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# actionLine

MARYLAND STATE TEACHERS ASSOCIATION • NEA

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## CAPTURING CULTURE IN A DREAM PROJECT

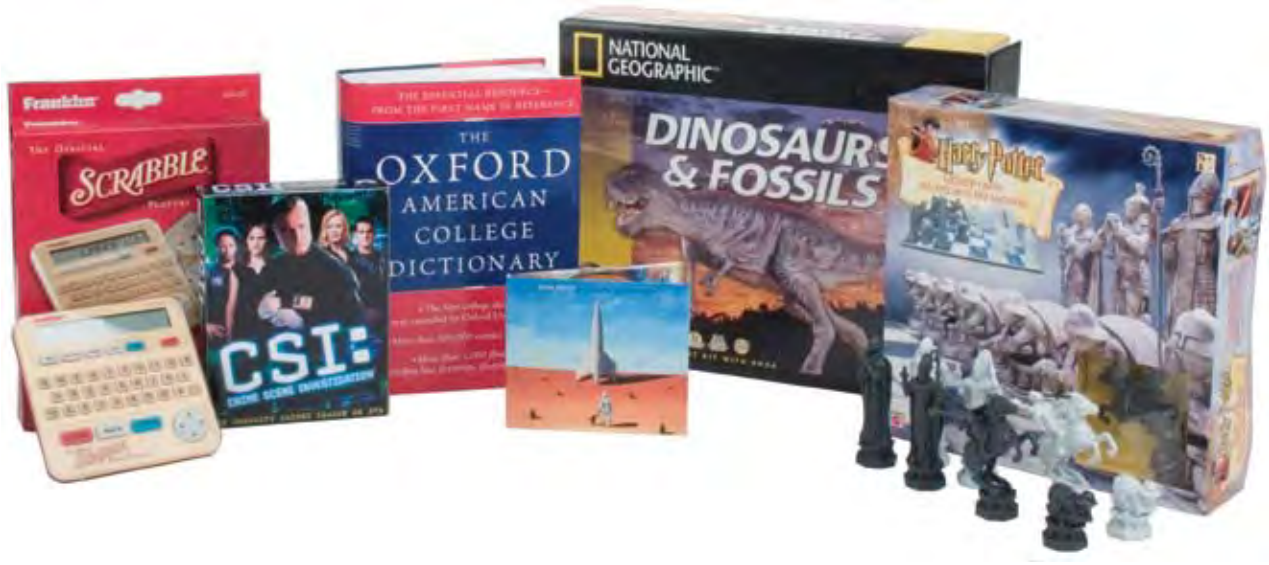
MSTA members help Garrett County Amish document their history



MSTA Election Results • NEA's ESP Conference Highlights • MSTAs tackle class size

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## To teach the 3 Rs, all public schools need the 3 Cs



Collaboration is constant and seamless—the faculty, the teacher/principal and families make decisions jointly so that each child is provided the support they need quickly and effectively.

SWAN MEADOW, A GRADE 1-8 PUBLIC SCHOOL IN RURAL Garrett County, is a unique place. The schoolhouse shares just *three* teachers, each responsible for several grades. Most of the children are Amish. There are few modern distractions to their routines at school and at home.

In many ways, it's an idyllic academic environment—steady and predictable—and wholly unimaginable for most of us who teach and work in today's public schools. As a microcosm though, it's an interesting study. Why? One reason is that Swan Meadow's special circumstances make it much easier to apply modern teaching practices and address serious achievement issues.

At Swan Meadow, *community* is more than another word for neighborhood. It is a shared way of life. Students have clear expectations and everyone accepts responsibility for their success. *Collaboration* is constant and seamless—the faculty, the teacher/principal and families make decisions jointly so that each child is provided the support they need.

It sounds like a simple recipe, easy in a small school with a stable community. But imagine such constancy in your school, where portables, staff shortages, paperwork, and limited time and resources compound the challenges.

Yet, according to Judith Warren Little, a leading expert on student achievement, schools in any demographic need those same characteristics to be successful. "We find evidence," Little writes, "that ... a *collective responsibility* for student success, [is] clearly associated with student achievement."<sup>\*</sup>

Many of our schools do indeed embody these 3 Cs of community, collaboration and collective responsibility. These are schools where students know they are cared about and respected. They actively participate in their success. Their teachers design instruction, use authentic assessments, engage in coaching and mentoring and analyze student data to provide appropriate interventions quickly. The content they study is taught through individualized methods that meet their needs. Their parents are connected as educational partners.

This is no pie-in-the-sky wish list of a dream school. Of course, we know that to create these conditions, we need the support of administration and our elected officials for smaller class sizes, more planning time, job-embedded professional development and up-to-date materials.

I believe that with this support we can create the kind of great public schools where community, collaboration and collective responsibility lead us to the goal we all hold most dear—making sure every child gets the high-quality education they deserve.

<sup>\*</sup> Hawley, Willis D., ed., *The Keys to Effective Schools: Education as Continuous Improvement*, Thousand Oaks, CA: Corwin Press, 2002.

### WHAT DO YOU THINK?

Write Clara:  
MSTA, 140 Main Street,  
Annapolis, MD 21401  
cfloyd@mstanea.org

## MSTA's BEST Program Building Educational Success Together

You, your colleagues, your students, administrators, parents and community—all have a stake in the success of your school.

BEST, MSTA's powerful school improvement process, brings school stakeholders together to create a common vision for success. It's hard work and requires an open, safe environment where a spirit of community, collaboration and collective responsibility can come together to focus on the real issues affecting your school.

BEST offers skilled guidance to committed school communities ready to make a change. Research-based and quantifiable, BEST maximizes the positive in your unique school culture to serve the potential of every student and educator. BEST makes room for your school to grow on your terms—there's no pre-determined path, no right or wrong direction. It's empowering and embedded school-wide enrichment.

For more information, contact Jan Erskine, MSTA School Quality, jerskine@mstanea.org; 800/448-MSTA, ext. 145.

Look for *MemberVoices* in each issue of *ActionLine*! We'll be asking questions of MSTA members all over the state and sharing their answers with you!

## How can schools get more parents involved?



**EVERETT HAYES**  
Teacher *Technology education*  
High Point HS  
Member since 1998  
*Prince George's County*

### Connect with parents ourselves

Our principal started a door-to-door campaign to try to get the parents in the community to feel that they're part of the school system. He's also asked more staff members to join the PTA so we can connect with parents ourselves.

### Bring parents into the building

We bring parents into the building to see what we're doing. We make sure the door is always open to them, and we ask for volunteers in the classroom and for special events. I live in the community, so building relationships with our parents is time well-spent for me.



**MARY MCNEY**  
Teacher *1st grade*  
Oakville ES  
Member since 1987  
*St. Mary's County*



**FRANKYE MARTIN**  
Instructional assistant  
*Pre-K - 3rd grade special education*  
Dennett Road ES  
Member since 1986  
*Garrett County*

### Give them more information

We need to get more information out to them and reasons to get them into the building. Once we get them there, we can give them more information. We're in a lower income area and, for whatever reason, it's hard to get them interested.

### Define the specific needs

I think the best idea is to define the specific needs of your school and work with fellow teachers and administrators to plan programs that support those needs.



**ALISON WEISS**  
Teacher *Chemistry*  
Francis Scott Key HS  
Member since 1996  
*Carroll County*

Introducing the programs when parents are there for other school events gives them a chance to ask questions and volunteer.



**JANICE TUCKER**  
School secretary  
Paramount ES  
Member since 1997  
*Washington County*

### Create a climate where parents are known by name

The most important thing is to create a climate where parents are greeted warmly and known by name. We have a very active PTA. We just had an International Night and our second Newcomers Social to help newcomers feel secure in the school and make friends with other families.

# StartingLine

NEWS YOU NEED TO KNOW

## Read Across America!

Read Across America (RAA) activities across the state honored the 50th Anniversary of the famous Cat in the Hat and the 103rd birthday of its creator, Dr. Seuss! While members and Local Associations celebrated in their classrooms, MSTA co-sponsored an RAA event at Baltimore's Reginald F. Lewis Museum of Maryland African American History and Culture.

On April 30, winners of the statewide middle school Radical Readers Contest and 100 Baltimore City schoolchildren will be MSTA's guests at a pizza party at Johns Hopkins, where RAA Honorary Chairman Dr. Ben Carson will share his love of books and the joy they have brought to his life.



Delegate and MSTA member Carolyn Howard, Prince George's County, was one of 60 legislators who contributed to MSTA's Read Across America Book Drive at the State House March 2. President Clara Floyd and The Cat in the Hat joined the fun at the State House.

## Legislators donate books to school libraries

MSTA gathered more than 60 children's books, donated by senators and delegates, on Read Across America day March 2. The books go to school libraries in the legislators' home counties.

## Check out NEA's free online seminar about personal finance

Take advantage of a new series of free online financial seminars from NEA Member Benefits! *Investing in Your Future* provides members with access to quality financial planning information, available online whenever you want. It includes five courses covering key issues of financial planning and investing. Visit NEA Member Benefits, [www.neamb.com/investinginyou](http://www.neamb.com/investinginyou).

## E-Rate's Internet discounts: 10 years and growing!

Maryland alone has benefited from more than \$150 million in Internet service discounts since Congress approved the national E-Rate program in 1997. A new report shows classroom access to the Internet has risen from 14 percent in 1996 to 95 percent in 2005. E-Rate provides deep discounts on telecommunications and Internet access to America's schools and public libraries.



## Quote

“While NCLB has laudable goals that we support—closing achievement gaps and raising student achievement for all—its overly prescriptive and punitive accountability provisions have failed to move our nation closer to those goals.”

REG WEAVER, NEA PRESIDENT

See page 12 for more about NEA and NCLB.



St. Mary's County's three new NBCTs (all Education Association of St. Mary's County members), left to right: Mary E. Kimberland, Joanne Y. Zhang, EASMC President Jan Emerson, and Lkie D. Milton at the MSTA reception.

## MSTA's Annual NBCT Reception

MSTA hosted nearly 70 new National Board Certified Teachers (NBCTs) at an annual reception held February 21 at MSTA headquarters. "We need you to use the same insight, fervor, and commitment to excellence that you relied on through the difficult process of certification to become a critical connecting piece for achievement for all children," said MSTA President Clara Floyd. In 1998, the first year of National Board Certification, Maryland had just 13 NBCTs; this year over 150 teachers joined the ranks.

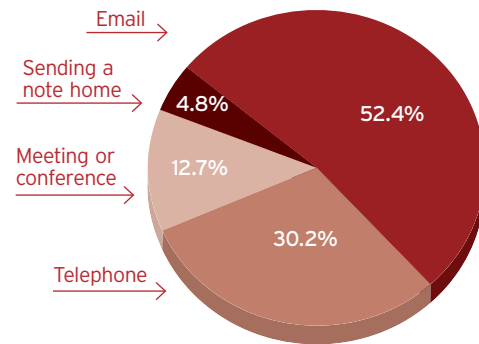
## Win a \$100 Target Gift Card!

You can register any time this month to win one of three \$100 Target Gift Cards from NEA Member Benefits. Visit [www.neamb.com](http://www.neamb.com) before midnight May 1 to enter. No purchase necessary.

## by the numbers

In a recent *FrontLine/MSTA OnLine* poll, conducted from March 9 - 19, 2007, we asked members the following:

"The days of just sending notes home are over. Cellphones and email offer more direct ways to communicate with many parents. What is the most successful way for you to communicate one-to-one with parents or guardians?"



## on the web [www.mstaneaa.org](http://www.mstaneaa.org)

### ➔ Parental Involvement

#### Project Appleseed: Leave No Parent Behind

The website of the organization that started Public School Volunteer Week, April 15-21, 2007, and National Parental Involvement Day, Nov 15, 2007. The site includes checklists, toolkits, news articles and other resources to get parents involved. [www.projectappleseed.org](http://www.projectappleseed.org)

#### Education World: Parental Involvement in Schools

Resources for educators to learn practical ways in which schools are involving parents, including tips and proven strategies. [www.education-world.com/a\\_special/parent\\_involvement.shtml](http://www.education-world.com/a_special/parent_involvement.shtml)

#### US Department of Education: Improve Student Performance - Involve Parents

List of resources to get parents involved in improving student performance, including approaches to strengthen family involvement, a database of promising practices, and information for families and caregivers. [www.ed.gov/teachers/how/parents/edpicks.jhtml?src=ln](http://www.ed.gov/teachers/how/parents/edpicks.jhtml?src=ln)

#### National Coalition for Parental Involvement in Education (NCPIE)

NCPIE's mission is to advocate the involvement of parents and families in their children's education, and to foster relationships between home, school, and community. [www.ncpie.org](http://www.ncpie.org)

#### Education Week: Parent Involvement Research Center

Along with an archive of articles related to parental involvement, site contains a list of web resources, a glossary and a list of organizations devoted to the family and education. [www2.edweek.org/rc/issues/parent-involvement](http://www2.edweek.org/rc/issues/parent-involvement)

#### Edutopia: Parent Involvement

The parental involvement section of The George Lucas Educational Foundation includes articles, research, video clips and resources. [www.edutopia.org/php/keyword.php?id=225](http://www.edutopia.org/php/keyword.php?id=225)

#### National Network of Partnership Schools (NNPS)

NNPS invites schools, districts, states, and organizations to work together using research-based approaches to organize and sustain family and community involvement to increase student success. [www.csos.jhu.edu/p2000/](http://www.csos.jhu.edu/p2000/)

#### NEA: Help for Parents

NEA resources for parents to get more involved in their child's education. [www.nea.org/parents/nearesources-parents.html](http://www.nea.org/parents/nearesources-parents.html)

# CAPTURING CULTURE IN A DREAM PROJECT

MSTA members help Garrett County Amish document their history



**S**wan Meadow is a first through eighth grade public school in Gortner, a small town in the far western part of the state, south of Deep Creek Lake and close to the West Virginia border. Gortner was settled by German immigrants fleeing persecution in the mid-1800s.

The school was built by community volunteers in 1958, replacing the original 1880s building just a stone's throw away. Three classrooms hold the entire 64-member student body, almost all of whom come from the surrounding Amish and Mennonite communities. Most of the students wear traditional Amish clothing. None play after-school sports or take ballet lessons. None have an iPod, a cellphone or a PlayStation 3.



*Middle school girls work on their computers. New Order Amish families do not have computers, televisions or automobiles, but students use technology in their classrooms.*



For this young man, a study of machinery used by Amish farmers became a lesson in the economics of Gortner and Garrett County.

Although these students may live their home lives a world apart, the public school that serves them is not. Test scores at Swan Meadow are high. The 2006 eighth-grade class scored 100 percent advanced and proficient in both reading and math, compared to the state averages of 67 and 55 percent in reading and math, respectively.

Yet Swan Meadow's teaching principal Randee Craig and her staff, Garrett County members Elizabeth Rees Gilbert, Erica Foley and Arlene Lantz, are just as concerned as other educators with how *No Child Left Behind* mandates confine teachers and steal from them so many of the creative opportunities they need to reach every child.

Fortunately, Swan Meadow's unusual profile has allowed students and faculty to embark on a project that has opened up a world of common history, where discussion, reading, reportage, writing, chart- and map-making, problem-solving, leadership, team work and action research give every child a chance to shine.

The Gortner Oral History Project is a collaboration of the Western Maryland Public Libraries; Sandy Rodeheaver, media specialist; and MSTA members Elizabeth Rees Gilbert, Swan Meadow's middle school teacher, and Dan Whetzel, a history teacher at Allegany High School. Whetzel



*Although they lack some of the benefits of modern life, they also lack the distractions, and that has allowed them to dig deep into their rich traditions and culture.*

had already worked on two oral history projects at Allegany HS, including one about local World War II veterans and another about the silk mill in Lonaconing, MD. Together, with input and support from the community, they took on the major project of documenting the history of Gortner's Amish community.

"Dan had a wonderful relationship with the community," Rees Gilbert said. "I've been here 14 years, and my students can handle the work, so it was a fascinating opportunity for the children, their families and the larger community on many levels."

The project found and seized opportunities educators long for—it beautifully integrates many disciplines; the students can relate to the content; it includes their community; and it is relevant to their lives. It was a perfect fit for NEA's Foundation for the Improvement of Education Student Achievement Grant program, which supports innovative and creative projects that improve student achievement. Rees Gilbert, Whetzel and Kara Thomas Rogers, an assistant professor of folklore and sociology at nearby Frostburg State University who is helping with the project, received \$5,000 in a grant last fall.

"We try to focus on hands-on learning experiences in our enrichment program and the oral history project is perfect—you can imagine all the learning activities we'll address in the process of doing this over three years," Craig said.

"Our students sometimes don't realize how special their lives are because they're living it everyday," she added. This project allows them to process many aspects of their lives intellectually and, aside from the academic gains, it builds self-awareness, pride and self-esteem—issues every middle schooler faces.

The children working on the project are mostly New Order Amish, which means they don't have television, radios, or computers in their homes, don't drive automobiles or wear jewelry. "These children have tremendous responsibilities at home on their family farms," said Rees Gilbert. When they get home, it's cooking, sewing, field and barn work, and caring for younger siblings. Most of the work on the project, including the actual recording of elder family members, is done by students at school, where they can work on computers, brainstorm and organize their research.



Elizabeth Rees Gilbert at Swan Meadow School, where she has taught for 14 years.

Thus far, the project has offered some far-reaching academic opportunities. “We’ve had to make writing process decisions all along,” explained Rees Gilbert. “This morning we thought we had a section about farm machinery all figured out. But it was through talking about it as a group that we realized we needed to narrow the focus to really tell the full story.

“The students asked each other: What kind of machinery is most commonly used on your farm? For what crops? Was the machinery purchased locally from an Amish businessman?

“In the end, we decided to use a crop—corn—to talk about the machines used to plant, harvest and process it,” Rees Gilbert explained. “In 20 minutes, the students had gone from one very broad approach to a more focused one involving the study of agriculture, business and economy. We’re very interested in the economy and how it is changing and what role the students will play in it. The next part of the process will be the research, then getting it all down on paper using our language arts skills.”

The project is slated for three years, but could take longer, Craig said. When it’s finished, each participating student will have recorded the history of their Amish and Mennonite families, and written stories and articles preserving the music, poetry, quilting and weaving techniques, farming practices and Pennsylvania Dutch vocabulary of their heritage. Each will receive their own Family Anthology for current and future generations.

Dr. Wendell Teets, Superintendent of Garrett County Schools, is a strong supporter of the project. “Working under the direction of our teachers,” he said, “our talented students are helping preserve the rich history of our Amish community.”

The students, Rees Gilbert, Whetzel and Thomas will also produce a reference book called *The History of Gortner and Its Present Community* for distribution through the Western Maryland Library System, the Garrett County Public Schools and Historical Society. *Getting to Know Gortner*, another version of the project based on the anthologies and book, will target Maryland students in grades K-12.



For Swan Meadow students and their families, food, shelter and clothing are products of their own industry, skill and labor. By contemporary measures, their options may seem limited by such self-sufficiency, which takes tremendous time and focus. But although they lack some of the benefits of modern life, they also lack the distractions, and that has allowed them to dig deep into their rich traditions and culture. The Gortner Oral History Project is a great example of real learning, the kind that has meaning, and will stay with these students—and their teachers—for generations.



Middle school boys work together in the media center. Collaboration and mentoring is important at Swan Meadow; three classrooms hold first through eighth grades.



## NEA Members Lead Push to Change No Child Left Behind Law

What a difference five years makes!

In 2002, President Bush signed the *No Child Left Behind Act* (NCLB) into law, backed by an overwhelming majority of Congress. This latest version of the venerated *Elementary and Secondary Education Act* (ESEA) was crafted with little input from educators on the front lines, and it showed—in a law that labels and punishes schools with a flawed one-size-fits-all accountability system and severely under-funds federal mandates.

Fast forward to 2007, and the panorama has improved dramatically. Many members of Congress, both Democrats and Republicans, who voted for the law have now changed their tune. Last year's election swept in many new members with more realistic views of the law's impact. More than 100 national organizations have signed a statement calling for major changes and adequate funding. The mounting pressure has caused the U.S. Department of Education to tweak the most egregious rules and deadlines affecting schools and educators.

Much of this shift is due to the hard work of NEA members in Maryland and around the country, who have joined parents, community leaders, and state and local officials in voicing their concerns and pushing for common-sense changes.

Now Congress is scheduled to reauthorize ESEA, and there is a real opportunity to make significant improvements, including increased flexibility and an enhanced focus on improving student learning. In his recent testimony before a joint hearing of Congress, NEA President Reg Weaver argued that ESEA contained many positive provisions prior to NCLB, and that even NCLB has important goals, but that the law as currently crafted desperately needs an overhaul.

"While NCLB has laudable goals that we support—closing achievement gaps and raising student achievement for all—

*"Because the AYP requirements are so slanted, my school was labeled a failing school. It was not because the school's population didn't pass the tests—we did, but one subgroup didn't pass one year, and a different subgroup didn't pass the next year."*

Melissa Dirks, FCTA member  
Brunswick ES Art Teacher

*"The students are concerned about passing the tests, not knowing what they are doing. They are improving in passing the required tests...however, they are doing worse in the tests that I give them, the ones that show true understanding."*

Susan Allen, TABCO member  
Parkville MS Math Teacher

its overly prescriptive and punitive accountability provisions have failed to move our nation closer to those goals," Weaver said. "It has had many unintended consequences, such as narrowing of the curriculum, that have actually moved us away from those goals."

"We believe that every child has a basic right to attend a great public school," explained MSTA President Clara Floyd, "and so we need to do everything we can to make sure that the law includes the things that we know work, such as smaller class sizes and high-quality professional development."

Here are five legislative priorities that NEA and MSTA believe are crucial to realizing the goals of improving student achievement, closing the achievement gaps and providing every child a quality teacher:

### Accountability That Rewards Success and Supports Educators to Help Students Learn

Allow states to use multiple measures of student learning and school success; provide more resources and flexibility for testing students with disabilities and limited English; provide targeted assistance to those schools and districts most in need of improvement; and correct key flaws in the Adequate Yearly Progress (AYP) system.

### Smaller Class Sizes To Improve Student Achievement

Restore the Class Size Reduction program that existed prior to NCLB and provide additional support for school modernization to accommodate smaller classes.

### Quality Educators in Every Classroom and School

Provide additional assistance for educators for professional development; additional compensation for teachers who

achieve National Board Certification, take on new roles to assist colleagues, or work in high-poverty schools; additional compensation for paraprofessionals for taking additional courses; and more time and flexibility for both teachers and paraprofessionals to meet the “highly qualified” standard.

**Students and Schools Supported By Active and Engaged Parents, Families and Communities**

Provide programs that encourage school–parent compacts that clearly outline parental expectations and opportunities,

and incentives to provide parents leave to participate in their children’s school activities.

**Resources to Ensure a Great Public School for Every Child**

Fully fund existing NCLB programs; provide additional funding to develop school improvement programs and assessments that measure higher order thinking skills; and adequately fund vital programs outside of NCLB in areas such as early childhood education, child nutrition, children’s health and child care.

**Fed up? Here are three simple things YOU can do to help make NCLB much more educator-friendly:**

- 1 Send an email to your members of Congress through NEA’s Legislative Action Center: [www.nea.org/lac](http://www.nea.org/lac).
- 2 Write a letter to the editor of your local newspaper. Samples are available at [www.mstane.org/teaching\\_learning/nclb/index.php](http://www.mstane.org/teaching_learning/nclb/index.php).
- 3 Tell your own story about NCLB at [www.nea.org/esea/tellyourstory.html](http://www.nea.org/esea/tellyourstory.html). See the member quotes on these two pages to read what other MSTA members have said on NEA’s “Tell Your Story” page on NEA’s website.

*“I am a Special Education Teacher...having to spend more and more time teaching to the tests rather than providing my students with instruction and activities that meet their individual needs.”*

Jeffrey Wolf, MCEA member  
Churchill HS Special Education Teacher

**A Brief History of NCLB**

1965	The Elementary and Secondary Education Act (ESEA) becomes law, providing increased federal assistance to help disadvantaged students.
January 2002	President Bush signs the last version of ESEA into law, dubbing it the No Child Left Behind Act (NCLB).
December 2003	The U.S. Department of Education eases AYP requirements for schools for the first time.
February 2004	U.S. Education Secretary Rod Paige calls NEA a “terrorist organization” because it is leading efforts to change NCLB.
April 2005	NEA goes to court to try to stop federal authorities from forcing districts to spend their own money on NCLB requirements.
July 2005	Leaders in almost every state have now called for NCLB changes.
July 2006	NEA announces its Positive Agenda for ESEA Reauthorization.
January 2007	NEA now leads coalition of more than 100 education, civil rights, religious, and other organizations to fix NCLB.
September 2007	NCLB is scheduled for reauthorization by Congress.
June 2014	According to NCLB, every child in America is now “proficient.”

## Maryland State Teachers Association 2007 Election Results

### Election 2007 brings new leadership to MSTA's Board of Directors!

"Congratulations to everyone and thanks to all who ran for office this year. New ideas and fresh perspectives are vital to an Association like ours," said President Clara Floyd. "I encourage members to continue to use MSTA leadership training workshops and find a place for themselves as activists in their Local or MSTA."

#### Four elected to MSTA Board of Directors



Yvonne N. Baicich  
Prince George's 5204\*\*\*\*

*"I am profoundly grateful for your support and your faith in me. The next two years will be dedicated to working with our new governor to increase education funding, close the achievement gap, and make life easier for educators."*



Wanda Ruffo Twigg  
St. Mary's 4737\*\*\*\*

*"Thank you for putting your trust in me as a member of the Board. I will always remember that every decision must be for the good of the membership—ESP, teachers and administrators alike."*



Bill Fisher  
Charles 5137\*\*\*\*

*"Thank you for electing me to become your new MSTA Board Member."*

*"Voicing the opinions and concerns of ALL members has always been my pledge and I hope to bring some new ideas to make our profession even stronger."*



Barry D. Potts  
Carroll 4604\*\*\*\*

*"I'm looking forward to meeting more of our members. There is never enough communication sensitizing MSTA leadership to your needs."*

#### Run-off election slated for new NEA Director seat

Due to increased membership, MSTA gained a seat on the NEA Board of Directors. A runoff is required between Evan West and Jim Politis, the two members who received the highest votes. The winner of the run-off election will fill the remainder current term (through 8/31/07) and complete one regular term (9/1/07-8/31/10). Run-off candidate information appears below.

<b>Evan West, Allegany</b>	<b>3491</b>
<b>Jim Politis, Montgomery</b>	<b>2871</b>
Carol Kilby, Prince George's	2790
Barbara Yost, Harford	2516
Write-in	81

#### NEA Director Run-Off Election Schedule

<b>Candidates:</b>	Evan West and Jim Politis
<b>April 13:</b>	Ballots mailed
<b>May 9:</b>	Deadline for receipt of ballots*
<b>May 18:</b>	Nominations & Credentials Committee meets to count votes

Results will be posted on *MSTA OnLine, Members Only*, as soon as possible following the vote count. \*Ballots will include an individual return envelope.



**Jim Politis**  
POSITION Teacher  
LOCAL MCEA  
MEMBER MSTA: 35 years/NEA: 35 years  
ASSOCIATION POSITIONS Local: Board of Directors (2 terms), Leadership Committee Chairman, Contract Negotiations Team MSTA: Board of Directors (2 terms), Legislative Subcommittee Chair, MSTA Budget Committee NEA: Constitutional Convention, Transition Committee, Teacher Bill of Rights

My familiarity with the issues, the culture and the officers of the NEA means I will be at home with the Board of Directors. There will be no steep learning curve before I begin representing and advocating for our members. I know and am known by the current directors, we will make a cohesive team.

I believe we should set as a priority at home the leveling up of salaries, working conditions and representation of all members across Maryland, and as a priority nationally, protecting pension plans and health benefits. These threatened parts of compensation are sometimes overlooked by NEA and often under funded by county boards and state legislatures.

I always advocate for all MSTA members and I look forward to a position to advocate for all educators—and especially for all Maryland Educators.



**Evan West**  
SCHOOL Braddock MS  
POSITION Teacher  
LOCAL ACTA  
MEMBER MSTA: 14 years/NEA: 14 years  
ASSOCIATION POSITIONS Local: EACC Treasurer, Executive Board, Building Rep MSTA: Resolutions Committee, Legislative Committee NEA: Resolutions Committee

I've been an MSTA member and activist for 14 years. The most important position I've held is building rep. Every position I take—every cause I advocate—I first ask: how will this issue impact schools and members at the building level? I have employed this philosophy at every strata of our Association. Help me bring that ground-level leadership to the NEA Board of Directors. Visit my blog at <http://gowest4nea.blogspot.com> and take a look at my thoughts on topics like IDEA and NCLB. Also, take a minute to share what you see happening at the ground level and what you think the NEA should do about it. Go West for NEA Director!

Terry Borneman, Carroll	4413
Sidney A. Hankerson, Somerset	4081
Randy Cerveny, Harford	4080
Joseph Webb, Prince George's	3703
Write-in	115

## NEA Director (Open seat)



Anna-Maria Halstead,  
Carroll  
Ran unopposed\*\*\*\*

*Pursuant to MSTA guidelines, this seat did not appear on the 2007 MSTA Election ballot. The unopposed candidate automatically fills the seat.*

*Thirty-eight active members were elected to attend the NEA Convention as MSTA delegates. Delegates, including administrator and retired delegates, will represent MSTA at the National Education Association's 145th Annual Meeting and 86th Representative Assembly, June 30 through July 5, at the Pennsylvania Convention Center in Philadelphia.*

Ann Ellis, Garrett	3637****
Evan West, Allegany	3527****
Barry Cross, Allegany	3418****
Bill Fisher, Charles	3379****
Rita Cross, Allegany	3307****
Deborah Pappas, Allegany	3274****
Terry Borneman, Carroll	3211****
Maizie M. Bell, Carroll	3145****
Peter H. Singleton, Dorchester	3130****
Susie C. Jablinske, Anne Arundel	3074****
Linda Michael, Allegany	3053****
Sidney A. Hankerson, Somerset	3037****
Rosella Waters, Cecil	3031****
Anna-Maria Halstead, Carroll	2981****
Yvonne D. Gambrell, Carroll	2963****
Judith A. Conly, Cecil	2949****
Art Isom, Allegany	2929****
Elizabeth W. Ray, Harford	2875****
Lisa Alderton-Bailey, Allegany	2855****
Alana Dale Turner, Talbot	2830****
Jim Politis, Montgomery	2749****
Dorina "Dee" Strickland, Harford	2736****
Cathy Cerveny, Baltimore	2732****
Tim Mennuti, Anne Arundel	2694****
Christiana Weiner, Montgomery	2687****
Paul W. Hassler, Montgomery	2660****
Kimberly Anne Oates, Howard	2643****
John P. Reuschlein, Allegany	2622****
Randy Changuris, Montgomery	2613****

Danielle King, Howard	2607****
Dave Russell, Montgomery	2585****
Hugo Jackson, Howard	2577****
Chuck Ridgeway, Howard	2558****
Mavis Ellis, Montgomery	2550****
Joe Staub, Howard	2492****
Evelyn Joray, Montgomery	2489****
Jerome M. Edwards, Washington	2479****
Debra B. Rambo, Howard	2441****
Bernice Chorba, Anne Arundel	2416
John Haddad, Montgomery	2415
Ann Elizabeth Ridgeway, Howard	2394
Charlene L. Haynie, Charles	2334
Bonnie Young, Howard	2329
Kirsten Kinley, Howard	2292
Gregory M. Smith, Howard	2287
Maxine Salah, Howard	2238
Judith Grevious Cephas, Howard	2235
Brian T. Donoughe, Howard	2157
Carol Kilby, Prince George's	2109
Yvonne N. Baichich, Prince George's	2045
Audrey Briscoe, Prince George's	1648
Donald J. Briscoe, Prince George's	1622
Wanda Newman, Prince George's	1581
Fran J. Green, Prince George's	1570
Kimberly E. Johnson, Prince George's	1555
Denise Richardson, Prince George's	1549
Jessica Nichols, Prince George's	1522
Gladys M. Jenkins, Prince George's	1513
Charlie Mann, Prince George's	1481
T'Wana Warrick-Bell, Prince George's	1475
Charlene Artman, Prince George's	1464
Theresa Mitchell Dudley, Prince George's	1453
Sylvia P. Boswell, Prince George's	1449
Brenda Holmes, Prince George's	1442
Melissa Blake, Prince George's	1431
Laura J. Dinu, Prince George's	1419
Kristine Mitchell, Prince George's	1410
Everett G. Hayes, Prince George's	1409
Lucille Tompkins-Davis, Prince George's	1399
Azalene Bell, Prince George's	1398
Roxanne Anderson, Prince George's	1396
M. Dianne Antonielli, Prince George's	1380
Charles Burt, Prince George's	1368
Pearline A. James, Prince George's	1365
Theresa P. Tracy, Prince George's	1364
Amy A. Atwood, Prince George's	1363
LaShaunda N. Haynes, Prince George's	1361
Rose M. Myrick, Prince George's	1350
Lisa Landrum, Prince George's	1326
Myrna Roberts, Prince George's	1316
Bryan L. Bucklin, Jr., Prince George's	1315
Patricia Brooks-Mackall, Prince George's	1305
Rosita Herndon, Prince George's	1300
Roslyn Hamilton, Prince George's	1294

Leah F. Batts, Prince George's	1294
Marilyn Miles Thomas, Prince George's	1291
Corey McPherson, Prince George's	1290
Millette R. Edwards, Prince George's	1288
Matilda C. Carter, Prince George's	1284
Thaxton Etheridge, Prince George's	1283
Blair Todd, Prince George's	1264
Marsha F. Failor, Prince George's	1231
Christopher Budano, Prince George's	1217
Terry Klazer, Prince George's	1213
Sennical Crutchfield, Prince George's	1160
Clarelyn Nelson-Genias, Prince George's	1129
Wendella Babb, Prince George's	1121
Eustace L. Rutherford, Prince George's	1115
Write-in	327

## MSTA administrator delegate to NEA Convention (One elected)

Joshua L. Fradel, Worcester Ran unopposed\*\*\*\*

## MSTA Retired Delegates to NEA Convention (Three Elected)

John David Helmick, Sr., Allegany	459****
Phyllis E. Truitt, Worcester	418****
Betty Makell Coleman, Anne Arundel	407****
Rosalind Lucille Yee, Prince George's	391
Richard Rubino, Prince George's	328
Marcella Kehr, Baltimore	286
Grace James, Calvert	238
Rolonda D. Fields, Charles	156
Write-in	9

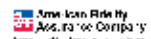
Four asterisks (\*\*\*\*) denote candidate has won seat.

## Are you missing a PIECE OF THE PUZZLE?

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IPMK2006

# LocalLine

HIGHLIGHTS FROM MSTA LOCALS

## Around the State

### Read Across Jamaica?

Ja'nice Wisdom, an MSTA student member at the University of Maryland, is building on a pilot program supporting literacy in Jamaica. Initiated in 2004, the outreach program, called Read Across Jamaica, is hoping to reach the more than 3,000 elementary school children throughout the entire island.

Books are scarce for the children served by Read Across Jamaica. Wisdom's hope is to collect enough books through donations to ensure every child receives a book during the Read Across Jamaica celebration, May 4-9. Throughout the week, books and supplies, including pens, markers and crayons, will be distributed and volunteers will share the joy of reading and the importance of literacy to the young students.

Can you help? Send books for early readers and supplies to MSTA, Attention: Read Across Jamaica, 140 Main St., Annapolis, MD, 21401, or bring them to MSTA headquarters in Annapolis. Deadline: April 17.

### Maryland leading the way to 40K starting salary for teachers

MSTA's statewide salary campaign is focused on securing a competitive salary for all bargaining unit employees, including a \$40,000 starting salary for teachers and a living wage for education support professionals.

"We're excited that we will probably be the first state in the country where every teacher earns a competitive starting salary," said David Helfman, MSTA

executive director. "Along with our pension victory last year, this will elevate our profile as a great place to teach."

Two years into MSTA's campaign, Maryland is well on its way to negotiating a \$40,000 starting salary for certified teachers in every one of its 24 school districts. As of this fall, 17 districts (including Baltimore City) will offer starting salaries of \$40,000 or more. By September 2008, 100 percent of jurisdictions are expected to hit the \$40,000 mark.

The 17 districts slated for a \$40,000 starting salary are Anne Arundel, Baltimore City, Baltimore County, Calvert, Caroline, Carroll, Cecil, Charles, Dorchester, Harford, Howard, Kent, Montgomery, Prince George's, St. Mary's, Talbot and Washington.



### MSTA's annual membership workshop brings 41 Locals together

MSTA membership continues to rise, but recruiting, retaining and igniting their activism takes a lot of hard work and creative spark. At the "Igniting Membership: Recruitment, Retention, Engagement" workshop on March 24, members from every county received hands-on training in how to develop year-round membership plans and local newsletters, organize and activate members for campaigns, and more!



Membership Organizing Committee members Steve Brako, MSTA Board of Directors, Frederick; Rhonda Shaak, Harford; Dawn White, Somerset; Donna Schulze, Howard; and Cathy Grantham, Washington, enjoy the "campfire" at MSTA's Igniting Membership Workshop March 24.



Gail Johnson and Elaine McNeil, Queen Anne's County, and Larry Moore, Caroline, attended a workshop devoted to organizing and applying for grants to promote membership.

Most of the more than 100 members who attended were deeply committed to the idea of strong membership and its impact on progress at the local and state level, but needed training in how to move from theoretical support for growth to the hands-on activities that actually gets a non-member to make the move to join.

"I look at membership kind of like I look at baseball. Baseball always prepares its minor league players for when they move up to the major leagues.



Howard members Danielle King and Brian Donoughe got hands-on training in reaching out to members through newsletter communications!

It's a cyclical process so you're always preparing for your future—things are always in motion," said Eric Strumsky, a Baltimore County teacher at Dundalk ES. "The people before you lay a solid groundwork and it's the same with the Association. If people aren't working at the local level to get our viewpoints to the state level we won't be heard, and it's the same at the national level. Membership isn't a stand-alone entity; it's the people who make up the membership that give it strength. That's why we need to keep growing and stay strong."

MSTA 2007 Membership Organizing Committee: Sandra Raymond, Chair, Montgomery; Ann Ellis, Garrett; Catherine Grantham, Washington; Elton Holmes, Talbot; Joan C. Sabree, Prince George's; Donna Schulze, Howard; Jacqueline Scout, Kent; Rhonda Shaak, Harford; Meme Suznavick, Worcester; Cathy Thomas, Cecil; Ronnie K. Valentine, Queen Anne's; Dawn White, Somerset; Rosalind Yee, retired, Prince George's; Steve Brako, Frederick, MSTA Board of Directors.

## Howard

### Howard County security assistants join ESP unit



Howard County security assistants meet with President Ann Delacy and MSTA UniServ Director Dan Collins at a meeting to discuss priorities for the Association's newest member group.

This year, Howard County Education Association (HCEA) and MSTA welcomed public school security assistants to the Association's ESP unit. One of the few merged Locals (teacher and ESP units combined as one Association) in the state, HCEA has a strong membership, and has worked hard this year to pass a bill to establish "agency fee" status, which will require non-members to pay a fee for the services HCEA provides.

"We're excited to have this new job category. As the needs for security change in our schools, the skills we require change as well," said Ann DeLacy, HCEA president. "Security assistants are on the frontline. Making sure they are safe and have the resources they need is something we take very seriously."

Welcome Howard security assistants!

## datebook

### APRIL 2007

- Public School Volunteer Week 15 – 21
- Earth Day 22
- Reading Is Fun Week 22 – 28
- Mathematics Education Month
- Multicultural Communication Month
- 20-21 Emerging Leaders Academy, Part II
- 28 Leadership in a Changing Environment/Nuts & Bolts of Bargaining

### MAY 2007

- Teacher & Staff Appreciation Week 7 – 13
- National Teacher Day 8
- National School Nurse Day 10
- 4-5 NEA Board of Directors Meeting
- 8 MSTA East Meeting
- 10 MSTA Urban Bargaining
- 13 Mothers' Day
- 14 MSTA West Meeting
- 17 MSTA-Retired Advisory Council Meeting
- 18-19 MSTA Board of Directors Meeting
- 28 Memorial Day  
*MSTA Office Closed*

### JUNE 2007

- 8 MSTA Board of Directors Meeting
- 14 MSTA Urban Bargaining
- 14 Flag Day

## NEA's ESP Conference Highlights

### MSTA's Veronica Henderson named 2007 ESP of the Year!

Veronica Henderson, a longtime member of the Baltimore (County Instructional) Assistants and Clerical Employees and MSTA, was awarded NEA's 2007 Education Support Professional of the Year Award at the annual ESP Conference in Nashville last month.



Henderson, who works in the Baltimore County Public Schools Department of Student Support Services, was cited for her passionate advocacy for homeless children and school employees.

"I believe that it is our duty as responsible adults to help children become the best they can be," said

Henderson. "Very few children are homeless by choice, and that's why I am particularly passionate about homeless children in shelters." She plans to donate half the \$10,000 award to a homeless shelter in her community.

"Veronica is a vigilant protector of the rights of ESP in Baltimore County, and her community work on behalf of the homeless is a humbling example of civic duty," said MSTA President Clara Floyd.

Henderson's duties as NEA ESP ambassador include travel and speaking engagements to peers around the country, including a speech to delegates at NEA's Representative Assembly this July.

"Veronica Henderson is representative of our ESP members across the nation who work every day to ensure that every child attends a great public school," said Reg Weaver, NEA president. "And, like Veronica, our ESP members make a difference outside in their communities."

This year's conference, "ESP: Faces on the Frontline of Public Education," provided ESP with professional development directed at closing the achievement gap, organizing, increasing membership, building solid relationships and more. A special living wage session, called "It's Not Selfish to be Self-Sufficient" was among the highlights.

Pauline Wolf, an instructional assistant at Homestead ES in Harford County, traveled to Nashville with 64 colleagues. She said the topics were important ones for ESP to address, but just as important was the opportunity to meet and learn from peers. "I attended a workshop where we participated in activities specifically for that purpose and it added a new dimension," Wolf said. "So often we attend these things and we sit with people we know, we take notes and then we

leave. I think that experience of getting to know and share with each other was as important as anything else we did."

This year, members from Anne Arundel, Baltimore, Calvert, Cecil, Frederick, Garrett, Harford, Howard, Prince George's, St. Mary's, Talbot, Washington, and Wicomico counties attended the three-day event. If you're interested in learning more about the conference or attending in the future, contact your Local president.

**Correction:** In the March issue of ActionLine, Harford County was missing from the list of Local Associations sending representatives to NEA's ESP Conference. ActionLine regrets the omission.

## "It was amazing to have a special day just for ESP!"

Joe Shade, St. Mary's County

ESP from across the state attended MSTA's first-ever Professional Development Day, where the serious issues of school safety, respect, student discipline, and employee rights and responsibilities were addressed specifically as they affect education support professionals.

The first stop of the day was a welcome from both President Clara Floyd and Executive Director David Helfman, followed by a special video bringing greetings from a traveling Reg Weaver!

It was a full house at the Power & Respect Workshop, where Vera Loyd, MSTA School Reform specialist, reminded attendees of their unique status. "You are fully 40 percent of the school workforce, with an average of 11 years of experience! You are a dedicated workforce—an asset to each of your school districts!"

Other workshop topics included: ESP rights and responsibilities; crisis response; disciplinary issues; workers' compensation; identity theft protection; managing student discipline; stress management; and NEA's Member Benefits programs.

## MSTA tackles class size

Before anything can happen on the hot button issue of class size, the state must agree on a definition. In Maryland, as in many states, collection of class size data has been sketchy and incomplete, and therefore confusing *and* misleading. It's this bottom-line "concrete definition" of class size that is, arguably, the roadblock to real action.

Studies consistently show inevitable achievement gains for minority students and those in the lower grades when class sizes are smaller.

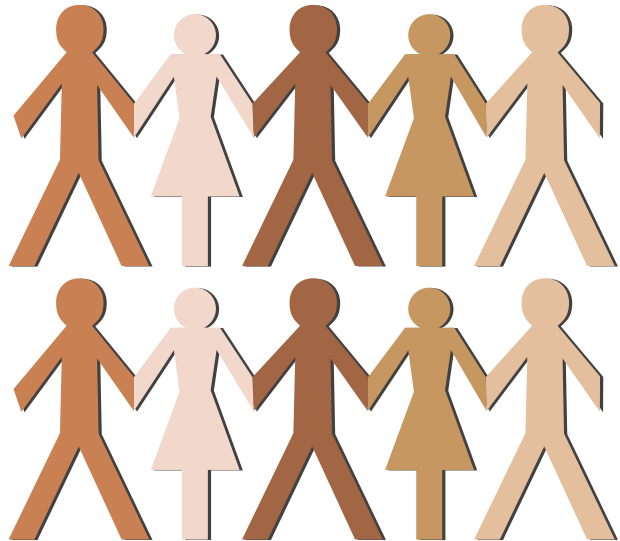
The biggest problem right now is that the traditional method of collecting data uses the Pupil-Teacher Ratio (PTR)—a simple calculation per school building of the number of students divided by the number of professionals (counselors, administrators, librarians, etc.)—not a clear accounting of the number of students for whom a classroom teacher is responsible. The skewed result of the PTR can appear to reduce the actual number of students in a teachers' regular classroom by up to 10 students per class, according to Reduce Class Size Now\*, a website devoted to the issue.

"Just as teachers have learned how using action research can help target the real issues behind student achievement," said MSTA President Clara Floyd, "studying class size, backed by irrefutable research, can help us target very specific districts, and even schools, where aggressive action needs to be taken to make sure our youngest students have the foundation for optimum achievement."

This year, MSTA introduced legislation, Senate Bill 478 and House Bill 439, asking lawmakers to formalize data collection to reflect what have become commonly adopted standards. This is a first step toward fulfilling a New Business Item passed by MSTA's October Representative Assembly, which requested the Association pursue legislation making class size a permissive subject of bargaining by Local Associations and boards of education.

Even with the support of accurate data, bargaining class size will only work if there is a way to support implementation: more qualified teachers, more classrooms and more funding.

The Tennessee Project STAR tracked 6,500 K - third-grade students who attended classes of 15 to 17 students. They outperformed their peers academically and had fewer discipline problems. They also outperformed their peers in reading, math and science all the way through high school, even though they had gone back into bigger classes after third grade.



In testimony supporting Senate Bill 478, Cheryl Bost, president of the Teachers Association of Baltimore County, reminded the Education, Health, and Environmental Affairs Committee that the General Assembly did in fact establish a class size reduction initiative in 1999, and funded it from 2000 to 2003.

In 2004, that funding was folded into the *Bridge to Excellence in Public Schools Act* (Thornton) foundation amount. Thornton required local school system master plans to account for efforts to reduce class size. "A search of the master plans for class size, however," Bost told the committee, "showed that the language is quite vague, and most often does not reflect if local boards of education are making progress in reducing class size."

Every educator knows the benefit of small class sizes and public support is strong, but until accurate data is collected, local jurisdictions will continue to run from the discussion, fearing both funding shortfalls and accountability. The result will be that our youngest students will continue to be at risk for future academic struggle.

Visit *MSTA OnLine*, [www.mstanea.org](http://www.mstanea.org), to read MSTA's complete testimony on Senate Bill 478 and House Bill 439.

\*[www.reduceclasssizenow.org](http://www.reduceclasssizenow.org)

## So, how are we doing?



This year, membership is up by 3,000, donations to the Fund for Children and Public Education have grown by 40 percent, and local wage increases in most counties are on the rise.

IF YOU ARE ONE OF NEARLY A THOUSAND MEMBERS who received a lengthy phone call from an MSTANEA pollster in December, you know how interested we are in member opinions.

The results are in from our survey, and the news is quite good. On the heels of the pension victory and a successful general election, member ratings of MSTANEA rose significantly. The improvement spans member age groups, membership categories, political party affiliations, and geographic areas.

The higher ratings are backed up by other measures of our success. This year, membership is up by 3,000, donations to the Fund for Children and Public Education have grown by 40 percent, and local wage increases in most counties are on the rise.

Although the member ratings are encouraging, they're actually the least interesting part of the survey. We asked you to tell us how important some 30 different activities are and then asked you to rate our performance on each activity. Your answers help us focus our attention on activities you consider important, but rate us relatively low on performance.

For example, "Providing adequate support for teachers when children with special needs are included in their regular classrooms" is a huge concern, but you don't think MSTANEA is addressing it effectively enough. Our discussion then turns to developing strategies—bargaining, legislative, professional development, and local coalition-building—to encourage more support for teachers with special needs children in their regular classrooms.

The sidebar on this page highlights other areas you said need more attention. How do you think the Association can best address each one? Although this survey is complete, MSTANEA needs to hear from members regularly to do our job well.

We also asked which strategies you believe are most effective in narrowing the achievement gaps, improving teacher recruitment and retention, and improving the time teachers have to plan and prepare for their jobs. And we asked you how many hours you spend each week above and beyond the hours required by your contract (the average is 14.8).

For those of you who took the time to respond to our pollsters, a heartfelt "thank you." MSTANEA's Board of Directors has already spent several hours reviewing the poll results in detail. We know that we will best honor your generosity by using the results to inform our decisions and, as a result, create a stronger Association.

*On the heels of the pension victory and a successful general election, member ratings of MSTANEA rose significantly.*

### WHAT DO YOU THINK?

Write David:

MSTANEA, 140 Main Street,  
Annapolis, MD 21401  
dhelfman@mstanea.org

## Survey Highlights

Thanks to the nearly 1,000 MSTANEA members who spent time on the phone with our pollsters last December, MSTANEA leaders and staff now have a clear idea of the issues members consider most important.

**Top five issues members rated of "high" importance and rated MSTANEA's performance as "stronger":**

Protecting health benefits

Protecting and enhancing pension benefits

Negotiating higher salaries

Working to increase funding for public schools

Protecting member legal and contractual rights

**Top five issues members rated of "high" importance and rated MSTANEA's performance as "weaker":**

Providing adequate support for teachers when special-needs students are included in their regular classrooms

Reducing class sizes

Developing ways to retain teachers

Seeking more planning time for teachers and IAs

Working for better procedures for dealing with discipline problems

*Look for more information about what we've learned in future MSTANEA publications.*

## MSTA joins forces with Governor, General Assembly in support of Thornton funding

### Governor and MSTA leaders discuss Thornton, NCLB and other issues

On February 23, MSTA President Clara Floyd, Vice President Betty Weller, Treasurer Phyllis Parks Robinson, Executive Director David Helfman and chief lobbyist Diana Saquella met with Governor Martin O'Malley and key members of his staff to discuss the Association's priorities for the current legislative session and long-term agenda.

Floyd and the rest of the MSTA delegation expressed appreciation to the Governor for proposing a Fiscal Year 2008 budget that includes full funding of Thornton legislation and a \$400 million boost in school construction monies, as well as legislation to begin phasing in the Geographic Cost of Education Index (GCEI) promised under Thornton. In turn, Governor O'Malley asked MSTA to help increase public awareness of the positive impact Thornton funding has made on public education.

The Governor also supports several other items on MSTA's legislative agenda, including the creation of task forces to study the Maryland High School Assessments and

successful teacher recruitment and retention programs for low-performing schools, and a bill to develop an independent labor board for school employees.

At the request of the Association, Governor O'Malley is stepping up his public profile around the upcoming reauthorization of the *No Child Left Behind Act* (NCLB). He is sending a letter on NCLB to key members of Congress, Senator Ted Kennedy (D-MA) and Representative George Miller (D-CA), and the Maryland congressional delegation, and is lobbying his fellow governors to support MSTAs and NEAs priorities for reauthorization (*see pages 12-13 for more details*).

## MSTA helps protect Thornton funding from deep cuts

Due partly to help from MSTA lobbyists, staff and members, an amendment to the 2008 State Budget designed to cut the \$567 million promised for the final year of Thornton funding was soundly defeated in bipartisan fashion on March 14.

The amendment, proposed by Calvert County delegate Tony O'Donnell, was opposed by 103 Democrats and seven Republicans. If passed, it would have resulted in statewide reductions in valuable resources for Maryland students, such as:

- ▶ 11,000 fewer teachers hired to reduce class sizes;
- ▶ 12.4 million fewer textbooks;
- ▶ \$175 million less for disadvantaged youth from low-income households;
- ▶ \$40 million less for Special Education; and
- ▶ Insufficient funds for purchasing equipment and supplies for the 37 newly constructed or renovated school buildings that are scheduled for opening this fall.

MSTA's lobbying efforts also stopped legislation backing tuition tax credits for private schools. "This is a thinly veiled voucher program designed to offer tax credits to large businesses who subsidize student tuition at private and religious schools," said Amy Maloney, MSTA lobbyist. "This tax credit will rob public school students of the funding they deserve and need."

### Are you a 5-Minute Activist?

Congratulations to the hundreds of MSTA members who became a *FrontLine*\* 5-Minute Activist this year!



Thanks to you, delegates and senators across the state heard the MSTA voice on important education issues before the 2007 General Assembly. The emails you sent through *Frontline* and *MSTA OnLine* carried MSTA's message on issues such as class size, protecting Thornton funding and corporate tax credits for private school tuition.

*\*See the back cover for more about FrontLine!*

# MyDay



## Michael Warne

Math Resource Teacher/Technology Resource Teacher  
Dennett Road Elementary School  
Garrett County

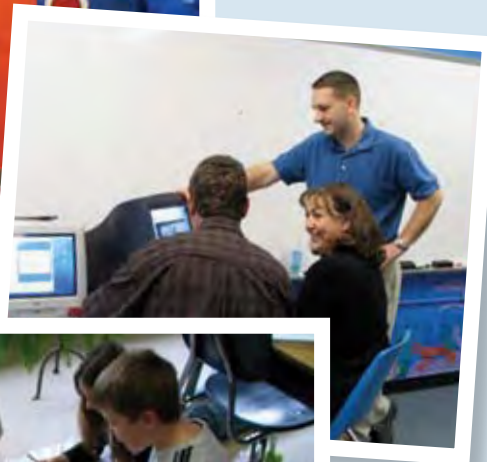
*Michael is an 11-year member of the Garrett County Education Association (GCEA).*



**8:40 a.m.** We do a closed-circuit news broadcast every morning. We cover birthdays, daily notes, weather, character quotes, lunch menus, exercises and the Pledge of Allegiance.



**8:00 a.m.** My school day starts with reading the day's notes on our school intranet. I then do a quick review of my instructional plans for the day, and prepare for the morning news.



**8:50 a.m.** I spend time fixing computer problems throughout our building. I try to prioritize my time by need—sometimes it's our web page, the intranet, building on-line tests, working with teachers on classroom technology projects, or just studying the Voluntary State Curriculum for my own instruction.

**9:50 a.m.** My fourth-grade math class. I teach two fourth-grade math classes before lunch, then a third-grade math class in the afternoons.



**5:00 p.m.** At the end of the day, I return home to these two little ones, Olivia and Natalie.



**1:50 p.m.** For the rest of the afternoon, my day varies greatly, like my mornings. There is always something to be done. Most of our computers are donated, or just old, so we do what we can to keep them going.

## When you need help or have a suggestion, contact your Association Representative at school or:

### MSTA BOARD OF DIRECTORS

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Barbara Yost, Harford  
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Bill Brown, Montgomery  
(S) 301/460-2195 (H) 410/531-6180

Charles Burt, Prince George's  
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Randall Cerveny, Harford  
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Sidney Hankerson, Somerset  
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Jane Stern, Montgomery  
(H) 301/299-4770

Wanda Twigg, St. Mary's  
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Steve Yeash, Allegany  
(S) 301/729-6486 (H) 301/689-9651

### NEA EXECUTIVE COMMITTEE

Marsha Smith, Montgomery

### NEA DIRECTORS AT-LARGE FROM MARYLAND

Veronica Henderson, Baltimore County  
Cherryl Wilkerson, Bowie State University, Student Director

### MSTA STUDENT PROGRAM

Natasha Derdin, Bowie State University, President

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**Carroll** TCH: Barry D. Potts 410/848-0983 • ESP: Sharon Fischer 410/751-3230

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**Charles** TCH: Bill Fisher 301/645-3232

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