

FRIEDRICHS
WHAT IT MEANS

MSEA'S 2016
ELECTION

TESTING
TIME TO LEARN

ACTIONLINE

The Magazine of the Maryland State Education Association Volume 16 Issue 3 February 2016



**The
Member
Issue**

YOUNG ACTIVISTS

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SPECIAL FEATURE ►

YOUNG ACTIVISTS

Meet seven young educators who are setting the tone of 21st-century public education activism. You'll find them—and others just like them all across the state—lending their voice to the professional, social, and workplace issues that affect their students, schools, communities, and professions.



CONT

4 UP FRONT

It's no secret: standardized testing takes far too much time away from learning, preventing students from enjoying a well-rounded education and placing unhealthy levels of stress on them. MSEA members are leading the way to end the culture of over-testing so we can focus on what really matters for students. Learn more and read MSEA's common sense recommendations presented to the state commission on standardized testing.

6 SHORT TAKES

What is fair share and Friedrichs v. California Teachers Association? The Friedrichs case is funded by several Koch brothers-affiliated foundations on behalf of a handful of California teachers. They are asking the court to overturn a nearly 40-year-old precedent that said charging workers who do not belong to the union a reduced "fair share" fee prevents those non-members from free-riding. Activist Jennifer Bado-Aleman explains why fair share is so important.

Learn more! Read the digital edition of ActionLine at marylandeducators.org/DigitalAL for premium content, links, videos, and more.



MSEA'S ANNUAL

Martin Luther King, Jr. celebration is always a good time to reflect on what we've accomplished and renew our purpose for what we still hope to do.



At this year's celebration, one of the things we discussed was how Dr. King realized early on that the civil rights movement was far more than one man, one woman, or one moment. If it was so reduced, it would never succeed. Instead, he committed himself to a lifetime of not only non-violent action, but collective action.

As a union, we too focus on collective action. Our union isn't mine, it isn't yours, it's all of ours. It's a trust, passed down from the educators who came before us, that we will do our best to strengthen and improve our profession and the lives of our students. Our association has been strong for 150 years because we take that trust seriously and we take the need for collective action seriously.

That's why I'm so excited about this issue. It highlights the work of so many members from across the state—new to the profession or recently retired, fighting for less testing or social justice, running for state office or to represent MSEA on the national stage. Our future is bright because of the work, ideas, and passion of the members highlighted in this issue—and of so many more working tirelessly in every corner of Maryland.

We are all a part of making our union successful. Take that next step, whatever it is. Go to a board of education meeting, a rally, or join us to speak with legislators here in Annapolis. Speak with your friends and neighbors about the importance of supporting great public schools. Join a committee. Don't let the fear of taking small steps rather than big ones stop you.

We're in the business of empowering our members to make a positive difference in their professional lives and those of their students. What difference can we help you make?

Betty H. Weller
MSEA PRESIDENT

Watch Betty's video at
marylandeducators.org/DigitalAL
Contact Betty at
bweller@mseanea.org

EVENTS

17

MSEA 2016 ELECTION

The power and influence to make a difference in public education doesn't just happen. An active and involved membership and strong, effective, and dedicated leadership is key. Vote for your union leaders in the MSEA 2016 Election. Read the profiles of candidates for NEA and MSEA directors and instructions for online voting.

MSEA FIGHTS FOR COMMON SENSE TESTING

When MSEA members and leaders presented before the state commission on standardized testing on January 11, they were backed by six months of work from more than 130 members from nearly every one of Maryland's school districts. These members had formed local Time to Learn (TTL) committees to collect data on how many mandated standardized tests existed at the local level, how long they took, and whether their colleagues found them useful. They spoke to or surveyed thousands of members, creating the most in-depth, accurate data on mandated standardized testing in Maryland.

Members collected data for every single grade in every county in the state: 336 grade/district combinations in all. The TTL committees' findings were alarming—in some districts, students in certain grades had more than 50 hours of testing a year, far beyond the U.S. Department of Education-recommended 2% of instruction time (21.6 hours in Maryland). The data shows that on average, Maryland students sit for more than 200 mandated standardized tests during their K-12 career.

Ten TTL committees developed custom surveys to find out which locally mandated tests informed members' instruction and which did not. More than 5,400 survey responses came back. Are you surprised by the results?

Time to Learn Committee Survey Results



Teachers said that **70%** of tests use resources that would otherwise be used for learning.

40% of mandated tests came with at least one practice test—further eroding instructional time.

Teachers rated the instructional value of **65%** of mandated tests poorly, as a 1 or 2 out of 5.

Only **13%** of tests were rated highly, as a 4 or 5 out of 5.

Teachers said that **67%** of the mandated tests they administer do not inform their instruction.

MSEA MEETS THE COMMISSION

When MSEA met with the 19-member state commission on standardized testing, we didn't just share the Time to Learn committees' findings, we also offered ideas to address educators' concerns through legislative action and adopting the successful efforts of other states to improve the efficacy of testing for students, educators, and schools (see facing page).

Commission members heard from four strong advocates for common sense testing: members Betsy Perry (Montgomery County), Rachel McCusker (Carroll County), Melissa Dirks (Frederick County), and Diane Bachek (Howard County).

Congress' recent passage of the Every Student Succeeds Act creates significant flexibility for states to cut back on the overwhelming focus on testing that was a hallmark of the No Child Left Behind era. "We again have the opportunity and perhaps the responsibility to lead the way toward the common sense use of testing and assessment in our schools," testified McCusker, an elementary music teacher and Carroll County teacher of the year.

Addressing the inequity of having to administer mandated standardized tests to even significantly developmentally disabled students, special educator Betsy Perry told the commission, "How are these students who are functioning at a level that is not even school aged going to benefit from these tests that are based on grade level standards? For our most severely impacted students, standardized tests largely do not provide us with instructionally informative data that we can use as educators to help our students." Stay tuned for the commission's final report due July 1.

Members Betsy Perry, Rachel McCusker, Melissa Dirks, and Diane Bachek at the House of Delegates in Annapolis where they testified in front of the state commission on standardized testing on January 11.



MSEA'S COMMON SENSE RECOMMENDATIONS

It's no secret: standardized testing takes far too much time away from learning, preventing students from enjoying a well-rounded education and placing unhealthy levels of stress on them. MSEA members are leading the way to end the culture of over-testing so we can focus on what really matters for students. How do we get there? Here are MSEA's recommendations to the state commission on standardized testing:

- **Collect and report accurate testing data annually** Create teams at the state and local level that includes educators so there's full clarity about what tests are mandated.
- **Be collaborative** Establish state and local Assessment Task Forces to evaluate what tests are truly useful to educators and students.
- **Adopt a testing cap** Prevent testing overkill by limiting mandated standardized testing to no more than 2% of instructional time, as recommended by the U.S. Department of Education and as seen in New York.
- **Be transparent** Provide monthly reporting to parents about mandated standardized tests in each school district.
- **Be innovative like New Hampshire and New York** Push to secure one of the seven slots in the Every Student Succeeds Act (ESSA) to evaluate whether teacher-driven performance-based assessments are more useful than PARCC.
- **Eliminate duplicative high school testing** As permitted in ESSA, allow districts to replace PARCC in high school with the SAT, ACT, or Accuplacer.
- **Be fair to special ed students** Allow for the opt-out of any testing for special education students/parents when an approved-IEP accommodation is not allowed.
- **Change the KRA to a sampling test** There's no need for every kindergartener to take this highly disruptive test. Sampling will allow for the collection of valid data to assess early education options and allow thousands of kindergartners and their teachers to focus on learning rather than testing.



LOCAL/MSEA/NEA-RETIRED MEMBERS WORK TO:

- Protect and improve retirement, pension, and health benefits—including state pensions, Social Security, and Medicare
- Improve public education through mentoring, literacy, and intergenerational programs and activities
- Achieve legislative and political action goals for education and education employees

RETIRED MEMBERSHIP INCLUDES NEA MEMBER BENEFITS, SUCH AS:

- Insurance programs
- Credit programs
- Loan and mortgage programs
- Deposit savings accounts
- Investment programs

ENGAGED • ACTIVE • RETIRED

Organizing a strong retired membership that can play an active role in the future of public education is the focus of new efforts by educators who have received MSEA's Innovative Engagement and Organizing (IEO) Grants in Baltimore and Charles counties.

NEA-Retired membership today is more than 300,000. Through their local, state, and national associations these educators play an important role in the future of the profession by focusing on issues that matter to all educators.

In Baltimore County, the new Teachers Association of Baltimore County-Retired (TABCO-R) increased its membership by 50% in just one year—proof positive that retirees are ready to be engaged and active on issues that matter to public educators.

When the group activated a six-year-old bylaw to form a retired membership unit in December 2014, they created a committee charged with building the group. Within their first few meetings, that committee created a mission statement, a logo, a motto—Retired, Not Expired!—and a long-term plan that includes the launch of TABCO-R, member recruitment, providing meaningful information and networking opportunities, and involving members in ways that benefit active and retired educators. At the annual TABCO Retirement and Recognition Dinner in May 2015, retired members staffed a table with information and applications and recruited

members. As a follow-up, they sent information and applications to more than 1,000 previously retired TABCO members. On the docket for this year is a survey about topics of interest for workshops and events, a member breakfast and workshop, outreach to retiring members, and social events.

“We have passion and commitment,” wrote committee members Angela Leitzer, Carol Dann, Stephanie Foy, Cindy North, Barbara Tyler, Mary Ellen Vecchioni, and Cheryl Vourvoulas. Their impressive increase in membership is evidence of that.

In Charles County, tapping the resources of retired educators is the goal of the Education Association of Charles County (EACC) effort to build a strong and accessible retired organization.

Challenged by the visibility of the Charles County Public School (CCPS) Retired group, EACC members, led by President Linda McLaughlin, and retired members Liz Brown (a former EACC president) and Charlene Haynie, discovered that many educators who joined the CCPS group simply didn't understand the difference between the CCPS and the EACC/MSEA/NEA-Retired groups.

McLaughlin, Brown, and Haynie sought and received the help of an IEO grant to build EACC-Retired. Their plan is to inform current and future retirees about the benefits of the program; survey them to find out what they

need and want; and create opportunities for workshops, social events, and networking opportunities.

That retirees were missing out on so many NEA Member Benefits was one of the concerns of EACC. Another was the loss of strong, experienced advocates on public education issues. The grantees said efforts would focus on “organizing EACC retired members so that we will have yet another set of educators to stand up and speak for public education. We would like to create a pool from which to draw a ‘rapid response’ team to help EACC organize for rallies, hearings, and other collective action.

“We want to have a network of our skilled veterans to help mentor active teacher members, further our political and legislative agendas, and who will become a supportive community of retirees with a common interest—public education.”

Learn more about the benefits of retired membership at nea.org/retired. Interested in joining your local or MSEA-Retired? Contact your local association.

WHAT IS FRIEDRICHS VERSUS CALIFORNIA TEACHERS ASSOCIATION?



Jennifer Bado-Aleman, Montgomery County, attended the opening day of oral arguments in *Friedrichs v. California Teachers Association* and has been involved in the fight for fair share.

Currently, public employees are free to choose whether or not to join a union. Twenty-three states allow unions to charge non-members reduced “fair share” fees that strictly cover the costs of representation and contract bargaining that the union is legally required to provide for all workers.

The *Friedrichs* case is being brought by the Center for Individual Rights, a far-right organization funded by several Koch brothers-affiliated foundations, on behalf of a handful of California teachers. They are asking the court to overturn a 1977 precedent—*Abood v. Detroit Board of Education*.

That decision said that charg-

ing workers who do not belong to the union a reduced fair share fee prevents those non-members from free-riding. By law, the union represents all workers in contract negotiations and labor disputes. If the court bans fair share, it will mean that some workers will have to pay for the benefits enjoyed by all workers.

Some states have already made fair share fees illegal, and the result has been lower wages and worse benefits. In states without full union rights, the average worker makes \$1,500 less per year and is much less likely to have health insurance.

Learn more about fair share in this Q&A with Montgomery County fair share activist Jennifer Bado-Aleman:

Q: Why are you so passionate about this issue?

A: I’m passionate about the issue of good unions for educators because I believe in the importance of having educators’ voices heard and those voices are stronger when they’re together.

The *Friedrichs* case may result in a decision that could impact my union’s ability to collectively bargain fair contracts for me and all of my colleagues—union members *and* non-members. This is not about forcing anyone to join a union or about supporting political advocacy; it’s simply about having all those who would benefit from collective bargaining pay their fair share of those costs.

The contracts are important and necessary to our work because they include terms that are critical to allowing us to be effective educators, such as having planning time to be able to develop enriching lessons and to grade assessments for improved student learning. Those are critical parts of our work that aren’t always seen or considered by those who aren’t in the classroom.

Q: What impact will a decision in *Friedrichs*’ favor have on workers’ rights and unionism?

A: A decision to reject the *Abood* precedent would make it more difficult for unions like ours to do all of the things that help set our students on paths to brighter futures. It would also impact some of the parents of the students we serve who are public service workers, such as nurses, firefighters, or librarians. That kind of work, just like teaching, holds our communities together, and workers deserve to have fair rights and wages.

Q: What impact will it have on education and the profession?

A: It’s important to keep in mind that unions and contracts are about more than salaries and benefits. This is not to say that those components aren’t important, because they are. But my contract and my local union, for example, also focuses on how to support teachers and how to encourage professional growth.

Because of my union and my contract, I had support in my first year of teaching from a consulting teacher, I’ve earned National Board Certification, and I’ve participated in professional development that has helped me grow as a leader.

These experiences have been critical to my professional development as an educator. And if we want the education profession to be elevated, and for educators to be recognized as professionals who lead from the classroom, that’s the type of work we need. That work happens best when it is led by educators, and when we are united in doing it.

VETERAN EDUCATORS ARE OFTEN
THE HEART, SOUL, AND SAGE
ADVISORS IN THEIR EDUCATION
COMMUNITY, INCLUDING THEIR
UNION. AS THESE EXPERIENCED
BABY BOOMERS RETIRE, EXPERTS
ARE CALLING FOR UP TO TWO
MILLION NEW EDUCATORS TO BE
HIRED. WHO WILL LEAD THEM?

YOUNG A



IT'S YOUNG EDUCATION ACTIVISTS LIKE THE SEVEN FEATURED HERE WHO ARE TAKING ON THE PROFESSIONAL CHALLENGES OF THEIR CAREERS—CHALLENGES THAT AFFECT EVERY EDUCATOR WORKING TODAY. THEY'RE WORKING HARD WITH THEIR UNION AND BUILDING RELATIONSHIPS WITH COLLEAGUES AND THEIR COMMUNITIES TO FIND SOLUTIONS.

ACTIVISTS



GENESIS CHAVEZ

JOANN LELECK ELEMENTARY SCHOOL AT BROAD ACRES
MONTGOMERY COUNTY EDUCATION ASSOCIATION

AGE: 26

My educational experience was difficult. I was disenfranchised in many ways. My family was Spanish speaking only, and although I was born here, I entered Head Start with no English. This limited the ways in which my family could engage with my education. My socioeconomic status was also a factor that contributed to the inequitable experience I had in school.

Our education system is built in a way that our parents' support plays a big role in our ability to grow as learners. If our parents' main concern is simply meeting basic needs, that alone consumes their everyday. I preface this to say that I struggled

academically throughout grade school. Like many other children, I did not have the additional support outside of the schoolhouse nor were my teachers equipped to support me, so my potential remained untapped. This is what compels me to work in the realm of social justice and equity literacy.

My local union has provided me the platform to work to close the racial achievement gap in numerous ways. In 2015, I earned a graduate certificate in Equity and Excellence in Education through McDaniel College (in collaboration with the union and MCPS), and I developed skills in advocacy and teaching using equitable practices.

In 2014, I served as an elected representative on MCEA's Councils of Teaching and Learning where I worked on an equity team to find ways to provide opportunities for teachers to acquire equity literacy skills and work more effectively with students of color and students in poverty. I am currently working on developing a course for new teachers that will prepare them to work with students of diverse backgrounds.

Closing the opportunity gap is even more critical than ever as our country continues to diversify. Our most vulnerable students need us to advocate for them and with them to bring their narratives out of the shadows.

became involved in community organizing out of a feeling of frustration. I've always disliked feeling that we had no voice in issues that affect us. I was ready to drop out of the union because I believed that it was not doing anything for members other than selling us out to the school board.

Then our new local president came to our school and talked with us about the direction he wanted to move our organization—one that really appealed to me. He said the union was always

looking for help in any form. No matter how little it may seem to us, he said, it would make a difference. As I worked with my union colleagues, I found that my opinion not only counted but was valued, and that feeling of value pushes me forward.

I originally tried joining our government relations committee, but since I'm a student myself (I'm a government and public policy major at University of Baltimore) the meeting times often conflicted with my school schedule. Then, I was asked if I would facilitate

meetings for a listening campaign that would bring together parents and teachers to help them understand that they have common interests in improving our schools.

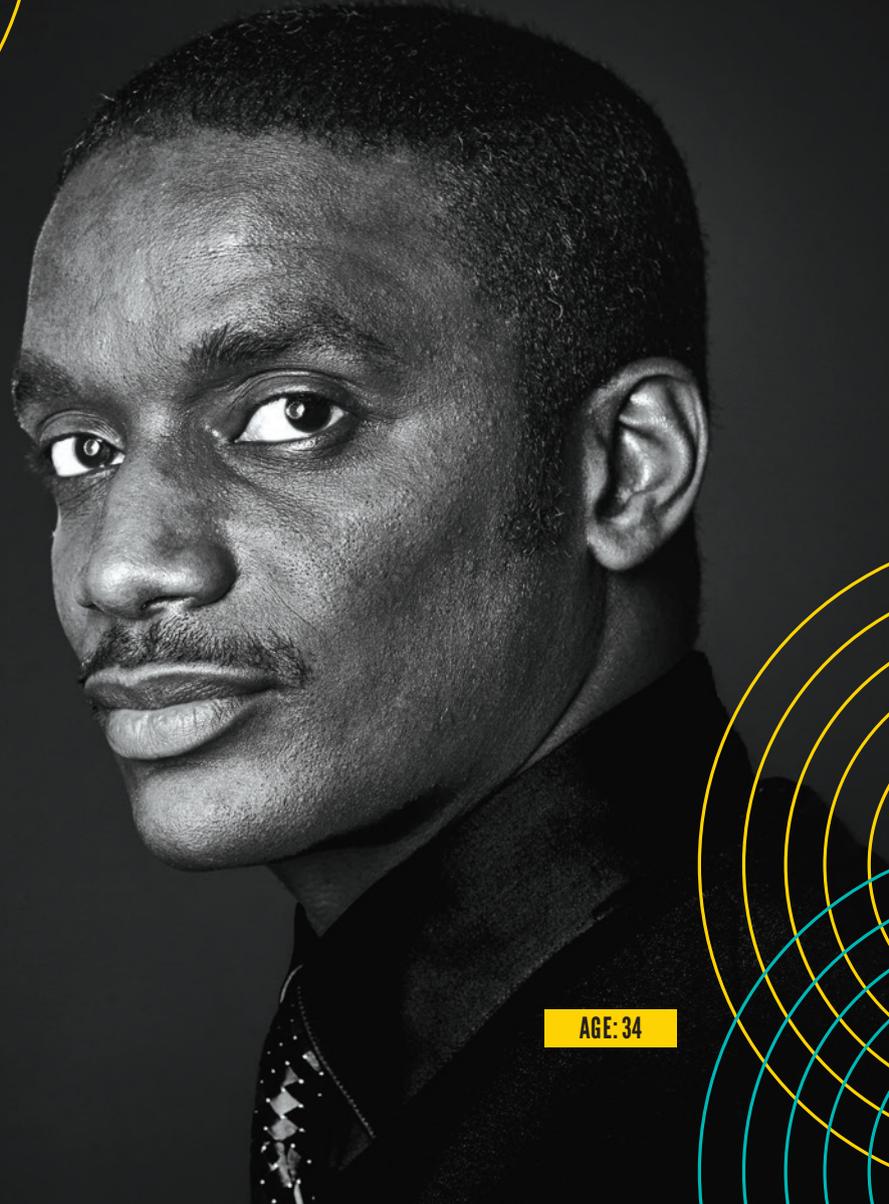
This was the perfect focus for the little time that I have available. Working with HCEA has helped me find and refine my leadership abilities. The organization has provided me with training that allows my natural talents to shine. They helped me find the voice that I was searching for and gave me a forum to be heard and valued.

CURTIS RAMSEY

THUNDER HILL ELEMENTARY

HOWARD COUNTY EDUCATION ASSOCIATION

AGE: 34





AGE: 27

HENOAH HAILU

WHITE OAK MIDDLE SCHOOL

MONTGOMERY COUNTY EDUCATION ASSOCIATION

The amount of positivity that surges from my union is inspiring. In my second year of teaching, Joia Jones, one of MCEA's UniServ directors and I had a one-on-one meeting. She was genuinely interested in who I was as a person and wanted to help me pursue my career as an educator. This led me to form a very strong relationship with the union.

I think we all get to the point very quickly where we recognize that there is much work that needs to be done to improve the state of public education. Our students deserve

the very best that we can provide.

I'm currently in the middle of my second year as the union representative for my school. This is a leadership position made possible by MCEA. In addition to that, I've helped pass out apple ballots to promote education-friendly candidates for local elections, and I was a delegate to MSEA's 2015 Representative Assembly in Ocean City.

I've attended multiple community town halls to support and advocate for public education issues such as affordable housing for families, I'm

on our contract negotiations team, and I serve on a committee that is researching the impact of our county's bell time change. I'm also an ambassador for the Montgomery Institutes, a program that, in partnership with NEA, focuses on organizing the union around professional, social justice, and leadership issues.

Working closely with our union allows us the opportunity to fight for what we believe in. Sitting around and complaining about the current state of education doesn't get us anywhere.

I first became active in MSEA after learning in SPARKS* about the influence that I can have to benefit students, not only in my county, but across the state of Maryland.

My local organization presented me with the opportunity to participate in our Time to Learn Committee to focus on reducing testing for all students. I chose to join because I want to help shape change in policies that impact the amount of valuable instructional time our students are missing due to frequent and high-stakes tests.

Right now, our committee is in the process of collecting information from other teachers throughout the county related to how testing impacts them, their students, and the instructional time that is being sacrificed. We have organized face-to-face meetings to gain support from other educators who also feel passionate about the issue.

In the future, we hope to communicate this information to our local board of education, as well as county and state legislators, so that we can

help shape the change that is needed for our students. It's challenging to collect the data we need across all grade levels, but it's so inspiring to see how educators have dedicated their time and resources to ensure that we have the information we need. My kindergarten students inspire me to be active, so that we can advocate for what is best for them: time to learn!

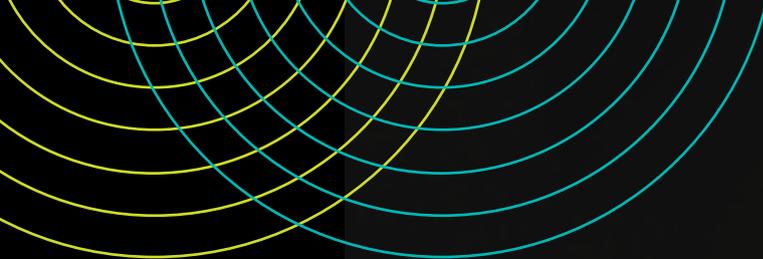
*SPARKS is an association program for early-career educators.

AGE: 24

ERIKA GOODING

HALLS CROSS ROADS ELEMENTARY SCHOOL
HARFORD COUNTY EDUCATION ASSOCIATION





AGE: 34

SHEENA WASHINGTON

OXON HILL HIGH SCHOOL

PRINCE GEORGE'S COUNTY EDUCATORS' ASSOCIATION

My first two years of teaching was a whirlwind of tears, frustrations, and student achievements that will forever remain in my heart.

But can I be honest? As an untenured millennial and minority educator, I didn't feel supported or understood by my union. Then I heard then-NEA Secretary-Treasurer Becky Pringle speak about union activism and persevering in the fight for students. She fueled my transition from a disillusioned union member to an empowered teacher leader.

Beginning with the NEA/Teach Plus Future of the Profession Fellowship, I began to understand that my voice, experiences, difficulties, and triumphs needed to

be shared. The MSEA Summer Leadership Retreat and the MSEA Special Education Task Force became opportunities to connect with colleagues around case management workload challenges.

After gaining organizing insight from the NEA Leadership Summit, I created a Special Education Caucus within my local in Prince George's County. Embarking on a leadership journey to inspire new ways of thinking about educator workload and student services, the Teacher Leadership Initiative (a joint project of NEA, the Center for Teaching Quality, and the National Board for Professional Teaching Standards) provided me with ongoing mentoring

while I studied principles of school redesign and teacher-led schools.

As a first time delegate at the NEA Representative Assembly in Orlando last year, I collaborated with my union partner, Robin Szymanski of Carroll County, to write, edit, and lobby for a new business item (NBI) that called for special educator workload analysis models to be used for collective bargaining. The NBI passed with overwhelming support. I continue to be in awe of the opportunities for leadership that my union has facilitated. I am a proud union member, proud to know that member-driven initiatives are valued, and proud to know that there is a place for my voice and my passions within my association.

Some of my most valuable political experiences have come from working on congressional campaigns, delegate and other local races, and serving as the Maryland Advocacy Chair for the American Diabetes Association where I advocated for bills at the state and federal level.

As a public education activist, I use what I learned from these experiences to help advocate for the rights of teachers and to help shape the discussion on public education.

Because of my solid public education, I understand the transformative role a good education can play. The extraordinary teachers who played a role in my

academic success were a critical part of my great education. I feel it is crucial that we continue to elect officials who create and implement effective education policy that supports great teachers. These officials impact everything from salaries to teacher evaluations to how much class time is spent administering standardized tests. Our union and its membership play a huge role in influencing these decisions.

The government relations committee of FCTA has allowed me to continue my advocacy work on behalf of educators. In my short time as a member of the committee, I have been involved in very exciting work. I have played a part in

the endorsement process for FCTA by helping the committee draft interview questions for our local board of education, and was a member of an MSEA panel that interviewed candidates for Maryland's 8th Congressional district.

In addition to my role in the FCTA and MSEA endorsement processes, I have attended county council hearings in support of FCTA's stance on important decisions that affect teachers in Frederick County, and other political events as a representative of FCTA. At these events, I have been able to talk with local officials, state legislators, and members of Congress about the issues facing teachers.



MATT FERRANTE

URBANA HIGH SCHOOL

FREDERICK COUNTY TEACHERS ASSOCIATION

AGE: 29



AGE: 34

ROBIN BEERS

BENFIELD ELEMENTARY

TEACHERS ASSOCIATION OF ANNE ARUNDEL COUNTY

My path to activism started about five years ago when I became the union building rep. After that I attended our local SPARKS program. From there, I joined the instruction and professional development, public relations, and elementary concerns committees. It was through my participation on those committees that I became aware of the hard and valuable work that my union was doing each day on my behalf.

I am proud to now be serving my first term on our local board of directors. I quickly realized that our association is a place where my voice

is not only heard, but really counts. I've heard so many of my colleagues, both locally and across the state, comment that classroom teachers are too often the last people asked about the policies and programs implemented in schools. By actively participating in association activities, I get to make my voice heard. I have joined fellow activists testifying in front of our board of education and county council. By using my voice to advocate for education funding, pro-education candidates, or other professional issues, I feel empowered to make a real difference in the lives

of my colleagues and our students.

My activism has connected me to educators around the state and even around the country—wonderfully talented and dedicated colleagues I would never have had the chance to meet otherwise. The professional and personal relationships I've developed have contributed to a strong feeling of solidarity that helps keep me going in the classroom each day. It's not an easy time to be an educator in today's world, but it's the perfect time to be an activist.

Ballots are online January 25–February 19!

VISIT
[marylandeducators.org/
MSEA2016Election](http://marylandeducators.org/MSEA2016Election)
CLICK ON THE
ELECTION POP UP.



Please cast your vote today!
We're counting on you!

Vote for your union leaders today. Build your leadership team for tomorrow.

3 EASY STEPS TO VOTING IN MSEA'S 2016 ELECTION

1

Go to marylandeducators.org and click on the Election 2016 pop up or to marylandeducators.org/MSEA2016Election. Enter your member ID and the last four digits of your Social Security number. Don't have your member ID? Check your MSEA ID card or the mailing label of this edition of *ActionLine*. Still stumped? Ask your Building Rep!

2

Follow the prompts. You'll vote in two separate elections for:

- Two NEA Director positions (they'll serve on the NEA and MSEA boards of directors) and At-Large Delegates to the NEA Representative Assembly held July 2-7 in Washington, D.C.
- Regional Delegates to the NEA Representative Assembly in Washington D.C. Get the details before you vote! Find candidate profiles on the ballot.

3

Start voting! Start with the election for NEA Director and At-Large Delegates to the NEA Representative Assembly. Tip: Be sure to click the "VOTE" button to cast your ballot, then follow the prompt to cast your ballot for Regional Delegates to the NEA Representative Assembly.

Candidate statements for all MSEA offices and delegate positions to the NEA Representative Assembly appear exactly as received from the candidates. MSEA and ActionLine are not responsible for any typographical errors, spelling errors, or grammatical mistakes.

WHO ARE YOU VOTING FOR IN ELECTION 2016?

MSEA has four NEA DIRECTORS who are also members of MSEA's Board of Directors and delegates to the NEA Representative Assembly. NEA's board meets four times a year and during the NEA Representative Assembly. The board and NEA Executive Committee are responsible for the general policies

and interests of the association. Two NEA directors will be elected this year for three-year terms beginning 9/1/2016.

Every year, MSEA members elect fellow educators to represent MSEA as DELEGATES TO THE NEA REPRESENTATIVE ASSEMBLY (RA).

These regional and state delegates, plus delegates elected by each of MSEA's 39 local associations, make up the delegation to the RA on July 2-7 in Washington, D.C. They'll debate issues that impact public education and set association policy and activities for the year ahead.

Learn more about the election and watch NEA Director candidates' videos at marylandeducators.org/MSEA2016Election

Elect two members to NEA's Board of Directors to serve a three-year term beginning 9/1/2016.

MICHELLE ALEXANDER



Position: Teacher

School: Richard Montgomery High School

Local: Montgomery County

Member: MSEA 25 years/NEA 25 years

I am a 25 year educator, an attorney, former building Rep and member of NEA Black, Asian & Native American Caucuses; MSEA Human & Civil Rights committee. Political Action & Legislative Support Committee (1997-98) I know how to coalition build and achieve results from my experience with the Southern Christian Leadership Conference (SCLC), US Commission on Civil Rights and as Parliamentarian of MCABSE (Montgomery County Alliance of Black School Educators) and in the development of the NEA Discipline policy calling to end the school to prison pipeline. Experienced in Diversity training and as a lawyer I have a passion for justice and understand the nuances and practicality of when to be assertive and when to listen and understand. I am able to bridge differences of opinion and perspective, knowing that fighting for the rights of Maryland's Educators, Staff and Students is why I am here. Allow me to continue working with caucuses and other state delegations to support important issues that affect us all. Please vote for Michelle Alexander as NEA Director.

JACOB BAUER-ZEBLEY



Position: Teacher

School: Elkton Middle School

Local: Cecil County

Member: MSEA 8 years/NEA 8 years

We are facing many challenges in the world of education. Over-testing, the underrepresentation of minorities in the teaching profession, the reauthorization of ESEA, and the growing number of students that are English language learners are just a few of the issues that overwhelm us on a daily basis. However, these challenges present unique opportunities for us to organize and take collective action that will create positive change for our students and our professions. I'm asking for your support to become your next MSEA/NEA Director so that I can help lead the changes that will take advantage of these opportunities. I am an energetic, experienced, and reliable leader that is ready to help our members organize around the issues that mean so much to each and every one of us. I would be honored to serve you as a voice for Maryland educators.

My association experience includes serving on the CCCTA Executive Board, MSEA Endorsement Council, MSEA Minority Affairs Committee (Co-Chair), and as a delegate to the MSEA and NEA Representative Assemblies.

A. GREGORY BEARD



Position: Teacher

School: Incarcerated Youth Center

Local: Prince George's County

Member: MSEA 20 years/NEA 30 years

We are teachers. We are the molders of minds. The guardians of millions of dreams, our every smile or frown can heal or hurt. Education that provides status and the acquisition of degrees but does not seek to create the individual thinker, impoverishes their community, their county, their state and the nation.



Vote at marylandeducators.org/MSEA2016Election.

RYAN BURBEY



Position: Teacher

School: Local President

Local: Harford County

Member: MSEA 12 years/NEA 12 years

All of the candidates for NEA Director want to end standardized testing, improve working conditions & fight for our collective bargaining rights. The difference between me and other candidates is that I live this fight every day as president of the Harford County Education Association. Nothing comes easy in Harford.

In my tenure as president we have built bi-partisan coalitions, which have lead to improvements in teachers' salaries and benefits.

The strength of our association is building stronger locals. We cannot build stronger locals if our national and state leadership do not have a full understanding of the challenges our teachers face in embattled locals. If we can overcome the challenges and grow in the most challenged locals, it will strengthen all our locals, our state affiliate and our national union. Our smaller and mid-size locals need a voice. I want to be that voice. I want to be your voice. True leadership must be responsive to its constituents. If you have questions about my candidacy or the issues we face, contact me.

THERESA DUDLEY



Position: Teacher

School: Local President

Local: Prince George's County

Member: MSEA 18 years/NEA 18 years

Test scores should only be used in teacher evaluations if there is a clear long term pattern to demonstrate concern. Teachers need time to teach and students need time to learn. There is too much testing!

Please vote for me for NEA Director so I can continue to serve MSEA.

My association experience began as a building representative in 2001. In 2003, I attended my first MSEA and NEA conventions. My service with PGCEA also included Membership Committee, a board member for 10 years, a term as Vice President and currently I serve as President. My service to MSEA includes MSEA Board of Directors for three years, Pension Task Force, Resolutions, IPD Committees, and Maryland State Teacher Memorial Task Force.

My experience began as a substitute teacher, Computer Lab (AFSME 2250) and then 17 years as a classroom teacher.

Candidate statements for all MSEA offices and delegate positions to the NEA Representative Assembly appear exactly as received from the candidates. MSEA and ActionLine are not responsible for any typographical errors, spelling errors, or grammatical mistakes.

Elect two members to NEA's Board of Directors to serve a three-year term beginning 9/1/2016.

PAUL LEMLE



Position: Teacher

School: Local President

Local: Howard County

Member: MSEA 11 years/NEA 13 years

Colleagues, I'm a cancer survivor, father of three adopted children from Ethiopia, and a secondary teacher of law/government. As president of Maryland's largest merged (teacher and ESP) association, I've led a dynamic, sustained effort to build power.

- In face to face meetings with over three thousand members, we've doubled participation in our PAC, now the 2nd largest in the state.

- Through hard political work and exciting new partnerships with congregations and fellow unions, we've elected members to our BOE and the General Assembly.
- We recruited 900 new participants in our sick leave banks.
- As measured in our job satisfaction survey, member confidence in HCEA is 89%—even non-member confidence is 75%!
- We have successfully negotiated step increases for the past three years, a 3% COLA for 2014-15, without health insurance increases.

If elected, I will bring the same energy to MSEA and NEA!! I support my friend and fellow educator, Nikki Woodward, for NEA Director, and we have worked together to make Maryland a national political force.

KATHY MYERS



Position: Teacher

School: Lettie Marshall Dent Elementary School

Local: St. Mary's County

Member: MSEA 21 years/NEA 21 years

Past experience include: NEA Delegate (3 years), volunteer for new teacher orientation at my local level and, most recently, a member of Maryland's Testing Committee researching for SMCPS. It is always a pleasure and an honor to serve as your voice. Please nominate me.



Vote at marylandeducators.org/MSEA2016Election.

ELIZABETH RAY



Position: Teacher

School: Aberdeen Middle School

Local: Harford County

Member: MSEA 16 years/NEA 16 years

I have often been told by my elders: “when you get sick and tired of being sick and tired, that’s when you make your voice heard.”

Well, I’m sick and tired of being sick and tired! I’m tired of being overworked and underpaid! I’m tired if being expected to educate students

With minimal instruction time due to excessive testing! I’m sick of excessive paperwork requirements and not given enough time to complete it.

I’m am so sick of not having the time to properly service those students who receive direct special Education services. I am so sick and tired of legislators and businesses telling our students that they cannot use test accommodations that are needed and used in the classroom daily on tests!

NATHANIEL WALLACE



Position: Education Support Professional

School: Hyattsville Middle School

Local: Prince George’s County

Member: MSEA 3 years/NEA 3 years

My name is Nathaniel L. Wallace I am a 29 year old native of Prince George’s County. I obtained my High School Diploma from Oxon Hill High School in 2005; I continued my education to receiving a BA in Health Care administration in the Spring of 2012 and an MA in Teaching and Learning with Technology from Ashford University in December of 2013. A strong believer in continuing education for personal and professional achievement I am currently working on my M. Ed. In Educational Technology Leadership & Special Education.

One may ask why am I interested in this opportunity or what qualifies me: While working at NCC I served as Vice President for Human Services for the Service Employees International Union Local 500, my accomplishments included forming a Human Services Advisory Board, Working with members between the ages of 35 and younger to engage them in what a union is and how they are a part of something bigger. I was a member of AFRAM caucus and the Lavender Caucus while in my role.

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ANZER (NIKKI) WOODWARD



Position: Teacher

School: Montgomery Infant and Toddler Program • East County and Emory Grove

Local: Montgomery County

Member: MSEA 9 years/NEA 12 years

As a special educator for 16 years, Nikki advocates for all educators to have the respect, support, & resources needed to provide the best education available. I serve as an Early Interventionist with Montgomery County Infant and Toddler Program (MCITP). Some of the work I am most proud of is serving on the African American Student Achievement Action Group to combat the disparity and eradicate the achievement gap found in so many of our schools.

I am a SPARKS graduate, has served as a MSEA and NEA PAC captain and currently champions as the MCEA co-chair of the Political and Legislative Support committee (PALS) advocating at the local, state, and national level to attain appropriate policies, funding, and support that education needs. Vigilantly, speaking to policymakers on the need for increased support of pro-public education. My passion and zeal is to ensure every learner has access to a high-quality education.

I'm honored, to run beside and support fellow educator, Paul Lemle, for NEA Director; together we have worked to make Maryland a national political force and with your support will continue these efforts.

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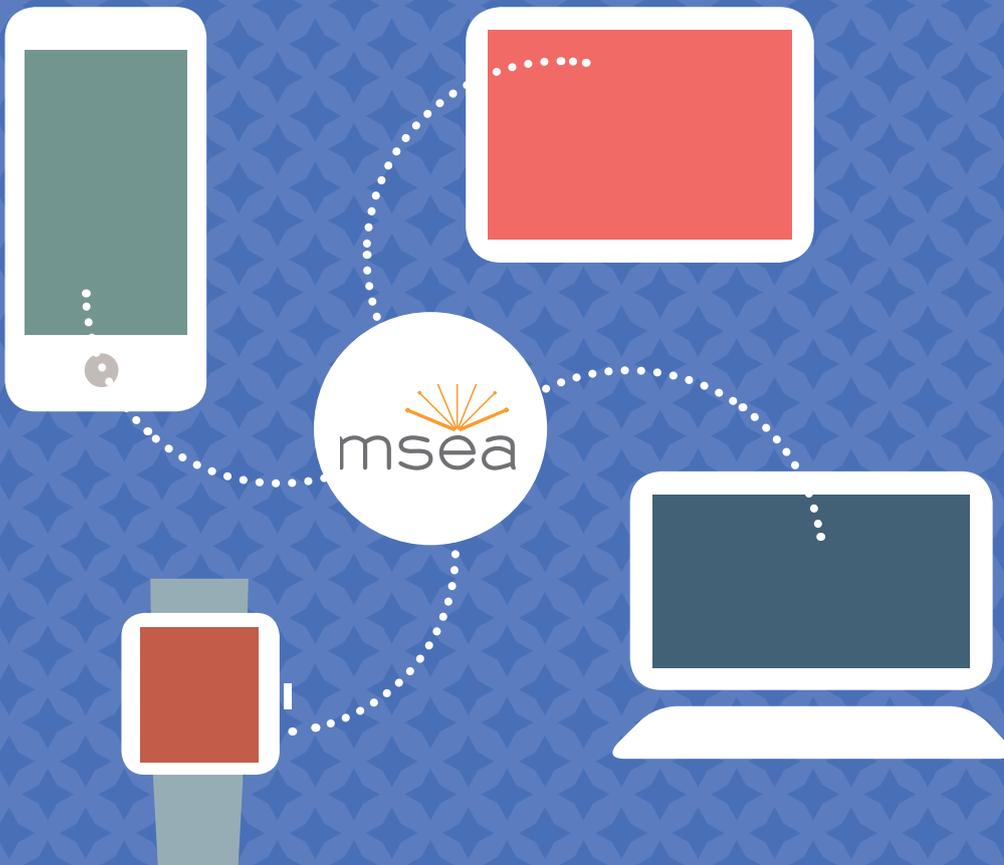


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