessment.

Rationale: Common Core State Standards (CCSS) does not include a curriculum for students in special education, especially those with severe disabilities. Students with disabilities learn in a variety of ways. Differentiated instruction using functional life skills training is needed to help students with disabilities become productive members of society and go to college if possible be prepared for post-secondary transition. MSEA needs to support the development of a newly designed curriculum which is aligned to CCSS which includes functional life skills training for students with disabilities.

Submitted by: Venita Simon, PGCEA

Seconded by: Mark Sandy, PGCEA

Strategic Objective #1 School Quality

Cost: Personnel

NBI 13-15 MSEA to distribute NEA NBI Information

MSEA will ensure that the current year NEA adopted NBIs are widely distributed to MSEA and local staff members especially to those who are working on issues and committee work, for instance the “school-to-prison pipeline” NEA NBI 22 which originated in Maryland.

Rationale: Current information from NEA can be lost and fall through the cracks. MSEA should assist to increase the continuous flow of current information from NEA to specific MSEA committees and local staff.

Submitted by: Georgene Fountain, MCEA

Seconded by: Phyllis Parks Robinson, MCEA

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Strategic Objective #3 Public Agenda

Cost: Personnel

NBI 13-17 Fix the Broken Ed Reform Act

MSEA will work to revise Maryland's Education Reform Act of 2010 to support the goal of removing high stakes state assessments as a percentage of teacher and principal evaluation. Further, MSEA will actively fight all efforts of the State Board of Education to include a high stakes assessment as a percentage of teacher and principal evaluations.

Rationale: MSEA supports fair, transparent, and valid accountability measures for education employees. Without a change to the enabling legislation for Race to the Top, we will be at the mercy of MSDE's interpretations of this deeply flawed law.

Submitted by: Paul Lemle, HCEA (Howard)

Seconded by: David Nicholson, MCEA

Strategic Objective #3 Public Agenda

Cost: Personnel