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MSEA Proposed Resolutions 2024-2025 (Changes Only)

Bold and underlined is proposed new language
Bold and strikethrough is proposed deletion

9 **A. To Promote Equitable, Quality Public Education in Maryland**

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11 MSEA believes that in order to provide an equitable, quality public education, the
12 promotion and protection of the health and welfare of the whole child and staff
13 must be ensured by:

- 14 • developing public awareness of the significance of education for all individuals;
- 15 • advocating for health and safe environments for students and staff;
- 16 • establishing effective procedures for working with students and staff who have
- 17 experienced trauma;
- 18 • working with appropriate stakeholders to develop programs to achieve these
- 19 goals; and
- 20 • working with appropriate groups to protect students and staff. (94, 96, 97, 08,
- 21 17, 18, 21, 23)
- 22 • all children possess the fundamental civil right to have access to an equitable,
- 23 high-quality system of public education, grounded in the principles of every
- 24 child having opportunity and equity. (New 07, 08)

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26
27 MSEA also believes that all professional associations, school systems, administrators,
28 and colleges should carefully consider the following:

- 29 • publicity and public relations programs that recruit personnel meeting the
- 30 high standards endorsed by MSEA;
- 31 • intensive recruitment of minorities into the education profession to increase
- 32 the percentage of minority educators;
- 33 • new approaches to salary scales based on recruiting and retaining only
- 34 personnel eligible for the Standard Professional Certificate or better; the salary
- 35 must be made competitive enough to attract and retain an adequate supply of
- 36 fully certificated teachers;
- 37 • **more MOST** effective approaches to the training, recruitment, and retention of
- 38 teachers for the **disadvantaged and exceptional, MARGINALIZED child**
- 39 **STUDENT**;
- 40 • development and enforcement of improved working conditions including
- 41 adequate planning time each student day in addition to the duty-free lunch
- 42 period; such planning time should be no less than 15 percent of the student
- 43 day;
- 44 • development of pay scales competitive with industry and government pay
- 45 scales for educational support staff;
- 46 • development of programs for the purpose of retraining teachers in fields of
- 47 declining enrollment for fields with increasing enrollment;
- 48 • new approaches to professional growth, training, and certification, which will
- 49 help more teachers to be successful and satisfied in their profession;
- 50 • continuous evaluation and upgrading of teacher education programs at all
- 51 levels in Maryland colleges and special consideration in employment of
- 52 competent graduates from these institutions;
- 53 • particular attention and assistance to improve the student-teacher program
- 54 and the in-service training of beginning teachers; and
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- greater participation by local associations in the development and implementation of specific criteria for granting tenure to new teachers. (89, 91, 96, 00, 05, 10, 18, **24**)

60

A.1. Mass and Social Media Communications

61 MSEA believes that orderly communication and interaction between professional
62 educators and the community at large is in the best interests of educating each
63 child. Engaging in the use of media to influence and support public education is
64 essential to maintaining public education.

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66 **[Moved up]** MSEA also believes in the right of education employees to express their
67 opinions and concerns to the media without reprisals or restrictions imposed by
68 boards of education and/or administrative staff.

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70 MSEA further believes that any public communications should respect and protect
71 the right to privacy of all students, their families and other education employees.

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73 MSEA believes that educators should follow established protocols with parents and
74 stakeholders regarding the use of social and mass media.

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76 MSEA encourages the development of policies and practices that help students
77 become critical, intelligent users of all media.

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79 ~~**[Moves up] MSEA also believes in the right of education employees to express**~~
80 ~~**their opinions and concerns to the media without reprisals or restrictions**~~
81 ~~**imposed by boards of education and/or administrative staff.**~~ (87, 88, 91, 94, 95, 97,
82 99, 04, 07, 10, 11, 22, 23)

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A.2. Media Services

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85 MSEA believes that all forms of media, including film, television, music, digital
86 technology, social and print media, play an important role in education.

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88 MSEA also believes that all media forms should be easily accessible to all. Visual
89 media should include closed captioning for the deaf/hard of hearing and read-along
90 captions on children's commercial and educational programs.

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92 MSEA further believes auditory media should be available as needed for the visually
93 impaired.

94

95 MSEA believes that electronic media, including computer software, in the
96 educational process improves the learning opportunities for students, improves the
97 quality of instruction, improves the effectiveness of education employees, and
98 reduces educational inequities.

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100 MSEA also believes that every school classroom, office, teacher workroom, and
101 library/media center should have **COST-EFFECTIVE affordable**, high-speed,
102 seamless, and equal access to the Internet.

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MSEA further believes public education should have an opportunity to be served by cable television, provided the franchises granted stipulate that the firms involved provide such services without cost to any local public school systems, professional association, and public service groups.

MSEA believes that action may be necessary to ensure that at least ten percent (10%) of any channels granted in a cable television franchise will be available for use by local public school systems, professional associations, and public service groups without charge. (06, 21, 22, 23)

A.3. Recruitment and Retention of Teachers and Other Education Employees

MSEA believes that more emphasis should be placed on the recruitment and retention of certificated and support staff. MSEA also believes teacher certification requirements should not be diminished as a method of overcoming **teacher EDUCATOR** shortages.

A.8. Political Participation

MSEA believes public education programs are significantly influenced by the decisions of elected or appointed officials. MSEA also believes education employees:

- Have the responsibility to directly influence the course of society by working for the improvement of their communities through active political participation;
- Should have the ability to influence decisions at all levels of government that affect schools, youth, and the teaching profession;
- Should support those candidates who demonstrate a broad understanding of community improvement at all levels; and
- Should encourage and assist potential voters, particularly those newly enfranchised, to register and become politically active citizens. (91, 94, 96, 05, 07, 23)

MSEA also believes that the governing bodies and working committees of the local parent/educator associations should include significant **teacher EDUCATOR** representation to develop mutually beneficial programs. (88, 91, 04, 21, 22)

A.11. Standards and Practices Regarding Learning Conditions

MSEA believes that schools should be safe for students, staff, and communities.

MSEA also believes that all efforts should be made to eliminate punitive discipline or educational practices that contribute to the school-to-prison pipeline. The State of Maryland and local jurisdictions should **provide funds needed to provide FUND** training, support, personnel, and resources necessary to create school environments where educators can carry out their work and where students can learn free from harm or discrimination.

MSEA further believes that statewide definitions and standards should be established delineating the specific roles and responsibilities of all personnel

150 charged with maintaining a safe and orderly environment within school
151 communities for the purposes of continuity of services to and the equitable
152 treatment of students and staff.
153

154 MSEA believes that statewide standards for the training in a variety of restorative
155 approaches including, but not limited to, de-escalation strategies, implicit bias, and
156 trauma informed practices of all security personnel and all district staff are
157 paramount to ensuring that all students, especially historically marginalized
158 students, learn in a safe, healthy, and supportive environment.
159

160 MSEA also believes law enforcement should not be involved in the school discipline
161 process. (New 21, 23)
162

163 **A.15. Home-Schooling**

164 ~~**MSEA believes that the current Maryland State Board of Education Bylaw is**~~
165 ~~**inadequate to ensure quality instruction; instructor qualification, monitoring,**~~
166 ~~**and evaluation; and approval of time-based instruction.**~~
167

168 **MSEA BELIEVES THAT FOR HOMESCHOOLING TO ENSURE QUALITY**
169 **INSTRUCTION, HOMESCHOOLING SHOULD REQUIRE APPROPRIATE INSTRUCTOR**
170 **CERTIFICATION, MONITORING, EVALUATION, AND APPROVAL OF TIME-BASED**
171 **INSTRUCTION TO PROVIDE AN ADEQUATE INSTRUCTIONAL PROGRAM.**
172

173 Public school funds should not be used for the purchase of instructional materials,
174 equipment, and related goods necessary for home schooling. For any voluntary
175 home instruction program to be considered an adequate substitute for school, the
176 parents or guardians would have to establish the following:
177

- 178 • that they are certificated to instruct the child;
- 179 • that the child is receiving instruction comparable to that which they would
180 receive in school; and
- 181 • that the facilities, time, and manner of instruction are also comparable.
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183 MSEA also believes that non-school, home-based, and charter school students
184 should comply with the same state-mandated testing required of public school
185 students. (88, 90, 91, 94, 05, 11, 12, 21, **24**)
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187 **B. To Establish, Promote, and Protect the Health and Welfare of the Whole Child** 188 **and Staff**

189 MSEA believes that in order to provide an equitable quality public education, the
190 promotion and protection of the health and welfare of the whole child and staff
191 must be ensured by:
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- 193
- 194 • developing public awareness of the significance of education for all
195 individuals;
- 196 • advocating for healthy and safe environments for students and staff

- 197 • establishing effective procedures for working with students and staff who
198 have experienced trauma;
- 199 • working with appropriate stakeholders to develop programs to achieve these
200 goals **WITHIN AGREED UPON TIMELINES**; and
- 201 • working with appropriate groups to protect students and staff. (94, 96, 97, 08,
202 17, 18, 21, 23, **24**)

203 204 **B.2. Deadly Weapons**

205 MSEA believes that all students and education employees must be allowed to learn
206 and work in an educational environment free of unauthorized **deadly** weapons.

207 MSEA also believes severe penalties should be imposed and strenuously enforced
208 against violators. MSEA further believes that gun owners should **BE REQUIRED TO**
209 participate in educational programs that stress responsible ownership of **deadly**
210 weapons, including, **BUT NOT LIMITED TO**, safe use and storage. (03, 08, 09, 14, 21,
211 **23, 24**)

212 213 **B.3. Victims of Crime**

214 MSEA believes that [students and] education employees who are victims of crime
215 should be treated with dignity and compassion, without the fear of intimidation.

216 MSEA also believes that victims and/or their families should be notified of and have
217 the right to be present/represented at all hearings and legal proceedings, even in
218 juvenile cases. MSEA further believes that it is a violation of the victims' right to
219 privacy to release the names of the victims. MSEA believes that [students and]
220 education employees and their families must be made aware of, and have free
221 access to, necessary services/programs and that services/programs must be funded
222 by the appropriate government agencies. (88, 91, 95, 01, 04, 09, 13, 16, 19, 23)

223 224 **B.12. Mainstreaming and Inclusion**

225 MSEA believes that Federal Public Law 101-476 (IDEA) and the Rehabilitation Act
226 Section 504 and state laws ensure all children with **disabilities EXCEPTIONALITIES**
227 will be educated in the least restrictive environment. Therefore, MSEA also believes
228 in making every effort to provide positive learning experiences and appropriate
229 placements for all students. MSEA further believes in the inclusion of students with
230 disabilities when the following considerations are met:

- 231
- 232 • the inclusion model provides a favorable learning experience;
- 233 • students are prepared by appropriate transition experiences and guidance;
- 234 • discipline policies and practices used by local education agencies consider the
235 special needs of each individual child;
- 236 • all educators participating in the inclusion model have equal input in decisions
237 concerning the included student;
- 238 • educators are prepared for these roles through system-provided in-service
239 training with college and/or MSDE credit or by local boards of education in-
240 service programs;
- 241 • appropriate instructional materials (i.e., technology) and supportive services,
242 such as hiring of qualified paraprofessional personnel or using student

- 243 personnel services, are provided for the educator **and TO MEET** the child'S
244 **with special** needs;
- 245 • modifications should be made in all class sizes, scheduling, and curriculum
 - 246 design to accommodate the shifting demands the inclusion program creates;
 - 247 • educators should be provided with sufficient time during the contractual
 - 248 workday to complete both case management duties (which includes but is not
 - 249 limited to testing, progress monitoring, writing Individualized Education Plans,
 - 250 writing progress reports, etc.), as well as instructional planning with the
 - 251 mainstreamed or inclusion student(s);
 - 252 • there is a systematic evaluation and reporting of program developments;
 - 253 • adequate additional funding and resources are provided exclusively for the
 - 254 implementation of the inclusion model;
 - 255 • use of a trained instructional assistants/paraprofessionals, co-teachers, and
 - 256 special education teachers is extended to all special areas, as well as academic
 - 257 areas.
 - 258 • administrators and/or their designees are responsible for providing coverage
 - 259 for one-to-one hourly assistants, instructional assistants, special education
 - 260 teachers, and related service providers when such personnel are absent or
 - 261 pulled from providing specialized instruction. ((90, 91, 93, 94, 96, 98, 05, 09, 10, 13,
 - 262 16)

263
264 **B.19. Addressing Student Discipline Problems**

265 MSEA believes ~~that to provide education employees with the necessary tools to~~
266 ~~cope with the increasing level of undesirable student behavior and unsafe~~
267 ~~disruptive environments in our schools,~~ the State of Maryland should provide
268 whatever funds are necessary to ensure staff support, professional development,
269 education, materials, supplies, equipment, special schools, and other facilities to
270 remediate ~~these problems~~ **STUDENT BEHAVIOR AND RESTORE PRODUCTIVE**
271 **INSTRUCTIONAL ENVIRONMENTS.** (New 10, 24)

272
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274 **B.20. Bullying in the Public Schools**

275 MSEA believes that bullying behaviors are detrimental **IN OUR SCHOOLS AND**
276 **EDUCATIONAL COMMUNITY.** ~~to the learning and work environment.~~ The
277 Association also believes that teacher preparation and staff development should
278 include training on recognizing bullying behaviors, intervening on behalf of the
279 victims, and restorative practices, when appropriate. The Association further
280 believes that all school systems should provide definitions of what constitutes
281 bullying behaviors in their administrative procedures and should include reporting
282 processes, intervention strategies, and disciplinary consequences in local school
283 policy. (New 12, 15, 22, 24)

284
285 **B.30. Youth Pregnancy**

286 MSEA believes that young parents and **expecting** **EXPECTANT** parents **SHOULD** be
287 encouraged to stay in school. MSEA also believes that it is a role of the public
288 schools to provide **SUPPORT, COUNSELING, AND** education, ~~support, and~~
289 **counseling** to help students to become successful parents.

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MSEA further believes that the response of public schools to student pregnancy should include the following efforts:

- Emphasize the link between staying in school and their future;
Provide health education and human development courses that cover both physical and emotional well-being of students;
- Instruct students on the responsibilities of parenting, child development, and rearing; and
- Initiate discussions about services that can be offered by community operated, family planning clinics, including information about abstinence and effective contraceptive measures. (91, 97, 99, 04, 05, 08, 11, **24**)

C. To Achieve Excellence in Educational Standards

MSEA believes that ~~in order~~ **THE FREEDOM TO LEARN AND THE FREEDOM TO TEACH ARE** integral to ~~achieve~~ **ACHIEVING** excellence in educational standards, ~~THE the~~ freedom to learn and the freedom to teach are ~~integral~~ **FUNDAMENTAL** to the integrity of the total educational process and must be protected from any attempt to abridge ~~these~~ **THEM** or to curtail the autonomy of each. (23, **24**)

C.1. Freedom to Teach

MSEA believes that the freedom to teach ~~entrusts~~ **EMPOWERS** educators to select instructional techniques that appeal to various learning styles. MSEA further believes that educators are responsible for presenting materials that provide students with multiple perspectives on all sides of controversial topics. (90, 91, 07, 14, **23, 24**)

C.2. Accountability in Education

MSEA believes that parents, education employees, and the business community working collaboratively share the responsibility in educational decision making. Educational employees should be accountable only to the degree that they share responsibility in educational decision making. The guarantee that each child has an opportunity to learn is the responsibility of the entire public school community including legislators, other governmental officials, local school boards, administrators, other education employees, parents, students, and taxpayers.

MSEA ~~also~~ **FURTHER** believes individual teachers, local school departments, grade levels, and teaching teams must have final responsibility for defining specific learning objectives for which they are responsible. Individual teachers or teacher committees should develop broad learning objectives after utilizing input from appropriate education employees, the local community, and the school board. Individual teachers should use such input to define specific learning objectives for which they will be accountable.

MSEA further believes that accountability and assessment programs should in no way infringe upon the teaching techniques used by the individual teacher. The

337 development of specific learning objectives at the classroom level should be used to
338 improve communications and promote more favorable relationships among
339 parents, students, and teachers.
340

341 **[Moved up from final C2 paragraph]** MSEA **ALSO** believes **THAT THE** The
342 professional judgment of the teacher is the most important aspect to be considered
343 in determining the progress of students toward meeting the educational goals of
344 the school. The achievement of each child should be considered individually.
345

346 MSEA **FURTHER** believes that systems of accountability disproportionately
347 emphasize cognitive (skill-oriented) goals. MSEA also believes affective (value-
348 oriented) goals contribute significantly to the total education and growth of the
349 individual as cognitive goals. Any accountability system must emphasize both the
350 affective and cognitive domains equally before its implementation. MSEA further
351 believes that accountability must rely on multiple measures of assessment and that
352 assessment accountability programs must not limit the breadth and scope of
353 learning to which students are exposed. **[moves up]** ~~The professional judgment of
354 the teacher is the most important aspect to be considered in determining the
355 progress of students toward meeting the educational goals of the school. The
356 achievement of each child should be considered individually.~~ (91, 93, 94, 96, 03, 05,
357 **24**)
358

359 **C.3. Program of Instruction**

360 MSEA believes that **people serve** the community **IS** best **SERVED WITH A**
361 **COMPREHENSIVE** ~~when the~~ educational program **THAT** meets their needs **and**
362 ~~that this.~~ **THIS** can be best achieved through state support for programs that will
363 provide appropriate, differentiated instruction for all students regardless of age,
364 gender, race, ethnicity, creed, disabilities, English language proficiency, sexual
365 orientation, or intellectual capability.
366

367 MSEA also believes that curricula **will be ARE** improved by involving classroom
368 teachers in a meaningful way in the development of curricula according to the
369 needs of the pupils they teach. Such involvement should be made possible by
370 providing release time or appropriate compensation **TO THE TEACHER.**
371

372 MSEA further believes that early childhood education is a critical component of
373 closing the achievement gap for all students. MSEA believes that all children should
374 have **EQUITABLE** access to developmentally appropriate, fully funded, public pre-K
375 and kindergarten programs.
376

377 MSEA also believes in the **INCLUSION concept** of career and technical education
378 (CTE) in all educational endeavors and disciplines to develop an appreciation for the
379 dignity of work and to develop salable skills.
380

381 MSEA further believes in the improvement of education by greater emphasis on
382 college and career readiness initiatives through the expansion of:
383

- 384 • vocational/technical education (including the full implementation of the
- 385 Vocational Education Amendments of 1968);
- 386 • programs for special education (including implementation of all federal and
- 387 state aid to support them);
- 388 • library media programs (including the employment in every subdivision of at
- 389 least one full-time professionally library-certificated media supervisor);
- 390 • distance learning development and utilization throughout the state as a
- 391 means of enriching local educational programs; and
- 392 • instruction in the development and responsible use of electronic media.
- 393

394 MSEA believes that education in human growth and **the** development of the

395 individual is an integral part of the school curriculum **at ADAPTED FOR** the

396 appropriate age and maturity of the student.

397

398 MSEA also believes that education employees, boards of education, and parents

399 must be involved in the development and continuing refinement of sex education

400 programs. MSEA further believes that procedures should be included to permit

401 parents to have the opportunity of withdrawing their children from such programs.

402 (91, 93, 94, 95, 96, 98, 05, 06, 13, 14, 21, 22, **24**)

403

404 **C.5. Technology in the Educational Process**

405 MSEA believes that technology, ~~wisely used~~, can provide new opportunities for

406 developing skills and expanding knowledge.

407

408 MSEA also believes in the creative and innovative use of media for improving

409 instruction and for self-evaluation of professional competence. (**17**)

410

411 MSEA further believes that education employees at each site should participate in

412 planning and implementing the appropriate use of instructional technology and in

413 developing the necessary curricula and materials for use with instructional

414 technology.

415

416 MSEA believes that the implementation of instructional technology must be

417 accompanied by adequate materials and staff development.

418

419 MSEA also believes that adequate security measures must be implemented to

420 protect all aspects of confidential information of both students and education

421 employees. (91, 96, 97, 01, 03, 04, 06, 15, **17, 24**)

422

423 **C.6. The Elimination of Discrimination and Sexism in Curriculum and Program**

424 MSEA believes in the concept of the equality of all individuals.

425

426 MSEA also believes in eliminating factors in education that channel children into

427 narrow roles and limit career choices. This should include programs that increase

428 educators' **consciousness KNOWLEDGE AND AWARENESS** of the different

429 patterns of behavior, curricula offerings, expectations, rewards, and disciplinary

430 actions presently administered to students according to their race, ethnicity,

431 disability, gender, identity and expression, sexual orientation, and social
432 backgrounds.

433
434 MSEA further believes that it is the responsibility of the entire educational
435 community, including MSEA, as well as local, state, and federal governments, to
436 develop policies and practices which would eliminate stereotyping and
437 discrimination or bias for any reason. (96, 98, 05, 06, 10, 18, 21, 22, **24**)
438

439 **C.7. Truth in Testing**

440 **[Moved up from below]** MSEA **also** believes that research on the structure of the
441 intellect identifies multiple and varied **mental-COGNITIVE** processes and advances
442 the significant premise that these operations can be taught, and that intelligence is
443 dynamic rather than fixed.
444

445 **[Moved down from above]** MSEA **ALSO** believes that intelligence, aptitude, and
446 achievement tests have historically been used to differentiate and discriminate
447 rather than to measure performance and have, therefore, prevented equal
448 educational opportunities for all students, particularly minorities, students with
449 disabilities, lower socioeconomic groups, and women. **[Moved up] MSEA-also**
450 **believes that research on the structure of the intellect identifies multiple and**
451 **varied mental operations and advances the significant premise that these**
452 **operations can be taught, and that intelligence is dynamic rather than fixed.**
453 MSEA opposes the use of such test results as the sole factor to determine placement
454 or promotion. (87, 91, 93, 05, **24**)
455

456 **C.9. Black History and Respective Restorative Culture Curriculum**

457 MSEA **supports BELIEVES IN** the deliberate and intentional infusion of Black history
458 and culture into the curriculum of Maryland schools throughout the school year.
459 MSEA also **encourages BELIEVES** its local affiliates **to-SHOULD become** involved in
460 the promotion and implementation of Black history and culture curriculum. (91, 94,
461 95, 19, 23, **24**)
462

463 **C.18. School Libraries/Media Centers in the Educational Process**

464 MSEA believes that school libraries/media centers are an integral part of this nation's
465 elementary and secondary (K-12) schools.
466

467 MSEA also believes that local affiliates should promote the implementation and
468 expansion of school libraries/media centers in their local systems.
469

470 MSEA further believes that each school library/media centers should have at least a
471 full-time certified librarian, a full-time clerical assistant, and necessary funding to
472 maintain a current and quality collection within acceptable standards for school
473 libraries/media centers.
474

475 MSEA believes school libraries/media centers should be used **only** for flexible
476 scheduling. (New 06, 07, 15, 16, **24**)
477

478 **C.19. Literacy Programs [Moved up to 19 from C20]**
479 MSEA believes that there is a strong correlation between structured literacy
480 programs and the reading needs ~~AND PROFICIENCY~~ **AND PROFICIENCY** of most
481 students. MSEA also believes in the use of scientifically aligned reading instruction
482 that is aligned with instructional best practices. (New 23)
483

484 **C.20. Multicultural Education [Moved up to 20 from C21]**
485 MSEA believes that multicultural educational curricula are essential to developing
486 student awareness, appreciation, and respect of the history, diversity, and lifestyle
487 differences of groups of all people. MSEA also believes that curricula should be
488 inclusive of different backgrounds to ensure that students see themselves
489 represented and celebrated in the curricula. MSEA further believes that
490 multicultural education should be infused in all aspects of learning throughout the
491 education of all students.

492 MSEA further believes students ~~deserve a truthful and honest education through~~
493 ~~curriculum, programs, and experiential opportunities that are inclusive of the~~
494 ~~diversity of all people, historically accurate, and values dignity for all. ARE~~
495 **ENTITLED TO CURRICULA, PROGRAMS, AND EXPERIENTIAL OPPORTUNITIES**
496 **THAT ARE FACTUALLY ACCURATE, INCLUSIVE OF DIVERSITY AND UPHOLD THE**
497 **DIGNITY OF ALL**
498

499 MSEA believes that the instructional curriculum and schedule should provide
500 deliberate opportunities for students to explore and share their cultural identities in
501 a safe space, as well as to learn about others cultural identities. (New 19, 21, 23, **24**)
502

503 **C.21. Instructional Staffing and Class Size [Moves down to 21 from C19]**
504 MSEA believes all students deserve an opportunity to learn with consideration given
505 to each student's learning style and that students learn best in learning
506 environments that allow the teacher to provide for individualization of the
507 instructional program and quick attention to each student's problems and needs.
508

509 MSEA also believes that, to achieve optimal education outcomes, establishment of
510 instructionally appropriate pupil-teacher ratios is imperative. MSEA further believes
511 that an optimal class size of 15 should be the goal in regular classes for both in
512 person and distance learning programs, and in programs for students with
513 exceptional needs, a proportionally lower number that complies with the student's
514 IEP. Flexibility is required when determining instructionally appropriate class sizes
515 in order to meet each student's needs.
516

517 MSEA believes that the curriculum and methods of instruction for each grade,
518 subject, and special education area are unique. Special consideration must be given
519 to these unique characteristics in determining workable teacher loads and teacher-
520 pupil ratios. Site-based teams must be consulted to determine acceptable class
521 sizes and teacher loads for their respective areas of competence.
522
523

524 MSEA also believes that administrators, librarians, counselors, specialists, **etc. AND**
525 **OTHER NON-SCHOOL-BASED EDUCATORS**, should be excluded in calculating
526 pupil-teacher ratios. Their inclusion results in an inaccurate accounting of the actual
527 number of students in the classroom setting. MSEA further believes that the need
528 for constructive class size demands that local associations should be involved in
529 decisions regarding administrative and supervisory positions to make sure such
530 positions are not established at the expense of classroom teacher positions.
531

532 MSEA believes that decisions pertaining to the organization of a school are the
533 prerogative and the responsibility of site-based teams consisting of a majority of
534 classroom teachers. The teachers on these teams must represent all instructional
535 specialties affected by the team's decisions. These decisions include:
536

- 537 • the utilization of the staff;
- 538 • the grouping of students for instruction and school-related activities; and
- 539 • the scheduling of time and space. (95, 96, 97, 98, 05, 21, 23, **24**)

540 541 **C.28. World Language Education**

542 MSEA believes that the acquisition of a second language and the maintenance of a
543 child's first language are vital parts of the educational experience and that those
544 who leave school speaking more than one language will be more competitive in the
545 global marketplace.

546 MSEA also believes that the cumulative hours of exposure to the target language
547 during a student's educational career **are IS** the most important factor leading to
548 increased proficiency in more than one, language, and that students should have
549 the opportunity to acquire age-appropriate world language skills from an integrated
550 curriculum throughout the pre-K-12 experience.
551

552 MSEA further believes in the maintenance of current programs and the continued
553 development of world language instruction.
554
555

556 MSEA believes that, to improve training and to enhance the instructional program,
557 teacher preparation programs and local jurisdictions should encourage all world
558 language teachers to participate in teacher exchange programs in a culture where
559 the subject language is spoken.
560

561 MSEA also believes that, in view of various college entrance requirements, careful
562 consideration should be given to requiring world language studies for students
563 preparing to enter college or the workforce. (93, 04, 08, 10, 15, 16, 23)
564

565 **D.3. Member Association Rights**

566 MSEA believes that all education employees should be informed of all **NATIONAL**
567 **AND STATE** association member services and benefits.
568

569 MSEA also believes that all programs and activities for association members are
570 designed to meet their needs. (23, **24**)

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D.5. Minority Participation in the Association

MSEA believes that in every phase of governance and on all decision-making levels of MSEA, there should be minority participation at least proportionate to the identified ethnic minority as defined by NEA 3.1.g population of the geographic area. Ethnic minority members should be encouraged to seek elective and appointive positions at all levels.

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MSEA should promote minority participation in program development and should employ minorities and women in staff positions consistent with **a**Association **Aaffirmative aAction** policies.

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MSEA also believes that its affiliates should maintain a commitment to organizational policies and programs that promote the training and involvement of minorities at all levels of the organization. MSEA further believes that there is a need for systematic evaluation of minority participation at all levels. (23)

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E. To Advance Professional Excellence and Growth

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MSEA believes that high professional standards must be maintained to provide excellence in the best possible education for each child in Maryland. MSEA also believes in cultivating professional growth to **better engage students BETTER** and nurture justice by providing training, tools, and support for members to excel in the profession. MSEA further believes **that** all members should have equal access **TO** and equity **to participate** in all learning and growth opportunities. (23, 24)

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E.1. Teacher Expectations/Student Achievement

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MSEA recognizes the implications of research findings that indicate **there is** a direct and positive correlation between teacher expectations and student achievement. **As a consequence of the findings THEREFORE**, MSEA believes that educators must continue to strengthen their efforts to develop and demonstrate expectations that each student can achieve academically and to cultivate individual talents. MSEA also believes that educators skills in establishing and relaying such expectations should be enhanced by expanding educator_education/in-service programs to include, but not be limited to, information on the changing role and composition of the family, the dynamics of intergroup communications, and direct training in the relationship between educator expectations and student achievement.

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MSEA further believes that the Maryland State Board of Education, the local boards of education, and teacher training institutions in the State of Maryland should develop and present effective teaching models **which THAT** will train current and future teachers in the relationship between teacher **EDUCATOR** expectations and student achievement. (94, 97, 00, 04, 16, 21, 24)

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E.2. Professional Status of Teachers EDUCATORS

MSEA believes **THAT** only **teachers THOSE EDUCATORS** who meet the established certification requirements should be employed. **Teachers EDUCATORS** should participate in **the development and implementation of in-service training and**

616 **other planned programs of professional growth DEVELOPING AND**
617 **IMPLEMENTING IN-SERVICE TRAINING AND OTHER PLANNED PROFESSIONAL**
618 **GROWTH PROGRAMS.** To supplement and extend in-service programs for **teachers**
619 **EDUCATORS,** local associations should negotiate professional leave and
620 reimbursement of expenses during such leave. (88, 89, 94, 97, 98, 00, 23, **24**)
621

622 **E.3. Integration of Education Personnel in the Maryland Public Schools**

623 MSEA believes that the ideals of human justice, individual liberty, and democracy
624 demand continued integration of education personnel in our schools, colleges,
625 universities, and technical training centers.
626

627 MSEA also believes the State Board of Education should amend COMAR 13A.07.05.01
628 (Policy on Ethnic and Cultural Minorities) to require local boards of education to
629 develop and implement plans and procedures that encourage the attainment of
630 staffing that is reflective of the ethnic and cultural richness and diversity of the
631 people of Maryland. To ensure this integration within the education profession,
632 MSEA further believes all governing bodies of educational institutions should:
633

- 634 • establish an active recruitment program in all colleges and universities in the
635 state to seek qualified minority personnel;
- 636 • establish educator preparation programs at all colleges and universities that are
637 now classified as Historically Black Colleges or Universities;
- 638 • establish a program for advancement that would actively seek to promote
639 minority educators to administrative and supervisory positions;
- 640 • establish a policy that would prevent ethnic minority educators from being
641 assigned only to those schools with a predominance of **the** ethnic minority
642 populations; and
- 643 • utilize the registry of certificated minority personnel for administrative and
644 supervisory positions **as** provided by the Maryland State Department of
645 Education.
646

647 MSEA believes in bringing together all groups concerned with providing
648 opportunities for fair and equitable employment, assignment, and promotion for all
649 educators **for the purpose of creating TO CREATE** a continuous dialog.
650

651 MSEA also believes each local association should establish a committee on human
652 rights in education to work cooperatively with local, state, and national organizations
653 **in the interest of protecting the human rights of all citizens TO PROTECT ALL**
654 **HUMAN RIGHTS.**
655

656 MSEA further believes that legislation should deny tax-exempt status to those
657 institutions whose policies **and/or** practices prevent the racial integration of those
658 institutions. (87, 88, 90, 94, 95, 96, 97, 98, 99, 00, 08, 09, 11, 14, 16, 18, 19, **24**)
659

660 **E.4. EDUCATOR Teacher Rights and Responsibilities**

661 **MSEA believes it to be imperative that teachers participate in the development**
662 **and implementation of programs within their disciplines.** MSEA **also** believes the

663 following are specific rights and appropriate responsibilities of **teachers**

664 **EDUCATORS:**

- 665
- 666 • identifying the educational needs of students within the limits of the **teacher's**
 - 667 **EDUCATOR'S** certification and
 - 668 • developing plans to meet the educational needs of students by working
 - 669 within existing guidelines, programs, goals, and objectives of the local
 - 670 education agency and/or the state.

671

672 **This TO IDENTIFY AND MEET STUDENTS' NEEDS, EDUCATOR RIGHTS AND**

673 **RESPONSIBILITIES INCLUDE** ~~includes~~, but are not limited to:

674

- 675 • ~~providing~~ non-teaching time during the **school** day ~~for the sole purpose of~~
- 676 ~~developing, evaluating, revising, and planning~~ **TO DEVELOP, EVALUATE,**
- 677 **REVISE, AND PLAN** the implementation of ~~the specific~~ learning objectives.
- 678 • **NON-TEACHING TIME TO CONSULT** with appropriate personnel ~~and/or~~
- 679 parents regarding the delivery of educational services;
- 680 • developing and making decisions with administrators regarding programs,
- 681 goals, and objectives. Factors to be considered include, but are not limited to:
- 682
 - 683 ▪ selecting appropriate methodology;
 - 684 ▪ selecting and utilizing materials of instruction;
 - 685 ▪ providing a safe and conducive learning environment;
 - 686 ▪ evaluating individual performance;
 - 687 ▪ ~~Rreferring~~ students requiring unique or specialized educational
 - 688 services to appropriate personnel and/or programs.
 - 689 ▪ the validity of programs, goals, and objectives;
 - 690 ▪ the adequacy of resources available; and
 - 691 ▪ the ability to assess accurately the achievement of programs, goals,
 - 692 and objectives. (88, 89, 90, 91, 96, 97, 05, 15, **24**)

692

693 **E.5. Teacher Mentoring Programs**

694 MSEA believes that teacher mentoring programs are an essential component of

695 teacher retention.

696

697 MSEA also believes that adequate funding and staffing are vital to the success of

698 mentoring programs. Mentoring programs are only successful when the ratio of

699 mentors to mentees is small.

700

701 MSEA further believes that only qualified teachers with experience in ~~job alike~~

702 content or grade level experience equal to the mentee position should supervise

703 mentoring programs. MSEA believes ~~the use of~~ **USING** mentor-generated

704 evaluations and feedback ~~as justification for~~ **TO JUSTIFY** the dismissal of mentees

705 is inappropriate and should not be used. (01, 05, 10, 21, **24**)

706

707 **E.6. Association Involvement in Instruction and Professional Development**

708 MSEA believes that ~~teachers~~ **EDUCATORS** (through their local, state, and national

709 associations) should be involved as professionals in all steps of the decision-making

710 process related to curriculum and instruction. MSEA also believes educators should
711 be involved in designing and implementing instruction and professional
712 development. MSEA further believes that local jurisdictions should design and
713 implement numerous and diverse opportunities that empower educators in
714 educational decision-making ~~process~~. (89, 96, 04, 07, 19, 23, **24**)
715

716 **E.7. Association Involvement in Professional Development for Education** 717 **Employees**

718 MSEA believes that support staff must be involved in all steps of the decision-
719 making process related to professional development based on job classifications
720 and responsibilities **in order** for the professional development to be relevant. MSEA
721 also endorses and promotes activities and professional development that will ensure
722 such involvement. (96, 05, 07, 23)
723

724 **E.8. Release Time for In-Service**

725 MSEA believes that local associations should seek to obtain provisions in their
726 negotiated agreements providing for local school systems to devote sufficient
727 compensated time during the school year for staff participation in the study of
728 proposed changes in curricula, the inclusion of model staff organization, educational
729 technology, public concerns about education, parent conferences, and related
730 issues and activities. Time for consideration of changes should not include time
731 allotted during regularly scheduled staff meetings, team planning, or other **normal**
732 **REGULAR** meeting/planning schedules. (88, 90, 93, 94, 96, 04, 05, 07, 22, 23, **24**)
733

734 **E.11. Student Teaching, PRACTICUMS, AND INTERNSHIP Programs**

735 MSEA believes that realistic practice teaching can be the most important phase in
736 **PREPARING NEW the preparation of new teachers EDUCATORS. RELATED**
737 **PROGRAMS** This should be **done ADMINISTERED** under the guidance of
738 professional educators **who possess WITH** demonstrated effectiveness and broad
739 experience **in the classroom**. MSEA, therefore, recommends the following
740 guidelines **within four crucial areas for concern:**
741

742 **a. Selection and responsibilities of cooperating teachers EDUCATORS:**

743 Professional educators who choose to serve as cooperating **teachers**
744 **EDUCATORS** should have **taught in the subject or grade area for** a minimum of
745 four years **OF EXPERIENCE IN THE SAME FIELD** and must be above average in
746 **the performance of** their duties as evaluated by their local systems. **SUFFICIENT**
747 time during the school day, **AND** apart from any other **STUDENT** responsibility,
748 must be available for conferences and planning between the **student teacher**
749 **ASPIRING EDUCATOR** and the cooperating **teacher EDUCATOR**. The
750 cooperating **teacher EDUCATOR** should evaluate the practice **teacher OF THE**
751 **ASPIRING EDUCATOR** at the end of the assignment, **PERIOD** in accordance with
752 **the person(s) responsible for** the **student teacher** program **REQUIREMENTS**. In
753 **the event of** an unsatisfactory professional relationship, the cooperating **teacher**
754 **EDUCATOR** should have the right to discontinue working with the **student**
755 **teacher ASPIRING EDUCATOR**. To ensure maximum utilization of professional

talents, no cooperating **teacher EDUCATOR** should be responsible for more than two **student teachers ASPIRING EDUCATORS** during any **one** school year.

b. Coordination between AMONG Professors, Cooperating Educators, and the Local Administrative Staff

A clear understanding of the roles and expectations of the cooperating **teacher EDUCATOR** and the supervising college professor should be developed through meaningful conferences, especially before and during all phases of practice **teacher ASSIGNMENTS** assignment. Further, college methods courses should include participating **classroom teachers EDUCATORS** in the **instruction, demonstration, and discussion phases of the college program COLLEGE PROGRAM'S INSTRUCTION, DEMONSTRATION, AND DISCUSSION PHASES.**

The **student teacher ASPIRING EDUCATOR** should be provided with varied experiences at all levels of accepted **teacher**-responsibility, including those tasks that may, in the future, be turned over to instructional assistants/paraprofessionals and clerical staff ~~under the supervision of the classroom teacher~~. The **student teacher ASPIRING EDUCATOR** should spend more time in the practice school situation. A practice **teaching** assignment should be contracted for ~~a period of~~ at least one semester and should include all necessary exams, evaluations, and assignment of grades ~~normally~~ **TYPICALLY** encountered during this time.

Competent ~~professional guidance of practice teachers should be recognized by an adequate remuneration per semester to the cooperating educator by~~ **COOPERATING EDUCATORS WHO GUIDE ASPIRING EDUCATORS SHOULD RECEIVE ADEQUATE REMUNERATION PER SEMESTER FROM** the college or university with whom the contract is in force.

The evaluation of the **student teacher ASPIRING EDUCATOR BY THE COOPERATING EDUCATOR** should be included in the evaluation of the **student teacher ASPIRING EDUCATOR** by the college professor and be reflected in any grades assigned by the college professor. **Student teachers ASPIRING EDUCATORS** should maintain an average of "C" or a passing average in a pass/fail system in the subject and professional areas of their studies.

c. Recommendation for Statewide Standards

Minimum statewide standards for student **teacher TEACHING, PRACTICUM, AND INTERNSHIP** programS should be developed and adhered to by the colleges, universities, and professional education associations involved in teacher preparation. There should be equity and uniformity in the design and implementation of such standards.

These standards should include length of practice **teaching time EXPERIENCE,** prerequisite courses, minimum evaluation forms, etc. Certification should be granted only to those **who have been** involved in **student teaching SUPERVISED PRACTICE** programs that meet these standards and guidelines.

803 MSEA supports the establishment of a State Coordinating Council for Field
804 Experiences in Teacher Education by the State Board of Education to assure the
805 development, implementation, and maintenance of quality field experience
806 statewide. (~~23~~)

807
808 **d. Liability and Responsibility of Student Teacher ASPIRING EDUCATORS**
809 ~~Practice teachers~~ **ASPIRING EDUCATORS** must be included in those areas of
810 liability and responsibility ~~that are normally~~ **USUALLY** related to professional
811 educators. ~~Practice teachers~~ **ASPIRING EDUCATORS** interacting with students
812 in schools should **both** assume these responsibilities and be protected from
813 liabilities not otherwise associated with ~~the practice of~~ our professional duties.
814 In this regard, legal counsel should draw up guidelines for state bylaws or
815 statutes that reflect our concerns for practice teachers. (91, 92, 96, 03, 05, 11, **23,**
816 **24**)

817 **F.1. Student Voice**

818 MSEA believes ~~in order~~ **THAT** for schools to be safe, just, and equitable,
819 all students should be empowered and heard. Students' needs, lived
820 experiences, and voices must be ~~centered~~ **OUR CENTRAL FOCUS**,
821 especially those that have been historically exploited, ignored, or
822 silenced.

823
824 MSEA also believes that students must be invested in their own success
825 and understand that their actions and voices are critical in shaping and
826 driving the decisions that affect their school communities and help
827 create inclusive, bias-free, and thriving school climates.

828
829 MSEA further believes that student voice should be included in
830 decision-making processes with limitations for the governance of their
831 educational institutions. (~~23~~, **24**)

832 **F.5. Affirmative Action**

833 MSEA believes that overcoming ~~the persistence of~~ racial and gender
834 discrimination throughout all segments of American society can only be
835 accomplished through affirmative action efforts.

836
837 **MSEA ALSO BELIEVES THAT OVERCOMING DISCRIMINATORY**
838 **PRACTICES IN REGARD TO RACE, RELIGION, GENDER, AND**
839 **COUNTRY OF ORIGIN CAN ONLY BE ACCOMPLISHED THROUGH**
840 **EXPLICIT RECRUITMENT EFFORTS.**

841
842 MSEA also believes the adoption of compensatory hiring practices by
843 school districts helps schools to attain and maintain levels of minority
844 and gender employment.

845

846 MSEA further believes that affirmative action in the workplace is
847 essential to ensure representation that is equitable and commensurate
848 with MSEA policy and the census population of the State of Maryland.

849 ~~MSEA believes that there should not be any infringement upon the civil rights of~~
850 ~~any student or educator. MSEA also believes that the reduction in civil rights that~~
851 ~~infringes upon a student's right to obtain a free and appropriate education is~~
852 ~~abhorrent. (88, 90, 91, 95, 96, 97, 04, 07, 08, 11, 16, 23, 24)~~
853

854 **F.6. Human Relations in the Schools**

855 MSEA **also** believes all education employees should demonstrate
856 tolerance and acceptance in their relations with colleagues, students,
857 parents, and other citizens, thus providing the respect and dignity to
858 which each human being is entitled. (94, 96, 97, 98, 99, 01, 08, 18, 19, 21, 22)

859 **F.24.13. [Now 13, and renumbered sections to follow] Appointment of**
860 **Women and Minorities to the Judiciary**

861 MSEA believes that the Governor of Maryland and the President of the
862 United States should recruit women and minority candidates for
863 appointment to state and federal judicial vacancies at all levels. (88, 97,
864 04)

865 **F.1314. Religious Freedom [now 14, and renumbered sections to follow]**
866

867 MSEA believes that the interests of public education and religion are best served
868 when each is independent of, and separate from, the other. MSEA also believes that
869 laws requiring educators to lead or participate in prayer in schools impose an
870 inappropriate ~~duty upon teachers and constitute a religious test for their~~
871 ~~employment.~~ MSEA further believes that local school boards should adopt policies
872 that ensure the separation of church and state and that treat all religions on an
873 equal basis.

874
875 MSEA believes that students should be taught to respect the religious
876 beliefs of others and the cultural influences in the United States that
877 have resulted from various religions.

878
879 MSEA also believes that these principles apply to non-believers and all
880 faith practices. (99, 07, 08, 09, 10, 17, 19)

881
882 **F.2021. Legal Holidays [now 21]**

883 MSEA believes that the following days in each and every year should be
884 regarded as legal holidays and be duly observed as such, and no
885 business, governmental, or educational institutions shall be in operation
886 on these six days, except those institutions designated by law as
887 emergency: the third Monday in January, known as "Martin Luther King,
888 Jr.'s Birthday Observance"; the third Monday in February, known as

889 "Presidents' Day"; the last Monday in May, known as "Memorial Day"; the
890 nineteenth of June, known as "Juneteenth", the fourth day of July,
891 known as "Independence Day"; the first Monday in September, known
892 as "Labor Day"; and November 11th, known as "Veterans' Day." All state
893 association buildings, with the exception of the Annapolis office, if
894 necessary, should be closed on the national holiday designated for
895 Martin Luther King, Jr. observance. **We MSEA urgeS** all local affiliates to
896 close their offices for the Martin Luther King, Jr. holiday. (88, 89, 91, 05, 06,
897 11, 23)

898 **F.2324. Decorum of Public Figures [now 24]**

899 MSEA believes that public figures have an ethical, and cultural
900 obligation to model respect for all people through their actions and
901 statements:

902
903 MSEA also believes that American institutions in both the public and
904 private sectors should foster a culture which promotes universal respect
905 for people and which labels as unacceptable demeaning
906 characterizations of people related to their race, ethnicity, religion,
907 nationality, gender identity and expression, sexual orientation, size, or
908 disabilities. (New 07, 17, 21, 23)

909 **~~F.24. Appointment of Women and Minorities to the Judiciary [Moved up~~**
910 **~~to F13]~~**

911