

ActionLine

MARCH/APRIL 2013

MARYLAND STATE EDUCATION ASSOCIATION • NEA

**THEN &
NOW:**
A 20-YEAR
LOOK AT THE
CHANGING
FACES IN OUR
CLASSROOMS

**STEM GETS
A \$2 million
boost in
St. Mary's
County**

**A big win
for MSEA—
Fair Share
passes**



**See our
teacher
and ESP
infographics
inside!**

**Donna
Schulze
named
NEA ESP
of the Year**

**Run-Off
Election—
Deadline
May 6**

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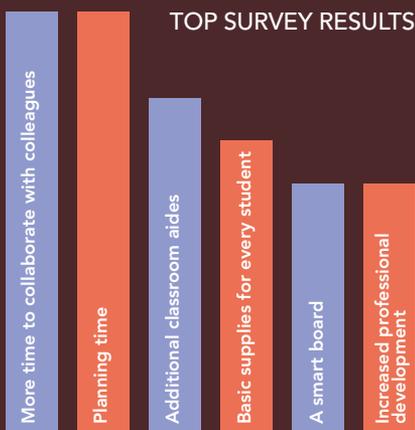
THEN & NOW— The changing faces in our classrooms

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DID YOU TAKE THE SURVEY?

In our last survey nearly 60% of our respondents said “More time to collaborate with colleagues” and “More planning time” would be their top choices if they had more school resources. See the complete results in [DIGITALACTIONLINE, marylandeducators.org/aldigital](http://DIGITALACTIONLINE.marylandeducators.org/aldigital).



departments



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President's Message

Betty Weller, President

Staying focused on your evaluation



Essential to our argument are our serious concerns about the poorly planned timing, implementation, and misalignment of the evaluation system, Common Core, and PARCC assessments.

We know how vital your evaluation is to you and to your career. MSEA has been working hard from the beginning to make sure this critical tool is fair and transparent—and most of all, that it leads to more success for you and higher achievement for your students. It's been a difficult process, there's no doubt about it.

Here's an update: On December 26, 2012, local school systems were required to submit evaluation models for teachers and principals, collaboratively developed by local associations and boards of education, to the Maryland State Department of Education (MSDE) or default to the state model created by the Educator Effectiveness Council. These local plans were the product of months of collaboration that was impressive—and important.

Yet on January 31, nine school systems—Baltimore, Carroll, Cecil, Charles, Frederick, Montgomery, Prince George's, St. Mary's, and Washington counties—received letters from MSDE stating that their local models were “not approvable” because they did not include a requirement that MSA test results represent at least 20 percent of the evaluation (MSAs account for 20 percent in the state model).

Although these local models comply with state law and regulation, MSDE is threatening to toss them out and impose the state model unless they include the 20 percent. In three counties, Dorchester, Garrett, and Howard, school systems revised the models to include the 20 percent on their own, with no consultation with our local associations.

We don't believe that MSDE can make such demands. We are standing with local associations, superintendents, and boards of education and supporting flexibility and respect for local agreements and innovation. Essential to our argument are our serious concerns about the poorly planned timing, implementation, and misalignment of the evaluation system, Common Core, and PARCC assessments.

We've had many conversations with the governor's office, MSDE, and local superintendents, school boards, and our local associations. On March 19, we hosted a meeting with superintendents and local presidents from these 12 counties in hope of finding flexibility for the thoughtfully conceived local models. We left the meeting with a model for the 20 percent that 10 of our counties could work with (see sidebar). Our next step? To get flexibility from MSDE and the U.S. Department of Education in conversations that will happen after *ActionLine* goes to press.

Montgomery and Frederick counties, which did not sign on to Race to the Top and so are not bound by the same evaluation criteria, maintain that they have greater flexibility in crafting their own evaluation systems. MSEA supports this position.

Is this approach a long-term solution to teacher evaluations? I don't think so. We need to gather data and experiences from all counties about how well their evaluation systems and professional development programs are working, then encourage local systems to develop what works best for teachers and students. But, we hope that our efforts now will help us avoid more drastic measures in the short term.

YOUR EVALUATION

WHAT ABOUT THAT 20 percent?

At a meeting at MSEA with local presidents and superintendents on March 19, a model was developed for the problematic 20 percent state assessment portion of the teacher evaluation. The group decided on a model that most of the counties present could work with. Let's see how this breaks down if the model moves forward.

Of the 20 percent, ten percent will be based on MSA scores. Locals could choose one of two options for the remaining 10 percent—a MSA-based performance index, or highly correlated assessments developed by local systems.

Charles County is among the systems that have implemented highly correlated assessments with success, using formative assessments—aligned with state standards—to give them immediate feedback on student progress. Importantly, data from these assessments return to teachers in time to be used to support current students.

This compromise allows for local flexibility in developing local evaluations. However, MSEA remains very concerned about the usefulness of using the MSA particularly because of the misalignment with the Common Core curriculum which will be in place for the 2013-2014 school year.



Check out my video in [DIGITALACTIONLINE](http://DIGITALACTIONLINE.marylandeducators.org/aldigital), marylandeducators.org/aldigital, for a special message from me and Carl Roberts, executive director of the Public School Superintendents Association of Maryland.

ActionLine asked Jenica, Colleen, Shari, and Ben:
Are you able to have an impact in your school on the
issues that affect you and your job performance?

DOES YOUR SCHOOL HAVE
A GREAT ENVIRONMENT
FOR SHARING IDEAS
AND DECISION MAKING?



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the conversation—facebook.
com/marylandeducators



A good administrator

I am able to have an impact at the school level on issues that impact my job and my students. I work with a wonderful administrator who understands that it is important for teachers and educators to be able to make decisions regarding their jobs.

My administrator trusts us to be professionals and because of that I am able to have quite a bit of impact.

JENICA GILL English Teacher, Oakdale High School, Frederick County, Member for 6 years



Our voice is small

There is the School Improvement Team and there's a PBIS program, which only includes teachers. Because there are so few of us [ESPs] in the school compared to the number of teachers, our voice is rather small. So when we have an issue or a complaint, it's, "Oh, it's just support personnel, we'll

look at it later." And sometimes it happens, sometimes it doesn't. More often than not, our issues aren't recognized.

BEN LONG Inclusion Helper, Edgewood Middle School, Harford County, Member for 3 years



An effective school improvement team

At Elk Neck, we have a really wonderful School Improvement Team. We take input from administrators, paraprofessionals, and teachers. We work together to come up with ways to improve relationships with

parents, relationships with students, and relationships with the community and administration. All of us are welcomed and involved in that process.

COLLEEN EDWARDS Elk Neck Elementary School, Classroom Teacher, Cecil County, Member for 8 Years



A democratic environment

We have an impact because we participate in a democratic type of environment where we all have a say. I attribute that to an administration that is willing to listen and cares about what the teachers think. We're in the trenches. When we have issues, we can bring them directly to the table and we can determine what the best course of action is. This is very much teacher-

directed, from the ground up. I feel like the impact we make on students is dramatic because we definitely have buy-in.

SHARI AIGNER Special Education Teacher, Somerset Promise Academy, Somerset County, Member for 7 Years



Watch videos of Jenica, Colleen, Shari, and Ben at [DIGITALACTIONLINE](http://DIGITALACTIONLINE.marylandeducators.org/aldigital), marylandeducators.org/aldigital.

MSEA helps shine a light on student hunger

Making sure students start their day with a healthy breakfast is an issue MSEA has been following all year. MSEA is a partner with the No Kid Hungry campaign which, with Maryland Meals for Achievement, has helped reach more and more students thanks to the innovative breakfast-in-the-classroom approach that removes the stigma of receiving free or reduced price meals.

MSEA Vice President Cheryl Bost joined Governor O'Malley, House Speaker Mike Busch, and Annapolis' Eastport Elementary School staff and students to see firsthand how Maryland's First Class Breakfast program works. "It's obvious when you see virtually every child bright-eyed and full of energy that the breakfast program is making a difference for students and in turn, the success of every teacher," Bost said.

According to the DeLoitte study, *Ending Childhood Hunger: A Social Impact Analysis*, school breakfast does more than provide children

with essential daily nutrition. On average, students who eat school breakfasts have been shown to achieve higher test scores and attend 1.5 more days of school. Research also shows students who attend class more regularly are 20 percent more likely to graduate from high school, and high school graduates typically earn \$10,090 more a year while enjoying a 4 percent higher employment rate.

"With all of the dizzying numbers from this study," Governor O'Malley said at the event, "I think the most important one [is that] children who eat school breakfast on average achieve math scores that are almost 20 percent higher than children who don't get breakfast.

"Of all the innovations that we can implement, the one that squares the most with our heads and with our hearts is the one that affects a child's



MSEA Vice President Cheryl Bost joined students for a First Class Breakfast at Eastport Elementary School.

stomach," the governor added. "We can increase by 17 to 20 percent outcomes for our kids in school, simply by making sure that they are fed in the morning and have breakfast."

"With the help of Governor O'Malley and the General Assembly, an additional 57,000 students will be at their desks, comfortable and ready to learn. But our work isn't finished. There are still high-need schools and hungry students who need a good start."

—MSEA Vice President Cheryl Bost



Watch a video and make more connections with the No Kid Hungry campaign at [DIGITALACTIONLINE](http://DIGITALACTIONLINE.marylandeducators.org/aldigital), marylandeducators.org/aldigital.



STEM focus of MSEA's Women's History Month display

This year's Women's History Month theme—Women Inspiring Innovation Through Imagination: Celebrating Women in Science, Technology, Engineering and Mathematics—focused on the history of women in STEM careers and the promise of a future rich in fulfilling and meaningful work that can change lives, communities, and industry.

Worcester County member Marlyn Barrett, the county coordinator of science instruction, was one of 18 honorees chosen by the National Women's History Project

as "extraordinary visionaries and role models [past and present] in the STEM fields, where women are still noticeably underrepresented."

"STEM fields are opening up more and more opportunities for young women and our public schools are responding with more programs and encouragement," said Linda Linzey, chair of MSEA's Women's Concerns Committee. "We were happy to promote STEM careers in our annual Women's History Month display at MSEA's headquarters in Annapolis."



Listen to the story of the Chinese empress who discovered silk-making and discover more STEM for women resources at [DIGITALACTIONLINE](http://DIGITALACTIONLINE.marylandeducators.org/aldigital), marylandeducators.org/aldigital.

Marylander receives NEA Human and Civil Rights Carter G. Woodson Award

Dr. Judylynn Mitchell, a multicultural expert from Wicomico County, is the 2013 recipient of NEA's Human and Civil Rights Carter G. Woodson Award.

Mitchell is supervisor of the Education That Is Multicultural and ESOL programs at Wicomico County Public Schools and has been influential as an author, educator, fundraiser, and trainer.

The award is presented jointly by NEA and the Association for the Study of African American Life and History for leadership and creativity in promoting Black History Month, for furthering the understanding of African American heritage, and for making significant positive changes in a local community.

NEA's human and civil rights awards program was originally created by the American Teachers Association, which represented black teachers in segregated schools. When NEA and ATA merged in 1966, NEA continued the annual tradition.

Mitchell and other winners of NEA's human and civil rights awards will be honored at a black tie dinner at the NEA Convention in Atlanta, Georgia, on July 2.

Check out these great member benefits from NEA—Visit neamb.com

Red Roof® is proud to offer NEA members a 20 percent nationwide discount on already low rates! Become a member of RediCard®—Red Roof's loyalty program for even more good deals. Go to Red Roof and get your promo code to receive the discount. Safe travels!

It's spring—get some new wheels! You'll find road bikes, sturdy mountain bikes, baby joggers, and the necessary safety gear at Eastern Mountain Sports, where you'll get 15 percent off your order. Get moving!

Check out a few of the current specials from NEA Click & Save, the online discount buying service for NEA members. Start saving now!



Read Across America

President Betty Weller and Vice President Cheryl Bost helped collect books donated by delegates and senators at MSEA's annual Read Across Maryland General Assembly Book Drive at the State House. The books go to school libraries in the legislators' district.



Did your legislators donate a book on Read Across America Day? Find out and send a thank you note at [DIGITALACTIONLINE, marylandeducators.org/aldigital](http://DIGITALACTIONLINE.marylandeducators.org/aldigital).

TAKE A 5-MINUTE



WHAT'S THE TOUGHEST PART ABOUT THE END OF THE SCHOOL YEAR?

Cleaning up? Final grades? Saying goodbye?

Take the survey!
[DIGITALACTIONLINE](http://DIGITALACTIONLINE.marylandeducators.org/aldigital)
marylandeducators.org/aldigital

INNOVATION CELEBRATION! NEA GRANTS FUND MEMBERS' VISIONARY PROJECTS

Eboni Walker and Catherine Moy, teachers at Sargent Shriver Elementary in Montgomery County, received a \$5,000 grant to lead a continuing collegial study of the Sheltered Instruction Observation Protocol (SIOP) to address an English Language Learner population struggling to make consistent gains in achievement. Educators will join a study group and learn to use SIOP to improve ELL student achievement.

Stephen Sell and Marisa Amberg of Montgomery County's Clarksburg High received a \$2,000 grant to broaden the scope of computer science courses by introducing robotic technology. The team will teach foundational computer science lessons while fostering student creativity, critical thinking skills, and basic programming concepts.

At Bradbury Heights Elementary in Prince George's County, **Grand Pacheco**

will use a \$2,000 grant to attend the Future of Learning Institute at Harvard University's School of Education to gain a stronger understanding of the effects of globalization on education, then create a district-wide professional development workshop to share with colleagues.

Montgomery County computer science teachers Marisa Amberg and Stephen Sell received a \$2,000 NEA Foundation grant.



You can receive an NEA Foundation grant to fund your next innovation! Visit neafoundation.org.

Maryland Teachers: A 20-year look

THEN & NOW
1992 2012

It's inevitable. Things change. But rarely have we seen change like that of the past 20 years. New technologies reinvented communication overnight. The needs of industry have shifted before our labor force possibly could. Our environment is heating up like never before and economies across the globe are pushing more and more people into the underclass.

But we don't hear as much about the changes in something as universally important and far reaching as the shifts in the demographics of the public school classroom. Who are our teachers? Who are our students? How have they changed? How are we coping?

The results in the most recent *National Center for Education Statistics Schools and Staffing Survey*—the sixth study gathering statistics on U.S. schools in 20 years—are mirrored in our look at Maryland trends over the last 20 years. Like the country's as a whole, Maryland's teaching force has become larger, older, and less experienced—but only slightly more diverse and female.



ur student body has changed considerably, too. We've seen a tremendous increase in the number of English language learners, a 348 percent increase in Hispanic students, and a 29 percent decrease in white students. Add to that the impact of the recession on the most economically fragile families and the result is a 100 percent increase in homeless students and an 18 percent increase in students who receive free- and reduced-priced meals.

WHERE ARE THE MALE TEACHERS?

"The teaching force is changing dramatically, in very big ways and with very big implications," says Dr. Richard Ingersoll of the University of Pennsylvania Graduate School of Education, one of the authors of *Seven Trends: The Transformation of the Teaching Force*.

Nationally, the schoolhouse is becoming more and more female. In Maryland, while the change is slight over the past 20 years, male teachers still make up just 22 percent of the teaching force and only 23 percent of them are a minority. Even as the diversity of students soars and the social climate cries out for more males for young men to identify with, white women continue, as they have for decades, to dominate the profession.

"Teaching has long been a female-dominated profession," Ingersoll says, "In the past 25 years even more so. In 1980, two-thirds of teachers were female. In 2008 it crossed the three-quarters mark. Now, we may pass the 80 percent mark. In the last

three or four decades, we have had all kinds of other professions open to women, but despite that we've had this surge in the proportion of teachers who are women."

Ingersoll's study sees a trend that may well hit home soon as the demands and pay scales of teachers continue to lag behind other professions. "The job has gotten tougher and tougher. There are more demands on teachers and the salaries haven't really kept up that well with the rates of inflation. So," he adds, "men may choose other options."

Chuck Larkin, a 35-year veteran elementary teacher from Charles County, has seen male colleagues come and go and, he says, the reason they leave is almost always financial. "I don't think they were particularly burnt out by the job, I think they took a look at the salary scale and prospects and thought, 'Hmm, maybe I ought to get into something else.'"

Larkin thinks that moment—when a teacher believes he must move on to earn more money—is where there's an opportunity to retain them. "If we're going to encourage men into the field, we need to emphasize the rewards they're going to have in the classroom. Are they going to find those rewards in their next job?"

"I think that's why we get some male career-changers coming in. They're looking for something a little bit different and maybe the paycheck isn't the biggest draw,"

Larkin says. "Boys need to see that there are men who can be nurturing *and* academic. If we don't have male teachers doing that, then kids don't get the idea that this is something they can do. It is a role model, but a little bit different than what we traditionally think of as the roles men play in teaching. "Society is diverse," Larkin adds, "and we need male teachers to help reflect the society at large."



AGE AND EXPERIENCE

Both nationally and in Maryland, there's been a huge increase in the number of teachers in the classroom; an increase of 33 percent since 1992 in Maryland alone. The demands of special education due to IDEA, the importance placed on smaller class sizes, pre-K, ELL needs, and the focus on STEM areas helps to explain some of this growth. (There's no doubt, however, that the recession moderated this surge through layoffs and program cutbacks. It's yet to be seen if the hiring rate will rebound.)

In 20 years, Maryland's teaching force has grown at nearly double the rate of student enrollment. That's mirrored in the national numbers as well. But, says Ingersoll, while "more and more people are coming into teaching, more and more people are leaving. Teaching has always had a very high turnover among beginning teachers and that's increased over the past decades."

The numbers in our state bear witness to this churn among beginning teachers. In Maryland in 2010-2011, beginning teachers made up 63 percent of new teacher hires. In the same year, 42 percent of those who left teaching had five or fewer years of experience.

"Society is diverse, and we need male teachers to help reflect the society at large."
—Chuck Larkin, Charles County

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s of October 2011, according to the most recent Maryland Staffing Report, more than 30 percent of the state's teachers had five or fewer years of experience and 54 percent had 10 or fewer years of experience. Compare that to the remaining 17 percent of veteran teachers—those with more than 20 years—who have put in the time to develop what Ingersoll calls, “other attributes crucial to the teaching job,” like tried and true classroom management strategies and expertise with special ed and culturally diverse students, parent communications, and how to improve their own teaching practice. These are skills that need to be nurtured in new teachers through the induction programs, mentoring, and camaraderie that veteran teachers can help provide.

A CALL FOR MORE MINORITY TEACHERS

But nowhere is this issue of teacher retention and turnover more distressing than in the area of recruiting and maintaining minority teachers—African American, Asian, Hispanic, Pacific Islander, or other minorities.

Nationwide, the retention of these teachers has been difficult. Ingersoll reports that in 2003-2004 about 47,600 minority teachers joined the workforce, but the following year 56,000 left. The reasons are not surprising. Minority teachers are often placed in hard-to-staff schools and the working conditions there are both highly stressful and highly demanding.

But more important to

their leaving, Ingersoll says, are working conditions. Like all professionals, these teachers look for autonomy and input but didn't find it in their assigned schools. These are the same issues that drive other teachers out of the profession, but they drive out minorities in larger numbers.

In Maryland, minority teachers make up just 24 percent of the teaching force (down from 29 percent four years ago). At the same time, more than half the student population is minority, and growing rapidly. In the past 20 years, the student Hispanic population has grown by nearly 350 percent; the English language learner population only slightly less at 300 percent. This disparity in the proportions of minority teachers and students is a problem, says Luis-Gustavo Martinez, a senior policy analyst at NEA.

“We need to make a greater effort to recruit more bilingual and English as a second language teaching candidates to pursue teaching as a career and to retain and support them once they get into the teaching profession,” says Martinez. “As the number of ELLs continues to increase, and until we reverse the rate of minority teacher growth vs. the rate of minority student growth, more and more general education teachers will face the challenge

of providing effective second language literacy and academic content instruction.

“General education teachers will need practical research-based information, resources, and strategies to teach, evaluate, and nurture ELL students. If we fail, there will be less opportunity for ELLs to succeed academically and graduate high school and achievement gaps will grow.”

This year, delegates at the MSEA Representative Assembly and General Assembly legislators have been calling for action. MSEA President Betty Weller urged the Senate Educa-

tion, Health, and Environmental Affairs Committee to pass a bill requiring MSDE to study the issue. “Despite efforts by some school districts to hire minority teachers, most have faculties that are overwhelmingly white,” she said, “The minority teacher shortage becomes more acute each year.”

“Teaching has always had a very high turnover among beginning teachers and that's increased over the past decades.”

—Dr. Richard Ingersoll

At the 2012 convention, MSEA delegates voted to have the Human and Civil Rights Committee study the issue.

MORE CLASSROOMS SERVING SPECIAL EDUCATION STUDENTS

Another trend that has challenged what a classroom teacher looks like is the influx of special ed students into regular classroom

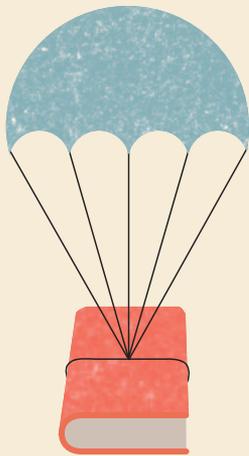
continues on page 14

How many support professionals work in Maryland schools?

43,255

ESPs

Who are Maryland's Education Support Professionals?



What do ESPs do?

581 are **library aides**

796 are **school nurses** and other health professionals

1,958 are **other aides** working in school offices, with student services

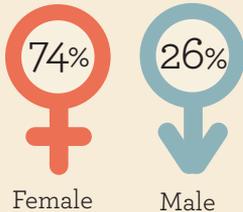
5,452 are **bus drivers** and other **transport personnel**

6,150 are **secretaries** and **clerks**

11,977 are **paraeducators** and instructional assistants

16,341 are **support staff** including technicians, service workers, crafts and trades, laborers

Who's who in Maryland ESPs?



Ethnicity

White	59%
African American	33%
Hispanic	4%
Asian	2%
Multiracial	1%
Native American/Native Hawaiian/Pacific Islander	0%

How much do ESPs earn?

National averages—hourly

1992	2012
\$9.33	\$15.49

Greatest increase in hourly wage: *Skilled Trades, Technical Services, Health and Student Services*

Smallest increase in hourly wage: *Food Services, Security Services, Custodial Services*



How old are Maryland ESPs?

The average age is **49**

5% are ages **15-24** years old.

9% are ages **25-34** years old.

18% are ages **35-44**

34% are ages **45-54**

26% are ages **55-64**

8% are age **65** or more

How do Maryland's ESP earnings compare to neighboring states?

Maryland	#4 in the U. S.
Virginia	#17 in the U. S.
Pennsylvania	#20 in the U. S.

Education of the ESP Workforce

31% have a high school diploma or less

22% have some college

23% have an Associate degree

18% have a Bachelor's degree

6% have a Master's degree or more

Years may vary slightly for some statistics.

teachers

THEN & NOW

1992

2012

How many **TEACHERS** in Maryland?

44,484

59,251 **+33%**

How many **STUDENTS** in Maryland?

736,238

854,086 **+16%**

How **DIVERSE** are our teachers?

The teaching staff is almost entirely white and African American.

Diversity is increasing but not as fast as the student population.

79% White
19% African American
2% Other

76% White
17% African American
7% Other

The largest increases in diversity are among Hispanic, Asian American, and Pacific Islander teachers.

Counties with the most **DIVERSE** teaching staff

65% Baltimore City
32% Prince George's
30% Somerset

65% Prince George's
55% Baltimore City
23% Montgomery

What is the **GENDER** of our teachers?

76% Female
24% Male

78% Female
22% Male

How many **NEW** teachers hired?

2,806

3,695

See the interactive infographic at marylandeducators.org/aldigital.

1992

2012

Teacher CANDIDATES

What Maryland schools had the most graduates?

Towson State
University of MD
Frostburg State U.

Towson University
University of MD
Notre Dame University

Type of DEGREE

Bachelors? Masters? Higher?

Bachelor's
20%
Master's or higher
80%

Bachelor's
45%
Master's or higher:
55%

Years of EXPERIENCE

More teachers have less experience

1-5 years **18%**
6-10 years **13%**
11-20 years **35%**
20+ years **34%**

1-5 years **31%**
6-10 years **24%**
11-20 years **27%**
20+ years **18%**

\$ How much are TEACHERS paid?

1992

2012

\$39,054
Average

\$64,640
Average

HIGHEST SALARIES

Top three average teacher salaries by county

Montgomery \$46,508
Anne Arundel \$40,649
Baltimore Co. \$40,570

Calvert \$74,785
Montgomery \$74,698
Howard \$67,723

LOWEST STARTING SALARIES

\$20,503
Garrett

\$40,400
Carroll

HIGHEST STARTING SALARIES

\$26,748
Montgomery

\$46,410
Montgomery

students

Striking changes in Maryland student demographics

1992

2012

ENGLISH LANGUAGE LEARNERS

12,000

51,900

+330%

HOMELESS STUDENTS

7,132

14,700

+106%

SPECIAL EDUCATION STUDENTS

49% in regular
classrooms 80% of day

68% in regular
classrooms 80% of day

STUDENTS RECEIVING FREE/REDUCED MEALS

25% signed up

43% signed up

TOP 3 COUNTIES FOR FREE/REDUCED MEALS

Baltimore City 63%
Somerset 51%
Allegany 42%

Baltimore City 84%
Somerset 72%
Dorchester 62%

THESE COUNTIES HAD THE BIGGEST INCREASE IN FREE/REDUCED MEALS:

Wicomico 35% Prince George's 32%
Baltimore County 31%



Class SIZE

State averages

2012 | Elementary School **22** per class
Middle School **22** per class
High School **20** per class

The recently released Maryland Class Size Report is the first report on actual class size in 50 years. Maryland's new uniform data collection method began in September 2012. Now, true class size data will be available every year as of September 30. In the past, MSDE reported student/teacher ratio by simply dividing the number of students by the number of classroom teachers.

settings since the implementation of IDEA. Since 1992, there's been an increase of nearly 20 percent in the number of special ed students in regular classrooms 80 percent or more of the time. And, there's been a nearly 20 percent increase in the number in regular classrooms up to 80 percent of the time.

More and more general education teachers are serving special ed and ELL students with little skills or training to do so. According to the 2011 TELL Survey about 59 percent of Maryland teachers report a need for professional development in the area of students with special needs, and nearly half feel the need for additional skills in teaching ELL students.

Educator and Montgomery County delegate Eric Luedtke is the sponsor of House Bill 661, which asks MSDE to make sure that through certification, professional development, or other course work, every general education K-12 teacher has adequate training to work successfully with special ed and ELL students.

In testimony to his House colleagues on House Bill 661, he shared his frontline experience trying to meet the needs of both his special ed and ELL students. "One of the biggest ethical challenges that I have had is when I feel that I'm unprepared to meet the specific needs of a student," said Luedtke, a 2004 graduate of University of Maryland master's in education program. "And in my first couple of years of teaching, I was abysmal at teaching kids with special needs. I've learned over time, but I didn't do my job

because I didn't have the training necessary to do it.

"I have yet to meet one general educator," Luedtke added, "who came into the classroom believing that they were prepared to teach inclusion students and I mentor new teachers every year."

MSEA'S COMMITMENT

"As the makeup of the educator workforce and student body change, our association must change too," said MSEA President Betty Weller. "Our association has continually reimagined and reinvigorated itself throughout our nearly 150-year history. To be relentlessly relevant, we must continue to be responsive to the needs of the next generation of teachers and to the shifting demographics of students, while identifying and advocating for the policies that lay the groundwork for the success of both.

"Education is dynamic and ever-changing—and so is your association. From the policies we advocate for to the professional development we provide, we depend on the voices of all members to set our direction and make sure that we're helping make your job easier, safer, and more enjoyable."

"I have yet to meet one general education teacher who came into the classroom believing they were prepared to teach inclusion students."

— Eric Luedtke,
General
Assembly
delegate and
MSEA member

Watch our *Then and Now* video with Frederick County teacher Jessica Fitzwater and MSEA veteran leader Pat Foerster.

Visit
DIGITALACTIONLINE,
marylandeducators.org/aldigital.



Learn more—See the digital *Then & Now* infographic at marylandeducators.org/aldigital for county-by-county statistics and more interactive features.

Attention Retirees: STAY INVOLVED IN MSEA—BECOME A DELEGATE TO THE MSEA CONVENTION!

MSEA-RETIRED MEMBERS CAN RUN FOR A DELEGATE SEAT AT THE 2013 MSEA CONVENTION.
HERE'S HOW: Complete the Nomination Form below and submit by May 10, 2013.

Retired Delegate to the 2013 MSEA Representative Assembly



If you are a retired member from a local affiliate that does not permit retired members to serve as delegates to the MSEA Convention, and you wish to serve as an MSEA 2013 Convention delegate, you may run for a seat by completing and submitting the form on this page.

You may include a statement of no more than 25 words with your form.

Deadline for receipt: May 10, 2013 • 5 p.m.

Dates to remember:

- May 10** • Deadline for Nomination Forms
- May 17** • Voting begins. Ballots posted on marylandeducators.org/retireddelegates
- June 14** • Voting ends
- June 21** • Results posted at marylandeducators.org/retireddelegates

Nomination Form

Name

Address

City

Zip

Home phone

Cell phone

Email

Local association affiliation
at time of retirement

Letter of intent: I hereby state my willingness to run as a candidate for Retired Delegate to the 2013 MSEA Representative Assembly. I agree to abide by the MSEA/NEA policies and bylaws and to adhere to the Code of Ethics, as adopted by the association.

Date

Signature of Nominee

Mail, fax, email, or deliver to be received by May 10, 2013 to:
MSEA Nominations and Credentials Committee
c/o Kristy Anderson
140 Main Street
Annapolis, MD 21401

Fax 410/263-5730

Email kanderson@mseanea.org



Are you a retired educator?

**REGISTER TODAY
FOR MSEA'S
ANNUAL RETIRED
EDUCATOR'S
WORKSHOP**

APRIL 25, 2013

Join your retired educator colleagues at MSEA's annual Retired Educator's Workshop to hear special guest Laura Feldman, grassroots manager, National Committee to Preserve Social Security and Medicare, speak on the politics of aging.

In addition to Feldman, you'll hear expert presenters on topics such as elder law, computer technology, preventive health, stress management, and more.

Register online at marylandeducators.org/retiredworkshop, or contact Barb France, 443/433-3654, bfrance@mseanea.org.
REGISTRATION DEADLINE: April 14, 2013.

LOCATION: DoubleTree Hotel, 5485 Twin Knolls Rd, Columbia, MD, 21045; 410/997-1060.

MSEA Election 2013

RESULTS: Forty MSEA Delegates to Attend NEA Convention Run-Off Election for NEA Director

VOTE ONLINE—DEADLINE MAY 6

In the first-ever association-wide online election MSEA members elected 40 delegates to represent MSEA at the NEA Representative Assembly and Convention. They will join 9,000 colleagues from across the country July 1–6 in Atlanta, Georgia, to discuss, debate, and vote on association business and policies important to educators, students, and public schools. Find out who is representing you in the list on this page.

Because no candidate for NEA Director received more than 50 percent of the valid ballots cast, MSEA is holding an online run-off election to determine the two NEA Directors. See candidate profiles for top vote-getters Gary Brennan, Frederick County; Mavis Ellis, Montgomery County; and Doug Lea, Howard County on the following page.

WHO GOT OUT THE VOTE?

CHECK OUT THE TOP 10 COUNTIES FOR VOTER TURNOUT IN MSEA'S 2013 ELECTION

TEACHERS: TOP 10 Teacher Local Associations

COUNTY	PERCENT OF MEMBERS VOTING
Charles	47%
Howard	43%
Garrett	40%
Allegany	38%
St. Mary's	35%
St. Mary's/Administrator	31%
Frederick	27%
Harford	21%
Cecil	20%
Prince George's	18%

ESP: TOP 10 ESP Local Associations

COUNTY	PERCENT OF MEMBERS VOTING
Howard	37%
Allegany	35%
Garrett	33%
Carroll	21%
Anne Arundel	16%
Dorchester	14%
St. Mary's	14%
Calvert	12%
Kent	12%
Somerset	10%

VOTE FOR TWO

BALLOTS ARE ONLINE NOW THROUGH MAY 6.

Cast your ballot for TWO candidates at marylandeducators.org/mseaelection2013.

MSEA DELEGATES TO THE 2013 NEA REPRESENTATIVE ASSEMBLY AND CONVENTION July 1–6 Atlanta, Georgia

Doug Lea *Howard*
Paul Lemle *Howard*
Danielle King *Howard*
Hugo Jackson *Howard*
Linda Firman *Howard*
Jenni Yun *Howard*
Valerie Brasswell Jones *Howard*
Maxine Salah *Howard*
Mavis Ellis *Montgomery*
Betsy Johnson *Montgomery*

Michelle Brooks *Montgomery*
Jane Stern *Montgomery*
Laura Brown *Montgomery*
Steve Brako *Frederick*
Jim Politis *Montgomery*
Dave Russell *Montgomery*
Jessica Fitzwater Bigelow *Frederick*
Troy Horsley *Montgomery*
Kathleen Carmack *Frederick*
Betty Smith *Montgomery*

Christiana Weiner *Montgomery*
Glenda Cole-Bobo *Montgomery*
Nicole Cafarelli *Frederick*
Casey Keyser *Frederick*
Christina Abrams *Frederick*
Randy Changuris *Montgomery*
Judith Cephas *Montgomery*
Paul Hassler *Montgomery*
Karen Blackwood *Frederick*
Dionna Ricks *Montgomery*

Veronica Peirson *Montgomery*
Joan Mory *Montgomery*
Joseph Webb *Prince George's*
Liz Barnes Brown *Charles*
Blair Todd *Prince George's*
Brandy Reazer *Montgomery*
Heather Saylor *Frederick*
Matilde Vallejos *Montgomery*
Tawana Lane *Prince George's*
Ryan Hummer *Frederick*

CANDIDATES FOR NEA Director Run-off Election

VOTE FOR TWO: marylandeducators.org/mseaelection2013

VOTE
FOR
TWO

[marylandeducators.org/
mseaelection2013](http://marylandeducators.org/mseaelection2013)

DEADLINE MAY 6



GARY BRENNAN

POSITION: Teacher/Local Association President

LOCAL: Frederick County Teachers Association **MEMBER:** MSEA 26 years/NEA 26 years

ASSOCIATION POSITION: *Local:* President, treasurer, building representative. *MSEA:* Board of Directors, Legislative Committee (chair), Budget Committee. *NEA:* Board of Directors, Representative Assembly delegate.

Public education is the most important equalizer of opportunity in our communities and great public schools are the right of every child. Workers, including those of us in the public sector, have a right to collective bargaining which should not be encroached upon by politicians or policy makers. These are the driving tenets of my association activism.

As educators we have a responsibility to bring our experience, and knowledge to the public policy debates around these issues. Educators must reframe the

debate so support for public education and collective bargaining are not Republican v. Democrat or left v. right issues, but instead receive support from the broad majority of Americans.

I'm running for reelection to the NEA Board of Directors because I want to continue to work with colleagues across the state and the nation to improve this discussion and accomplish the goals of the united education profession.



MAVIS ELLIS

SCHOOL: Springbrook High School **POSITION:** Teacher/Pupil Personnel Worker

LOCAL: Montgomery County Education Association **MEMBER:** MSEA 23 years/NEA 23 years

ASSOCIATION POSITION: *Local:* Board of Directors, Human and Civil Rights Committee (chair), Representative Assembly. *MSEA:* Board of Directors, Human and Civil Rights Committee (chair). *NEA:* Board of Directors, Board of Directors Mid-Atlantic Caucus (co-chair), Resolutions Committee.

As an experienced member of the NEA Board of Directors, I have advocated on policies that govern our union ... how our dues dollars should be spent, what educational issues should be supported or not supported and how to keep our members more actively involved.

I have lobbied on public education policy issues that impact children and all educators ... teachers, ESP,

specialists and other MSEA members. We are the education experts and our voices must be heard!

I am a committed leader willing to work tirelessly to make sure educator issues are fully and equitably addressed while always keeping in mind the students and families we serve. I ask for your vote in January so that I may continue to serve Maryland educators as an NEA Director for Maryland.



DOUG LEA

SCHOOL: Deep Run Elementary School **POSITION:** Teacher

LOCAL: Howard County Education Association **MEMBER:** MSEA 24 years/NEA 24 years

ASSOCIATION POSITION: *Local:* Treasurer, director, committee chair. *MSEA:* RA delegate, emerging leader. *NEA:* National Teaching Fellow, RA delegate, Teacher Quality staff.

If you allow me to represent you, I promise to bring your perspective to the Board. I understand the politics at NEA. I learned how things work and how things get done by spending a year at NEA headquarters as the NEA Teaching Fellow.

Day after day I worked closely with NEA staff and governance on a variety of policy issues. I was core staff to NEA's Commission on Effective Teachers and Teaching where we crafted a vision for the future of our profession and for the NEA.

The Commission's work was instrumental in shaping NEA's major focus on Leading the Profession. The vision: We don't need a seat at the table. We should own the table.

Legislation, professional development, teaching and learning conditions and the misuse of standardized testing are just a few issues facing us. I would be honored to represent you. Your support would be greatly appreciated!

“Don’t let anybody ever tell you that you can’t do it.”

—Donna Schulze, NEA’s 2013 ESP of the Year



PHOTO: BALTIMORE SUN

Donna Schulze, a veteran Howard County member and Phelps Luck Elementary paraeducator, is NEA’s 2013 ESP of the Year.

With fellow Maryland ESP and NEA Director Steven Brooks on one side and NEA President Dennis Van Roekel on the other, a stunned Donna Schulze was named the 2013 NEA ESP of the Year at the annual ESP Conference held this year in Louisville, Kentucky. Schulze thanked her Maryland colleagues and the friends she’s made over the years for their support as she’s fought for issues that have increased ESP visibility across the state.

“ESPs have been fighting to get the word out and we’ve been fighting to change things,” Schulze said. “We still have a long way to go but we are moving forward.”

Schulze, a longtime member of the Howard County Education Association (HCEA) and MSEA, introduced the MSEA bylaw passed in 2007 that changed the name of the then-Maryland State Teachers Association to the Maryland State Education Association. “No other single event demonstrates the impact Donna Schulze has had on MSEA,” wrote Paul Lemle, HCEA president.

“With that campaign,” Schulze added, “ESPs learned how to organize and get our message out. We learned that if you think something is wrong you need to get out there and change it. Don’t let anybody ever tell you that you can’t do it.”

Schulze says her work with HCEA and MSEA has become a vital part of her career. “I got involved because I saw something I didn’t like and I wanted to make a difference. It started with a reclassification of our jobs in Howard County and trying to get better pay,” she said. “Paraeducators were at a pay grade that didn’t reflect the jobs we were doing.

“We organized our members around improving our pay. In the end, almost every group in our bargaining unit got moved up two grades. That was very good for everyone. It helped members and non-members see the value

of our association and it helped us to feel valued and respected.” And, in a county where the teacher and ESP units are merged, self respect and mutual respect are paramount to creating a united front on issues that affect all school employees as well as students and schools.

HCEA is one of the largest of such merged locals in the nation, and Schulze, who served as vice-president for six years, has advice and encouragement for other locals considering joining forces. “You go in looking at what’s best for the students, and what the two groups can do together. It’s like a marriage—you have a dating period where you get to know each other, but then you really get down to the work. Like any relationship, it’s give and take.”

But there are, of course, issues specific to ESPs that Schulze sees as ripe for organizing around for the good of the students and employees. “Privatization is a big threat. At our conference last year, there was a lot of discussion about it and I’ve been hearing some rumblings since about concerns on the Eastern Shore.

“It’s important that we stay on top of this. We’re the easiest ones to cut—dedicated food service workers, all-important custodial staff, skilled bus drivers, and paraeducators like me. It’s very easy to say, ‘We need to find extra money—cut that expense and bring less skilled, cheaper services in.’

“Schools are a very specific environments and not just anyone is suited for our work. We belong here and we need to make sure we stay here.”

“I got involved because I saw something I didn’t like and I wanted to make a difference.”

—Donna Schulze



Get inspired! Watch an interview with Schulze at [DIGITALACTIONLINE](http://DIGITALACTIONLINE.marylandeducators.org/aldigital), marylandeducators.org/aldigital.

St. Mary's STEM program gets \$2 million boost



Seventh grade teacher Peg Johnson and her students work on a project at Spring Ridge Middle School STEM Academy in St. Mary's County.

St. Mary's County is already known for its innovative STEM Academy schools—Lexington Park Elementary, Spring Ridge Middle, and Great Mills High—and for its partnerships with the Naval Air Station, the county's largest employer, as well as St. Mary's College, St. Mary's Hospital, and Northrop Grumman. These partners provide real-world experience to deepen students' STEM experience. With a high demand for scientists and engineers, the county expects the payoff to be a skilled local labor force.

It's been a successful collaboration all the way around.

This year, the school system got an opportunity to expand its STEM programs even more with a new grant of \$2.5 million from the Department of Defense. It's the largest grant the department awards—St. Mary's was one of only three school systems to receive that amount—and enough to purchase 3,500 touchscreen tablets, professional development for teachers, and a STEM project coordinator.

And those tablets, says Peg Johnson, a Spring Ridge Middle School seventh-grade science teacher, is just what students need to delve deeper into the exciting world of STEM studies and careers. The funding is earmarked for STEM for ALL, a new project-based learning initiative which is bringing every St. Mary's student into the STEM fold by deepening their skills across grade levels and schools. With 3,500 tablets, every elementary classroom and every middle and high school science classroom will count tablets among their learning tools.

John Dewey supported the "learning by doing" approach to education in the early part of the 20th century and such project-based learning is now viewed as a model for classroom activity that shifts away from teacher-centered instruction and emphasizes student-centered projects. Project-based learning provides students with rigorous inquiry-focused projects on real-world challenges to make the learning environment one in which students are working hands-on with interactive technology that lets them

dig deeper, keep sophisticated records, and connect with other classrooms and professionals in the field.

As students work on their projects, they become actively engaged in problem-solving, planning, decision-making, and testing hypotheses. In the classrooms of Johnson and her STEM Academy colleagues—where students have bred rats and geckoes, and student horticulturists are currently working on efficient gardening techniques to share with the community—project-based learning is already firmly in place. For Johnson, the great benefit of the tablets will be for the on-site research, sharing, and documentation so important in STEM subjects. "The tablets will allow us to develop a more investigative style of teaching, which is more focused on problem-solving and more team-oriented.

"For teachers, it will be about collaborating and developing real-world scenarios. Students will be able to access real-world data and information. With the tablets, for example, we can go into the field and enter data we collect about the water quality of the St. Mary's and Patuxent rivers and use the GPS to identify our exact location. We can then upload our data onto real sites and our students can become responsible for continuous monitoring—sharing with state-level monitoring groups and other classrooms.

"STEM teachers like me have been working from a past grant which allowed us to get some technology into our classrooms, but we needed a new infusion," Johnson said. "This grant allows us to upgrade, but even more importantly, students in our more than 400 classrooms will now have tablets and better tools to experience, and find relevance in, STEM subjects.

"The potential for deep learning is just tremendous."



Watch a video of Johnson and her students, and learn something about square-foot gardening, at [DIGITALACTIONLINE](http://DIGITALACTIONLINE.marylandeducators.org/aldigital), marylandeducators.org/aldigital.

Fair share means everyone pitches in



You're contributing your fair share to the negotiated benefits and representation services that all educators enjoy. But not everyone is.

Chances are that you—like the majority of educators in Maryland—already work in a county with local provisions for Fair Share representation fees. Fair Share fees create a climate of fairness and equity among educators in these counties. They do not force individuals to join the association; they simply ensure that all educators contribute to the legally required representation and negotiated benefits provided to them by local associations.

Educators in Allegany, Anne Arundel (TAAAC), Calvert (CEA), Charles, Howard, Garrett, Montgomery, and Prince George's counties, as well as Baltimore City, all have these negotiated Fair Share provisions in their contracts. Beginning July 1, they will be joined by the teachers of Baltimore County.

MSEA made a big, successful push this year for statewide legislation that would establish Fair Share provisions as a mandatory subject of bargaining throughout the state. This legislation, which passed the General Assembly and was waiting for Governor O'Malley's signature at press time, will benefit educators no matter what county they live in.

I work in a county that already has Fair Share. Why should I care about statewide Fair Share legislation?

Statewide Fair Share helps keep dues down. Educators in other counties are benefitting from association services without paying for them. When some people benefit from these services without paying for them, it forces the rest of us to subsidize them—no matter what county we live in. Why? Because it stretches the resources of MSEA and NEA, which provide staff and resources to every local association. When resources are stretched by freeriding, it affects the resources that reach locals and the dues that members pay to sustain the level of services that educators demand.

I work in a county without Fair Share and I'm worried that non-members won't be thrilled to contribute to an association whose political recommendations they may not agree with.

It's about fairness, not politics. You're contributing your fair share to the negotiated benefits and representation services that all educators enjoy. But not everyone is. We're asking non-members to at least contribute to the bargaining and representation services that our association is legally required to provide them. We're not asking them to subsidize or support the association's political activities. In fact, political activities cannot be included as part of Fair Share representation fees.

As a member, you benefit from the members-only services that MSEA and NEA provide—professional development programs, legal insurance, discount programs, exclusive publications and resources, and more. Like 80 percent of eligible educators statewide, you're contributing your share. But in counties without local Fair Share provisions, not everyone is. Statewide Fair Share is about ending the patchwork approach and creating equity among all educators.

It's time for common rules across all counties in Maryland. When it comes to Fair Share, it's a simple matter of fairness.

important dates

APRIL

- 15-19 Public School Volunteer Week
- 18 MSEA Southern Coordinated Bargaining Council (CBC) *Charlotte Hall, MD*
MSEA Fund for Children and Public Education *MSEA*
- 19-20 MSEA Board of Directors Meeting *MSEA*
MCEA SPARKS Training *MSEA*
Emerging Leaders Academy Gen IX, Part II *Holiday Inn, Frederick*
- 25 MSEA Retired Educators Workshop *DoubleTree Hotel, Columbia*
- 26 PGCEA SPARKS Training *MSEA*
- 27 Membership Workshop *DoubleTree Hotel, Annapolis*

MAY

- 7 National Teacher Day
- 9 MSEA Urban CBC *Howard County*
- 11 Resolutions Committee Meeting *MSEA*
- 13 MSEA West CBC *Frederick County*
- 14 MSEA East CBC *Easton, MD*
- 17-18 MSEA Board of Directors Meeting *MSEA*
- 27 Memorial Day *MSEA Office Closed*
- 31 MSEA Board of Directors Meeting *MSEA*

JUNE

- 12 Retired Advisory Council *MSEA*
- 13 MSEA Urban CBC
- 26-July 6 NEA Representative Assembly *Atlanta, GA*
- 29 Joint Conference on Concerns of Minorities and Women *Atlanta, GA*
- 28-30 NEA-Retired Annual Meeting *Atlanta, GA*



Learn more about Fair Share in my [DIGITAL ACTION LINE](#) interview with MSEA Managing Director of Political and Legislative Affairs Sean Johnson.

A big win! Fair Share passes General Assembly



“This is the next step in supporting you, the educator, so that you can continue to do the fabulous job that you do with our children.”

—Lt. Governor Anthony Brown

Lt. Governor Anthony Brown championed Fair Share legislation. “This is the next logical step,” he told the crowd.

Nearly 200 educators from across the state came to Annapolis to support fairness for all educators at MSEA’s Emergency Lobby Night to help push Fair Share legislation across the finish line. It’s legislation long-advocated for by MSEA to ensure that all educators pay their fair share for the association services they all receive.

Along with President Betty Weller, bill champions in Annapolis—Lt. Governor Anthony Brown, bill sponsor Delegate Sheila Hixson (D-Montgomery), and House leader Anne Kaiser (D-Montgomery)—rallied the March 27 standing-room only crowd at the Senate Office Building.

“Fair Share will help keep dues down while making sure that educators receive the services, professional development, advocacy, and support you deserve,” Weller told the crowd.

“The work that MSEA does and the work that’s being done in every jurisdiction benefits not only members but non-members as well,” said Brown. “We live in a nation where if you’re going to benefit, you ought to pay your fair share.

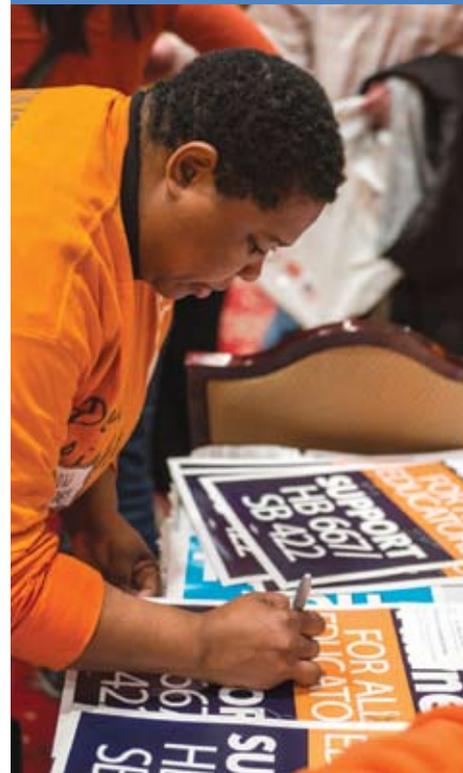
“You are down here because your voice is just as important in Annapolis on Fair Share as it is in the classroom,” Brown added before members left to lobby their delegates and senators. “Are you ready to get Fair Share this year? Let’s go out and get this done!”

That advocacy had a big impact. Less than two weeks later, Fair Share passed the General Assembly and at press time was headed to Governor O’Malley’s desk.

“This is a huge win for Maryland’s educators and for the principles of fairness, local control, and the protection of individual rights,” said Weller.

“I want to thank Lt. Gov. Brown and all of the senators and delegates who fought for and supported Fair Share.”

Members customized “FAIRNESS FOR ALL EDUCATORS” signs with their signatures, then delivered them to senators and delegates.



“This is a huge win for Maryland’s educators and for the principles of fairness, local control, and the protection of individual rights.”

—MSEA President Betty Weller



Watch a video of the Fair Share rally in DIGITALACTIONLINE, marylandeducators.org/aldigital.

Meet **Jessie Jeanne DeLorme**

Jessie Jeanne DeLorme
 Fourth Grade Teacher
 Park Hall Elementary School • St. Mary's County

I've always wanted to be a teacher. After graduating from Towson University in 2007, I returned to teach in the same county I grew up in—St. Mary's. Later, I continued my education by enrolling in a master's program through Towson University. This January, I graduated with a master's degree in Middle School Mathematics.

My students are my family. They are the reason I come to work every day. Over the years, my students have decided to call me their "D (eLorme)-Momma" since they spend so much time with me. They make me laugh each and every day. As my wedding to my fiance, Lance Hood, approaches, they are reluctant to accept I will be changing to their "H-Momma," but are excited to celebrate my wedding at my family's "Next Day" party. I couldn't imagine getting married and not being able to celebrate with my students!



Lance and I conquered the Warrior Dash in 2012 and are signed up for 2013. I love supporting him at his Tough Mudder events, too, with my walkie-talkie and supplies in hand.



Lance and I will be tying the knot on April 20! We are extremely excited to start this next chapter in our lives.



I LOVE to fish. It was always a daddy and daughter activity for me and has continued into my adult life! We love going out on the Wicomico River and catching croaker (yummy!). I recently learned how to scale, clean, and cook my own fish! My dad is proud.



In 2011, I was awarded the Southern Maryland Electric Cooperative Outstanding Mathematics Teacher award for the Southern Maryland Region. I was also named Maryland Council of Teachers of Mathematics Teacher of the Year. Needless to say, I love math!



I love camping and tubing. My free weekends are spent in Harper's Ferry tubing down the river.



Aside from teaching, my true passion is scrapbooking. Each year, I save all of the letters, pictures, drawings, and cards from my students and put them into a scrapbook over the summer. I love looking through my scrapbooks and remembering the wonderful memories each class has given me.



Learn more about Jessie! Watch her video at [DIGITALACTIONLINE](http://DIGITALACTIONLINE.marylandeducators.org/aldigital), marylandeducators.org/aldigital.

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



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(O) 443/433-3673 800/448-6782

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(O) 443/433-3677 800/448-6782

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(O) 410/535-7865 (H) 410/414-8011

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(C) 301/740-4426

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(O) 410/224-3330

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(H) 410/446-9879

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(H) 410/654-4956

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(C) 410/294-9688

MSEA Student Program

KeShanda Golden, Bowie State University

Local Presidents

Allegany TCH: Deborah Pappas
301/729-8280 • ADM: Gene Pustolski
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301/392-0150

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• ESP: Norma Davis 301/620-9217

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Mike Pula 301/334-2355

Harford TCH: Ryan Burbey 410/297-9878
ESP: Victoria Lynn Bridges 410/322-7685

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Walters 410/778-4540 • ESP: Marilyn Green
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301/736-2700 • ESP: Shirley Adams
301/809-0472

Queen Anne's TCH & ESP: Elaine McNeil
410/758-2850

St. Mary's TCH: Anna Laughlin
301/737-2500 ext. 300 • ADM: Alexander C.
Jaffurs 301/475-4252 • ESP: Terrie Butt
301/737-2500 ext. 300

Somerset TCH & ESP: Melvin Higgs
410/651-2285

Talbot TCH & ESP: Andrew Burke
410/763-6931

Washington TCH: Denise Fry 301/797-7682
• ESP: Ann Marie Hines 301/766-8146

Wicomico TCH & ESP: Kelly Stephenson
410/749-2491

Worcester TCH: Helen Schoffstall
410/632-5270 • ESP: Nikki Jackson
410/632-5270

Primary Contact Staff

Allegany TCH: Evan West 301/729-8280
ADM: Dan Collins 410/997-3440
ESP: Louis R. Petronella 301/268-2863

Anne Arundel TCH: Bill Jones, Mark Beytin,
Michael Carrington, Mark Mench
410/224-3330 • ESP: Brad Darjean
410/266-3133

Baltimore County TCH & ESP: Bob Anzelc,
Debbie Banaszkiwicz, Natasha
Eckart-Baning, Danielle Jones, Ray Suarez,
Kathy Wyatt 410/828-6403

Calvert TCH & ESP: Joseph Sella
301/518-1376

Caroline TCH & ESP: Theresa Miles
443/988-8921

Carroll TCH: Dan Chambers 410/848-0983
ESP: Sean McKillop 410/848-0983

Cecil TCH & ESP: Denise Beattie
443/945-5477

Charles TCH: Meg MacDonald,
Courtney Dowling 301/392-0150

Dorchester TCH & ESP:
Theresa Miles 443/988-8921

Frederick TCH: John Gates, Marsha
Meekins, Jennifer Nguherimo 301/662-9077
ADM: Mary Jo Neville 410/997-3440
ESP: John Gates 301/620-9217

Garrett TCH & ESP: Evan West
301/729-8280

Harford TCH: Larry Ginsburg,
Seleste Harris 410/838-0800
ESP: Larry Ginsburg 410/838-0800

Howard TCH & ESP: Dan Collins,
Cheryl McLeod, Mary Jo Neville,
Jephta Nguherimo 410/997-3440

Kent TCH & ESP: Keith Wright
410/763-6923

Montgomery TCH: Tom Israel,
Jerome Fountain, Jon Gerson, Andrea
Giunta, Andrew Macluskie, Paul Pinsky,
Mary Pat Spon 301/294-MCEA

Prince George's TCH: Lewis Robinson,
Brian Beallor, Susan Lesser, Jamal Miller,
Dorothy Ray, Jimalatic Thomas-Gilbert
301/736-2700 • ESP: Daniel Besseck, Adolfo
Botello, Angela Thomas 301/809-0472

Queen Anne's TCH & ESP: Keith Wright
410/763-6923

St. Mary's TCH & ESP: Liz Purcell
Leskinen, Courtney Dowling
301/737-2500 ext. 300 • ADM: Meg
MacDonald 301/392-0150

Somerset TCH & ESP: J.C. Parker
410/749-2491

Talbot TCH & ESP: Keith Wright
410/763-6923

Washington TCH: Carlos Mellott
301/797-7682 • ESP: Sean McKillop
301/797-7682

Wicomico TCH & ESP:
Marinus van Kuilenburg 443/859-7073

Worcester TCH & ESP: J.C. Parker
410/546-9313

MSEA Mid-Shore Regional Office
Keith Wright 410/793-6923

Program Staff

140 Main Street
Annapolis, MD 21401
800/448-6782 • 410/263-6600
marylandeducators.org

Executive

David E. Helfman, Executive Director;
Angela Booker, Donna Holland, Maura Taylor

Center for Business, Policy, and Operations

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EDITOR
Casey Newton

DESIGN
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COMMUNICATIONS ASSISTANT
Hallie Andrew

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