

ActionLine

SEPTEMBER/OCTOBER 2012

MARYLAND STATE EDUCATION ASSOCIATION • NEA

14,200 MARYLAND STUDENTS ARE HOMELESS

WE CAN HELP!
ID ENROLL
SUPPORT
COLLABORATE

INSIDE:
MSEA Convention and
Representative Assembly
Election 2012: Ballot
Measures and
Congressional Races

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President's Message

Betty Weller, President

With your support and activism we can build an ever-stronger association



The association has been my eyes and ears on the issues that have mattered to me. Time and time again, MSEA has proven that it has the back of education professionals.

Six days a week for 27 years, Eleanor Roosevelt wrote a column syndicated in newspapers across the country called "My Day." In a March 1945 column she wrote, "A leader may chart the way ... but many leaders and many peoples must do the building."

I'm excited to begin leading MSEA as your president. I'm honored to stand on the shoulders of the outstanding educators who served as president before me. Vice President Cheryl Bost, Treasurer Bill Fisher, and your MSEA Board of Directors are passionate leaders and tireless advocates for our schools. Along with local leaders, committee members, building representatives, and members like you, we've built an incredibly strong and vibrant association together.

I have been a teacher, a mother—now a grandmother!—and a member of MSEA for more than 30 years. Educators are professionals on a unique public stage and I've greatly valued the kind of representation and advocacy that our professional association provides. The association has been my eyes and ears on the issues that have mattered to me. Time and time again, MSEA has proven that it has the back of education professionals.

I have been proud to be one of the many hands helping to build the association and our profession. I began as an activist working in my local, the Kent County Teachers Association, for bargaining rights, smaller class sizes, and professional pay. More recently, I've served as co-chair of the Educator Effectiveness Council with the state superintendent to create a new model for teacher and principal evaluations. Every step of the way, my activism has had everything to do with my love and respect for my job and my students.

Here at MSEA's headquarters, we work every day to educate, mobilize, and support more members because our strength lies in our membership. Growing our membership—and increasing our capacity as an effective and relevant organization—is very important to me. Our members are MSEA. Take the time to get involved. It's worth it. Tell your colleagues who have yet to join how MSEA and your local association have made a difference in your classroom, paycheck, benefits, and profession. There is great strength in our numbers.

I hope you will join me through *your* support and activism as we work to build an ever-stronger association. You always will have my support and MSEA's support whenever we are needed to defend and protect your profession and public education.

Our work together begins now. On November 6, we'll head to polling booths across the country to cast votes that will directly impact our schools. Don't miss the special election section on pages 17-19. And make sure you check out the new digital edition of *ActionLine* at marylandeducators.org/aldigital, and watch my video about how you can get more involved in building a stronger profession.



On air with Betty Weller

If you listen to the radio on your way to work, you probably heard President Betty Weller urging listeners to focus on the needs of students and schools for better communities and stronger families. Her back-to-school spot was aired on stations across the state.

Missed the spot? Here's the script:

Hi, I'm Betty Weller, president of the Maryland State Education Association. Make education a priority in our homes, our communities, and with our elected officials.

As our students head back to their classrooms, let's make sure they have the resources, support, and encouragement they need to make it a successful school year.

Join MSEA and educators across the state—stand up for great public schools and Maryland's future!



Hear the spot at marylandeducators.org/aldigital.

Watch Betty's video at marylandeducators.org/aldigital.

WHAT DO YOU THINK? Write Betty: MSEA, 140 Main Street, Annapolis, MD 21401 ■ bweller@mseane.org

In the 2012–2013 school year, all jurisdictions in Maryland will pilot evaluation systems based on the new state and/or school district models. This pilot evaluation will be no-fault, meaning that it will not count against teachers or administrators. The purpose of the pilot is to test the evaluation framework.

As new evaluation models are introduced in every school system in Maryland, *ActionLine* asked members: How has the county board of education and your local education association helped you prepare?



We've collaborated

We have a local committee that has been working with our board of education. It includes teachers from all subject areas and they are working together to come up with what they think are fair evaluation models for each area. We are having staff development training on the new system and what it involves for us. We have had plenty of opportunities to become involved in that process.

KAREN LAYMAN Classroom Reading Teacher, Frost ES, Allegany County, Member for 8 years



Left in the dark by my county

I can say that my county has kind of left me in the dark. Educators don't really know what's coming down the pike and what it's going to look like, but I'm glad that I have a local that has prepared us by sitting on committees and discussing how these evaluation processes will be in the best interest of educators.

MATTHEW VAUGHN-SMITH 3rd Grade Teacher, Bollman Bridge ES, Howard County, Member for 5 years



We're ahead of the curve

Our local has really worked diligently to help stay ahead of the curve and inform our members about the evaluation—what it's going to entail, how it's going to look, and what we can do to prepare for it.

PAUL GUERIN 4th and 5th Grade ESL Teacher, Hillcrest ES, Frederick County, Member for 7 years



My county was a pioneer

I feel well prepared. Prince George's County was a pioneer in applying for the first financial incentives for evaluations of teachers or supervisors, and that evaluation program followed Charlotte Danielson's Framework for Teaching. It was voluntary for the first five years; we actually used the framework to evaluate ourselves. We had professional development and meetings with administrators to talk about how we could actually use it as a learning tool.

LA'SHORE REDMOND 7th and 8th Grade Science Teacher, Oxon Hill MS, Prince George's County, Member for 10 years



Visit marylandeducators.org/aldigital to watch videos of Karen, Matthew, Paul, and La'Shore.

Starting LINE News you need to know

First stop? Crabs in Queen Anne's County!

It started at a crab feast in Queen Anne's County and from there MSEA's new leadership team launched their tour to every local association. At press time, St. Mary's, Howard, Carroll, Baltimore, and Kent counties were next on the calendar for President Betty Weller and Vice President Cheryl Bost with future stops planned in Washington, Worcester, Allegany, and Montgomery.

One of Weller's goals as president is to increase membership and member involvement. "I want to hear what members have to say," Weller said. "And I want to know what they need and how MSEA can help. Meeting with school representatives, and hearing our members' concerns from their classrooms, offices, and worksites is the best way I know to stay close to our membership and make sure we are serving their needs."

At each event, Weller and Bost host a Q&A session with the audience. "Not surprisingly, many of the questions were about the new evaluation program we're all experiencing this year," said Anna Laughlin, president of the Education Association of St. Mary's County.

"President Weller and Vice President Cheryl Bost addressed our concerns with the knowledge and confidence of experts. Their experience co-chairing and serving on the state's Educator Effectiveness Council, which studied and implemented the evaluation reforms, is a great benefit to all of our members."

Baltimore Sun runs first-ever MSEA/MSDE joint editorial

The *Baltimore Sun* published a first-ever collaborative editorial from two of Maryland's top educators—MSEA President Betty Weller and State Superintendent Lillian Lowery.

"Teaching is incredibly complex, and measuring teaching is even more complicated," wrote Weller and Lowery of the evaluation pilot programs currently being implemented in each of the state's 24 school systems. "The purpose of these systems is to strengthen the knowledge, skills and classroom practices of educators to improve the achievement of our students. [The focus is] on identifying targeted professional development to help educators refine their skills and improve their practice."

"We will need to work together—at the state level, the district level, and the school level—to make sure that these systems are aimed at continually improving skills that will lead to improvements for students.

"We're not building a system that uses a single test score to measure—or fire—teachers and principals, but a system that builds teacher and principal expertise and student success."

Dr. Lowery, who succeeds longtime superintendent Dr. Nancy Grasmick, was most recently state superintendent of schools in Delaware. She will make her first appearance at MSEA's annual convention, offering comments and taking questions from delegates on Saturday, October 20.

Dr. Lillian Lowery will make her first appearance at MSEA's annual convention on Saturday, October 20.



Visit marylandeducators.org/aldigital to watch a special message to ActionLine readers from Dr. Lillian Lowery.



TAKE THE POLL AT
marylandeducators.org/aldigital

RESULTS WILL BE USED IN REGION FEUD!
Don't miss MSEA's take on
Family Feud at Convention 2012.
Thursday, October 18, in Ocean City
See page 13 for details!

Tell NEAMB who you love for a chance to win \$1,000

It's easy to enter NEA Members Insurance Trust's "Who do you love?" contest. Visit mynealife.com and submit a brief story of up to 200 words expressing why you love someone and why you want to protect them.

Winning stories may be featured on the NEA and NEA Member Benefits websites. If you're the grand prize winner, you'll receive two \$500 Visa gift cards—one for you to keep and one for you to share with the one you love! Visit mynealife.com for more details.

You're covered with NEA Member Benefits Complimentary Life Insurance

Did you know your membership comes with a \$1,000 free life insurance policy? You are automatically covered by being an eligible member.

Register your beneficiary today. Then take a look at your member benefits life insurance programs. Term rates are very affordable—non-smoking members ages 40–44 can get \$250,000 term life policy for just \$16 per month. Answering a simple Q&A is usually all it takes to qualify.*

Register for your complimentary life policy today and learn about your benefits at neamb.com/insurance.

*For coverage above \$400,000, a medical exam is required.



NO SCHOOL SYSTEM IN MARYLAND IS HUNGER FREE

“We don’t have a single jurisdiction that’s hunger free,” said Anne Sheridan, director of the Maryland No Kid Hungry campaign, part of Share Our Strength’s effort to end childhood hunger. Sheridan was joined by Secretary of Education Arne Duncan and children’s advocates, including MSEA President Betty Weller, Vice President Cheryl Bost, and Executive Director David Helfman, at a late-summer press conference releasing the findings of a national teacher survey on child hunger and its effects on student success.

“The survey findings confirm that in Maryland, more than three in five public school teachers say they have children in their classrooms who regularly come to school hungry,” said MSEA Vice President Cheryl Bost, MSEA’s representative on the Partnership to End Childhood Hunger campaign. “And they say it’s getting worse.”

Maryland is working to increase funding for school breakfast programs and the number of children who receive them. MSEA is a partner in Maryland Meals for Achievement (MMFA), a program devoted to increasing access

to the National School Breakfast Program. The program allows schools with at least 40 percent of students eligible for free or reduced price meals to provide universal—free to all—in-classroom breakfast, eliminating the stigma researchers know burdens needy students. “We had a universal breakfast in my former school. It was beneficial for so many of our students,” Bost added.

But the survey found that programs were not reaching enough needy children and families. Of the 20 million kids eligible nationally, only 9.8 million were served last year. In Maryland, 17,000 students were enrolled in breakfast programs since March 2011. The campaign’s goal is to add 24,000 new students this year.

“We have to be moved by these findings. It is a very real experience that [people] are facing everyday,” said Sheridan. She also argued that to reach the goal of providing for more children, more attention needs to be paid to the teachers who see them everyday.

Visit md.nokidhungry.org and learn more about childhood hunger in Maryland.



Left to right: Tom Nelson, president, Share Our Strength; Betty Weller, MSEA president; Cheryl Bost, MSEA vice president; Anne Sheridan, director, Share Our Strength, Maryland campaign; and David Helfman, MSEA executive director.

Get targeted professional development with MSEA

From National Board Certification support to cultural diversity training and political action, MSEA members can find dozens of opportunities for professional development through their MSEA membership.

“Scheduled trainings are already on the calendar,” said MSEA Vice President Cheryl Bost. “Plus we offer customized programs to accommodate the specific needs of local associations or schools. Our proven leadership development programs have helped us build a network of activists across the state.”

Visit marylandeducators.org/pdguide to learn more about trainings.

What’s your passion? Share it with MSEA!

Whether your passion is civil rights, politics, improving professional development, or developing programs for your association, there’s an MSEA committee or special task force for you. Committees and task forces are made up of volunteer members who meet throughout the year to strengthen public education and MSEA. Your travel expenses to and from MSEA headquarters in Annapolis, or other meeting locations, will be reimbursed and meal(s) provided.

Let President Betty Weller know you’re interested by completing a Membership Involvement Form online. Weller will refer to the forms as she appoints committee members for 2012-2013 and future years. You’ll also be considered when MSEA is asked to name representatives to MSDE, government, or other organizations’ committees.

Visit marylandeducators.org/membershipinvolvementform to learn more and submit your form.

MSEA’S 2013 MINORITY RECOGNITION AWARDS

Do you know a local hero? Each year, MSEA and the Minority Affairs Committee recognize individuals who have promoted or demonstrated leadership in public education and proven themselves true friends of education.

It works like this: Members nominate candidates for awards recognizing outstanding achievement at the

local, state, and/or national levels in education, leadership, politics, community involvement, and student member activism.

The awardees are honored at MSEA’s annual Martin Luther King, Jr. celebration in January. Submit your nomination before the November 1 deadline!

Submit your nomination online today! Visit marylandeducators.org/minorityawards for nomination rules, guidelines, and online submission forms.

14,200 MARYLAND STUDENTS ARE HOMELESS

WE CAN HELP!
ID ENROLL
SUPPORT
COLLABORATE

LET'S KEEP THEM AT THEIR DESKS

Lynne Weise, homeless student liaison for Anne Arundel County tells this story: a middle school boy— bright and engaged—was a whiz at math and looked forward to class. One day, his teacher looked around and said, “What’s that smell?” Then she looked at the boy and said, “You smell funny.”

The boy’s family had lost their home. They lived in a converted truck trailer that was heated by a portable kerosene heater. The kerosene odor had seeped into his clothes. The boy was humiliated and wouldn’t return to the classroom and the subject he loved. Eventually, after the school counselor intervened, the boy returned to the class. But it wasn’t easy for anyone.

According to a June, 2012 U.S. Department of Education report, more than one million homeless students were enrolled in the U.S.—a 13 percent increase from the year before. More than 14,000 of them live in Maryland shelters, shared housing, or other temporary conditions.

Children are the largest and fastest growing segment of the homeless population at

43%

“Homeless children are often moving from place to place,” said Denise Ross, homeless education coordinator in Prince George’s County. “They’re worried about where they will live next, and what school they’ll be attending. Many are doubled up in the homes of family members or friends where it’s crowded and difficult to study. And they simply don’t have basics like clean clothing and school supplies.

“Too many continue to change schools over and over again. Each time they are losing instruction, losing friends, and eventually losing their connection to school entirely by dropping out,” Ross continued. “Homeless students need the additional supports we have in place, and often more, if they are to be engaged and successful in school.”

Students suffer psychologically, socially, and academically from transient living situations. They are less likely to participate in extracurricular activities and more likely to act out or get into trouble. Students who switch schools frequently score lower on standardized tests—up to 20 points lower—than non-mobile students.

Making sure students get enrolled and overcome barriers like paperwork and immunization records is the first step to helping them. Making sure school staff knows their living situation and can put in place the supports the students need to succeed is the second.

“Most of the students I work with like school,” Ross added, “They feel safe and secure at school and they want to learn. I have a success formula for my work with homeless students: identification plus enrollment plus academic support plus collaboration.”

“Through it all, school is probably the only thing that has kept me going,”

said a Maryland high school student whose family is homeless. “I know that every day that I walk in those doors, I can stop thinking about my problems for the next six hours and concentrate on what is most important to me. Without the support of my school system, I would not be as well off as I am today. School keeps me motivated to move on, and encourages me to find a better life for myself.”

USING THE MCKINNEY-VENTO ACT

For county and school-based staff working with homeless students, recognizing homeless students and using the policies and services available to them and their families takes vision, compassion, and a clear understanding of the child’s rights under the law.

These critical elements of Ross’s formula would be a pipedream if not for the McKinney-Vento Homeless Assistance Act—the federal law that supports students and allows them to stay in their school of origin—considered by experts to be one of the most important factors in a child’s continued connection to school and achievement. Without the law, which requires local school systems to provide transportation to and from school, tracking—and supporting—homeless students would be nearly impossible.

While many of the programs that assist homeless families and youth are well known to educators—Title 1, for example—it is McKinney-Vento that specifically identifies homeless students and puts specific supports in place for them, including funding. “I see the power of this law on a daily basis,” said Ross.

Homeless students are defined in the law as those children who “lack a fixed, regular, and adequate nighttime residence,” including those sharing housing, those living in motels, trailer parks, campgrounds, emergency or transitional shelters, cars, public spaces, bus or train stations, or those awaiting foster placement.

In Maryland, the most common living situation for homeless families is

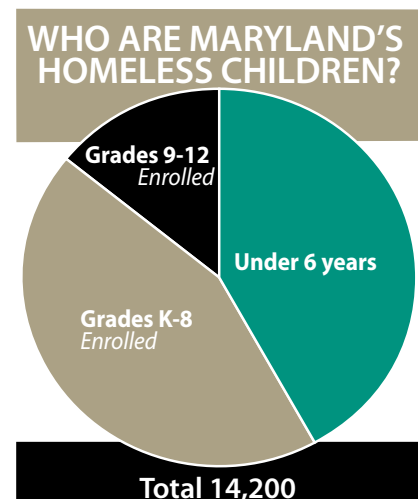
shared housing, or doubling up. “But this doesn’t mean sharing a bedroom with one other person,” said Anne Arundel County’s Weise. “It often means sharing a bedroom with seven or eight other people.”

The law also requires that every school district have a homeless liaison like Ross or Weise, and a homeless coordinator in every school—often a front office staff member. The liaisons work closely with pupil personnel workers who provide the school-level support the families need. The staff member can alert the school counselor and teacher, who can work with the student and their family.

“Students can’t succeed in school when their needs are not understood or when the McKinney-Vento Act is not implemented fully for them,” Ross said. “The law is an anchor for our students in many ways. It allows them to have immediate school access and school stability during their time of transition.”

SCHOOL EMPLOYEES CAN MAKE A DIFFERENCE

Experts say teacher and school staff awareness and sensitivity make all the difference for homeless students who are experiencing emotions and stress most of us will never know. For them, their school is their lifeline, where stability can be counted on, where their friends will greet them every day, and where teachers, paraprofessionals, and administrators focus on their success.



Lack of affordable housing, eviction, foreclosure Separation, divorce Poverty Domestic violence

*Almost
25%
of homeless children have
witnessed acts of violence
within their families.*

Anne Arundel County pupil personnel worker Christy Perdomo says working with homeless students requires the same best practices and sensitivity as dealing with other students, but with an extra dose of consciousness and common sense.

One thing school staff may not recognize when students are out for a few days, or missing books or papers, says Perdomo, is that their family may have had to change shelters and the new shelter might allow only one or two bags for the entire family. "Their books, homework, and most of their belongings may have been thrown out when they entered a new shelter.

"Students become extra cautious about the things they do have and like to keep them with them all the time," Perdomo added. "One student makes sure he has a picture of the dog he had to give away when the family lost their home. It's very hard on these kids."

"We have a big increase in homeless families with special needs children. More and more of those families have one or two students with an IEP," said Weise. "The living situation, plus the needs of the children, add additional stress for parents. There has to be communication with the school so that the IEP is in place. But with knowledge of their living situation, staff can be aware of the additional stresses the family is facing which may lead to academic and behavioral issues."

This gets into early identification of other issues for the student that could further impede his or her ability to focus in the classroom. Most students who are in homeless situations suffer from some sort of anxiety or stress.

Weise says it's important to support a child behaviorally when, for example, he or she may arrive to school after a 40-minute commute on a bus. The student is already frazzled before the school day begins. "I'll naturally want to have more checks and balances in place for that child and that means collaboration among staff and services," said Weise.

For older students excelling in school, Weise says more support is being offered from outside agencies. For college hopefuls, members of groups like the Jaycees can act as role models and support students' interest in college, walking them through scholarship resources and some of the tough paperwork.

County social workers also play an important part in the plight of the homeless student and their family and can work closely with school staff. "Homelessness is increasing and it's having a devastating effect on the academic achievement of our children," said Van Youngblood, a certified social worker in Baltimore County. "I try to find out how I can help these families—not only during school hours, but when the children have to leave school and there's no home to go to."

Weise equates the emotional impact of exposing a family's homelessness to telling a total stranger how much money you have in your bank account and revealing the most embarrassing situation you've ever been through.

"That's what it feels like for a family who has to disclose their homeless or transitional status," she said. "We want to eliminate barriers and increase communication."

HOW CAN YOU HELP?

Using Ross's formula, identifying the homeless student is the key to finding the support he or she needs to remain in school and engaged. Here are some important insights school staff can consider when working with vulnerable students.

For elementary students, the signs and signals of homelessness are not difficult to spot. Here are some telling signs:

- Backpacks very full since they have no place to keep their possessions
- Clothes not consistently clean
- Hygiene an issue if they have no access to regular bathing
- Food hoarding (e.g. keeping extra field trip lunches)
- Unkempt hair and lack of haircuts
- Medical and dental issues (even significant ones) not addressed
- Frequent or extended absences
- A long list of schools they attended
- Revealing writing and illustrations—When homeless children share from their own experience they often reveal underlying truths, even when the story is imaginary.

21% of homeless children become homeless adults.

Homeless children are three times more likely to suffer from depression, anxiety, and post-traumatic stress disorder.

Floods, fires, mold, condemned homes **Mental illness Drug addiction**

Older students can slip through the cracks. Classes change and staff may not be able to pick up on clues as easily.

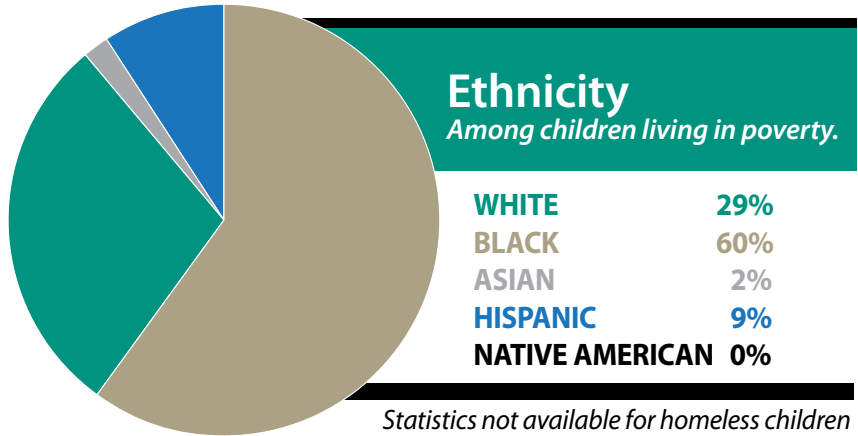
- Attendance is an important part of tracking older students—Follow up with colleagues on a frequently absent student. They may be missing other classes as well.
- Lack of cleanliness—Being more socially aware, older kids may make more effort on showering, but the condition of clothing can be a giveaway.
- Health—Medical and dental issues are not addressed.
- School—Work takes a turn for the worse with no particular explanation.

Accommodating the homeless student's schedule
Transportation for homeless students may require bus, cab rides, or both. The student may have been up for hours and been in several different situations before he or she even gets to school. That can be exhausting mentally and physically.

No child should ever feel uncomfortable if they must walk into the room late, interrupting the first (or second) lesson or a task or quiz. No student should feel singled out with undue attention if they must leave 10 minutes early.

Homeless children are four times more likely to show delayed development.

Homeless children go hungry at twice the rate of other children.



Average age for homeless student

- Try this approach—“Good morning, Sophie! Let me know if you have any questions on the entry task.” Or, “Hey Jake ... we barely started the lab. You’re partnered with Samantha and she got the supplies set up.”
That sensitive inclusion of the homeless child can be the basis of a strong teacher relationship the student may need.
- Plan ahead—Consider how to integrate them quickly into the routine, even if the first thing in the morning is fitness, music, or a final exam.
In elementary school, facilitate the storage of coats and backpacks in an efficient manner. Have homework ready to go a bit early.

Providing oversight and understanding
A homeless family situation always calls for more diligence from the educator. Once you are aware of the student’s situation, be ready to provide a little extra attention when they are obviously stressed.

- Quietly ask how the student is doing—Home life is constantly changing for a homeless student and new issues will come up.
- Ask about their family—Students can be more willing to share about their brothers and sisters rather than talking about themselves. From that information, you can often infer their status as well.
Keep an ear tuned to conversations with their peers—Often that is where you will get the most information about how they and their families are doing.

Sources: Classroom Teacher Resources: Effective Teaching Made Fun; National Association for the Education of Homeless Children and Youth

Homeless children get sick four times more often than their peers.



Visit marylandeducators.org/aldigital to learn more about homelessness and how you can help homeless students.



STAND UP WITH MSEA

OCTOBER 19-20 • OCEAN CITY

MSEA 2012 Convention

A town hall-style meeting with Governor Martin O'Malley and a Q&A session with Maryland State Superintendent Dr. Lillian Lowery are just two of the special events scheduled for MSEA's annual convention in Ocean City. "We'll also be getting our first opportunity to hear from many of the prospective 2014 Maryland gubernatorial candidates," said President Betty Weller, who will preside over the gathering of more than 600 elected delegates from across the state.

FREQUENTLY ASKED QUESTIONS

"Each one of our special guests will share their visions of Maryland's future and public education. I'm eager to hear them all and hope every delegate will carry their impressions of these officials and candidates back to their local associations."

—President Betty Weller



I'm not a delegate. Can I attend the MSEA Convention? Absolutely! Mark your calendar for October 19-20.

What are the convention hours?

■ WORKSHOPS

Friday: 8:30 a.m.–4:15 p.m.

Saturday: 8:30 a.m.–12:15 p.m.

■ EXHIBIT HALLS

Friday: 8:00 a.m.–4:30 p.m.

Saturday: 8:00 a.m.–1:00 p.m.

What activities can I attend as a non-delegate? Visit all of the exhibits located throughout the first floor of the convention center, including professional education exhibits, the annual health fair, and the all-member trade show. You can attend any of the professional development workshops. And don't miss Region Feud on Thursday night for the chance to bring home some great prizes! See page 13 for more details on Region Feud.

Is it really free? Yes!

How do I attend the workshops?

Show your MSEA membership ID card or simply sign in at the non-delegate registration booth inside the Convention Center. Registration begins at 7:30 a.m. both days.

Where can I find a complete schedule of workshops and descriptions?

Visit marylandeducators.org/conventionworkshops.

Are the workshops free, too? Yes. Each of the more than 30 workshops is free.

Who are the presenters? Regional and national education experts, National Board Certified Teachers, classroom teachers, certificated specialists, and education support professionals will lead more than 30 workshops. Visit marylandeducators.org/conventionworkshops to learn more about the presenters.

How are the workshops organized?

Four themes encompass the ten strands of workshops: Exploring Personal and Professional Assets, Building an Instructional Tool Kit, Accessing Student Resources, and Collaborating in a Global Society. Workshops are from one to three hours. Don't miss the New Teachers Lounge!

Can I get CEUs and/or certificates of completion for attending workshops?

Contact your district's certification/staff development office for information about credit.

How can I become a delegate to the convention and participate in MSEA's business and policymaking meetings at a future convention?

Contact your local association to learn more about becoming a delegate candidate in your next local election.

Visit marylandeducators.org/convention for a workshop schedule and descriptions, hotel discounts, and more.

SPECIAL EVENTS

THURSDAY Don't miss Region Feud, MSEA's take on the game show favorite Family Feud, as colleagues show off their trivia knowledge for a chance to win great prizes! Join President Betty Weller for this first-ever event kicking off convention weekend on Thursday night at 8:00 p.m. in the Convention Center.

FRIDAY AND SATURDAY Meet prospective 2014 Maryland gubernatorial candidates, including Anthony Brown, Peter Franchot, Doug Gansler, Heather Mizeur, and Ken Ulman. President Weller will interview each about their background and vision for Maryland's future.

FRIDAY MORNING Tray Chaney, "The Wire" actor and face of MSEA's Radical Readers middle school literacy program in Prince George's County, performs his rap song, "Radical Readers."

FRIDAY AFTERNOON Governor Martin O'Malley hosts an informal town hall discussion about the progress Maryland's schools have made and the challenges that still face educators, students, and communities. Registration required. 200 seat limit. Register at marylandeducators.org/townhall.

SATURDAY MORNING Maryland's new State Superintendent of Schools Dr. Lillian Lowery will make a special appearance in the RA hall for a Q&A session with delegates about educators' priorities and concerns.

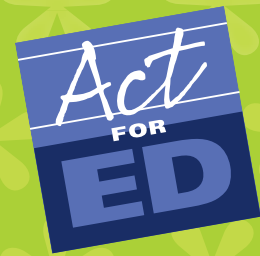
NEW! SPECIAL EVENTS FOR 2012 CONVENTION



Join us for a night of fun on Thursday, October 18 at 8:00 p.m. in the Convention Center's Sunset Room!

Members team up with colleagues from their region for a trivia showdown and the chance to win thousands of dollars in great prizes!

You don't need to be a delegate to play. Bring your family and friends to cheer you on!



WIN a Kindle Fire or weekend in Ocean City!

Dig into your delegate packet when you register at the 2012 Convention and get ready to play the new ACT for ED game! Participate in at least six of the activities on your card and you'll be eligible to win a Kindle Fire, a weekend in OC, or other great prizes.

To win, just visit the booths on your card. Here's a sampling of how you can ACT for ED:

- * Add your photo to the Dream Act Photo Petition
- * Take the Radical Readers Pledge
- * Sign up for MSEA's Fund for Children & Public Education
- * Discover great savings on insurance, credit card programs, and more
- * Become an Educator for Obama

There's more—find out Friday, October 19 at the Convention Center!

SPECIAL EXHIBITS

- **Education Vendors**, non-profits, and education resources
- **Health Fair Booths** Health screenings and preventative wellness tips
- **Member Trade Show** Maryland educators present their entrepreneurial sidelines
- **Read Across Maryland** Take the Radical Readers Pledge!
- **MSEA's Fund for Children & Public Education** Learn how MSEA's Fund supports your students, your job, and your future.

DELEGATES: DON'T WAIT IN LINE! Pre-file your New Business Items online now at marylandeducators.org/RAbusiness.

UPDATE: 2011 NEW BUSINESS ITEMS

Each year, MSEA delegates take action on the new business items (NBIs) presented to the representative assembly. Look for the 2012 NBIs in the next issue of *ActionLine*. Here's an update on some of the NBIs passed by delegates at the 2011 representative assembly:

THE BOAST BILL—SCHOOL

VOUCHERS The NBI stated that MSEA would oppose any legislation resembling past BOAST voucher legislation that has been introduced and defeated in past legislative sessions. MSEA's leaders and government relations staff lobbied vigorously against the legislation and the 2012 version, titled the Partnership for Student Education and Community Investment Tax Credit, died when the General Assembly adjourned on April 9.

REPORT ON THE DISMISSAL PRACTICES OF VETERAN SCHOOL EMPLOYEES

MSEA was charged to investigate the dismissal practices of each of Maryland's 23 school systems to determine if there is a pattern of targeting and dismissing veteran school employees. MSEA's research department is analyzing data from MSDE and has contacted local officers and staff to determine if they are aware of targeting in preparation for a report requested for the 2012 RA.

SUPPORT OF MARRIAGE EQUALITY

ACT Delegates voted to support passage of the Marriage Equality Act during the 2012 legislative session. Throughout the 2012 legislative session MSEA leaders and government relations staff worked in partnership

with legislators and other allies to pass the Marriage Equality Act and organized testimony in support of the bill in committee hearings in the House and Senate. At the Spring RA, MSEA delegates endorsed support of a 2012 ballot referendum to uphold the law.

EDITORIALS FOR LOCAL

NEWSPAPERS MSEA's communications department was charged with producing a customizable op-ed article or letter to the editor at least four times per year for local associations to submit to their local newspapers to advance the agenda of MSEA and its local affiliates. MSEA has distributed three articles so far—on fixing maintenance of effort, avoiding the Doomsday Budget, and going back to school—with a fourth article on November's election in the works.

Visit marylandeducators.org/RAbusiness for details about these and other 2011 NBIs.

NEA grants make room for innovation and professional growth for teachers, support professionals

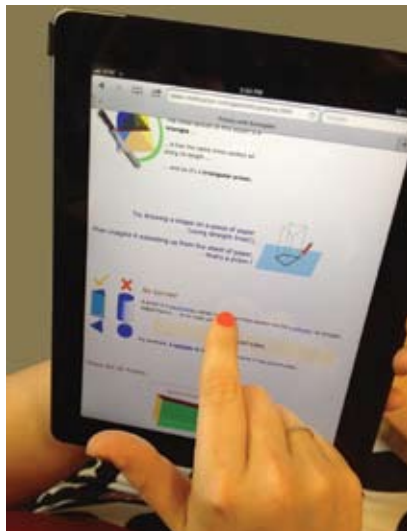
Three times a year, experts at the NEA Foundation headquarters in Washington, D.C. pour over hundreds of grant requests submitted by members eager to advance an idea or provide innovative learning resources to their students. In Maryland, the grants have been used to buy iPads for high school geometry and engineering students in Worcester County, create original opera in Silver Spring, and plan a ten-day humanitarian trip to Ecuador for Bethesda-Chevy Chase teens.

The Foundation supports new ideas and practices to strengthen teaching and learning. They've learned what educators always have known, that the best teaching methods come from educators themselves. And with more than \$8 million distributed in funding, thousands of teachers and students across the country have had exciting, creative experiences in the classroom.

"Geometry is such a visual subject; it lends itself very well to interactive technologies," said Valerija Ziglejeva, a math and engineering teacher at Worcester Technical High School whose \$5,000 iPads for iStudents grant request was funded this year. She hopes to buy up to 17 iPads.

"We are starting the Common Core curriculum in geometry and when the testing arrives in the next few years, it will be implemented online and, we expect, use interactive software," Ziglejeva added.

Need classroom materials? NEA teams up again this year with DonorsChoose.org for grants of up to \$500! Visit neafoundation.org and look for New Opportunities.



Thanks to teacher Valerija Ziglejeva and a \$5,000 NEA grant, math and engineering students at Worcester Technical High School will be solving problems on iPads.

"Using the iPad, I'll be training students using the best technology on the Geometer's Sketchbook software we've already purchased. Learning to use the latest technologies also helps them to become more confident and work- and career-ready."

For Montgomery County's Greencastle Elementary School teachers Cindy Norell and Estelle Moore, a \$5,000 grant allowed them to purchase headset microphones for the performers of the annual opera written and performed annually by the school's second graders.

The project is a 12-year collaborative artistic and learning experience between the music and classroom teachers. "And now, for the first time," said Norell, "all of the hard work of the seven- and eight-year-old writers and singers could be heard by the audience. They really needed some secure amplification. We are so grateful for the grant."

Start planning now for a \$2,000 or \$5,000 NEA Foundation Grant! The next deadlines are October 15 and February 1.

Student Achievement Grants

Grant funds may be used for resource materials, supplies, equipment, transportation, technology, or scholars-in-residence. Although some funds may be used to support the professional development necessary to implement the project, the majority of grant funds must be spent on materials or educational experiences for students.

Learning & Leadership

Grants support public school teachers, public education support professionals, and/or faculty and staff in public institutions of higher education for one of the following two purposes:

- Grants to individuals fund participation in high-quality professional development experiences, such as summer institutes or action research.
- Grants to groups fund collegial study, including study groups, action research, lesson study, or mentoring experiences for faculty or staff new to an assignment.

Remember, for both NEA Foundation Grants, applicants must be practicing U.S.:

- Public school teachers in grades Pre-K-12
- Public school education support professionals
- Faculty and staff at public higher education institutions



Need help writing your first grant proposal? You'll find a complete grant writing tutorial, FAQs, application instructions, and final report guidelines at neafoundation.org

MSEA/MCEA member is new Teaching Ambassador Fellow

When National Board Certified Teacher (NBCT) Jennifer Bado-Aleman heard about the U.S. Department of Education's (USDE) five-year-old Teaching Ambassador Fellows program, she researched the program, saw the unique experience it offered, and decided to apply. She was one of six teachers chosen out of 625 applications from teachers and instructional specialists.

The daughter of Hispanic immigrants, Bado-Aleman's research and practice have centered on closing the achievement gaps and on professional improvement. She currently is the English department resource teacher at Gaithersburg High School for a team of more than 20 teachers and support staff.

ActionLine spoke with Bado-Aleman recently to find out more about her career and year-long assignment at the Department of Education.

What appealed to you most about the opportunity at the Education Department?

While interviewing, I was able to hear about the dynamic experiences of fellow teachers from other states, which helped me realize the significance of the larger conversations about effective teaching and the vision for the profession happening across the country and in the Department of Education.

The application process was competitive, with initial written components, followed by a phone interview and then a full-day, in-person interview at the Department of Education in Washington, D.C. with various staff. The content of those questions and interviews focused on my work with students in my role as an educator, and also on my leadership experience with colleagues in my work as a resource teacher and staff development content specialist.

How can the presence of educators like you make a difference at the Department?

As Fellows, we each take our roles seriously. We understand the responsibility we have to our colleagues and to our students to be honest about our experiences in the classroom and with diverse students, and with what reforms look like—the successes and the challenges—in the classroom.

From your broad experience, what do you think most often stands in the way of teachers reaching their potential in the classroom?

I have been fortunate to work in contexts that have allowed me opportunities to grow as a professional, at school, county, and state levels, and I've had the opportunities to work with diverse students. These are experiences that have informed and changed my practice. Being able to advocate for the students that I teach is a major reason that I applied for this fellowship.



Teaching Ambassador Jennifer Bado-Aleman (third from right) and colleagues at a roundtable discussion at the U.S. Education Department. Photo: Josh Hoover

But I want teachers to know, too, that such contributions are ones that every teacher can make at various levels, whether it's at the school, district, state, or national level. I think that the most important work in education is the work that happens every day by teachers and students in the classrooms, because that's where relationships are built and student achievements are made.

I want my colleagues to know that in being teachers, we are leaders, and we can improve those things that we feel are barriers to our students' success; we have to embrace that role and lead in the ways and in the contexts that are best suited to each of us. For one teacher, that might mean leading a workgroup or professional learning community at a school to look at student achievement, or how to better engage students, or joining a committee at the county or state level to look at curriculum or assessment or teacher evaluation models, or holding their own roundtables and sending that feedback to USDE to join the national conversation about teaching. The key is for teachers to realize their own potential in their leadership abilities and how we can help each other succeed in being more effective educators for our students.

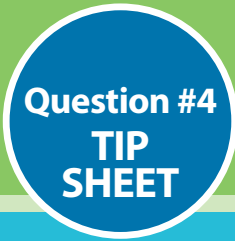
What are some of the strategies for teacher success that you have found most successful?

The best teachers I've seen are the ones who are open to collaboration and who always are researching effective strategies. They engage in critical discussions and peer observations with their colleagues to enhance their own skills and share their expertise with others. They know that teaching is a craft that requires continual learning and research to find the best practices and the most effective ways to meet the needs of changing populations of students.

Teachers need to know that they are leaders in their classrooms and among their colleagues. We should each embrace that responsibility because it is what will help our students to achieve.



Read an expanded version of this interview at marylandeducators.org/aldigital.



The DREAM Act

WHAT EDUCATORS NEED TO KNOW ABOUT THE MARYLAND DREAM ACT

In 2011, Maryland became the 12th state to pass a state DREAM Act, a law that's all about fairness. It's about kids who graduate from Maryland high schools and whose families pay Maryland taxes and who should pay Maryland in-state tuition. The law makes sure the rules are the same for everyone regardless of immigration status and invests in the future of our state.

QUESTION 4

Will look like this on your ballot:

**Question 4 –
Public Institutions of Higher
Education – Tuition Rates**

MSEA recommends voting **FOR** QUESTION 4



President Obama's announcement that his administration will stop deporting DREAM Act eligible students nationwide and provide them work permits makes an even stronger case for upholding the Maryland DREAM Act. Kids in our state who've excelled in school and earned acceptance to a Maryland college will be great assets to our economy. We should make sure they have the education they need to fully contribute to our workforce.

Here's how the law works:

- The law applies only to young people who grew up in Maryland, worked hard, and played by the rules.
- These students speak English, their families pay taxes, and they attended a Maryland high school for at least three years and graduated.

Most of these students were brought here by their parents at a young age and the only country they know as home is the United States.

- All students have to earn acceptance to college; this law only affects tuition rates.
- DREAM Act students must start at a community college and then transfer to a four-year institution. They aren't competing with other Maryland applicants—community colleges have open enrollment and they're considered in the same pool with out-of-state applicants for four-year institutions.

In other states that have passed DREAM Acts, only small numbers of immigrant students have enrolled in college, so we're talking about a small group of smart, hardworking kids.

- Every family eligible for the DREAM Act must pay taxes for three years before becoming eligible and must pay taxes every year they're in college.

These students will graduate college and give back to our state. Education is always a sound investment and these students will help build the educated workforce that will ensure Maryland's economic strength and competitiveness in the future.



There's plenty to do!

Visit marylandeducators.org/dream to learn more about the DREAM Act and sign up to help.



Visit marylandeducators.org/aldigital and watch Frederick County member Justin Heid speak up for DREAMers!

Question #6
TIP
SHEET

Marriage Equality

WHAT EDUCATORS NEED TO KNOW ABOUT THE MARRIAGE REFERENDUM

Delegates to the 2011 MSEA Convention passed a new business item to support passage of the Marriage Equality Act. At the Spring Representative Assembly, delegates voted to support the law in any ballot measure during the November 2012 general election.

QUESTION 6

Will look like this on your ballot:

**Question 6 –
Civil Marriage Protection Act**

MSEA recommends voting **FOR** QUESTION 6



Why marriage equality?

Marriage for gay and lesbian couples is about treating everyone fairly under the law; it is not about religious beliefs. Churches and religious officials don't have to marry anyone they don't want to. Religious freedom is protected.

Many of us have gay family members, neighbors, co-workers, and friends we love and respect who are good parents and good people. They deserve to be treated equally.

Who supports marriage for gay couples?

54% of Maryland voters say they will vote for Question 6, with 40% against.* We have the momentum.

People from all backgrounds support the issue, including President Obama, Governor O'Malley, the NAACP, Baltimore Mayor Stephanie Rawlings-Blake, and many people of faith.

There's plenty to do!

Visit marylandeducators.org/marriage to learn more about QUESTION 6 and sign up to help.

Why not civil unions?

We shouldn't separate one group of people into a separate category with separate laws. A civil union doesn't carry the same meaning, or legal protections, as marriage.

What the people of Maryland will be voting on in November is civil marriage—not religious marriage.

Churches, synagogues, and other religious institutions can and will continue to make their own decisions about whom they choose to marry, the new law guarantees that religious freedom will never be threatened. Maryland clergy would never have to perform a marriage with which they do not agree.

Why marriage?

Marriage for all loving, committed couples, including same-sex couples, is a matter of equality, fairness under the law, and supporting strong families. Marriage embodies these core values that Marylanders share.

Marriage builds a family; couples don't get married just for the rights and benefits.

*Source: *Marylanders for Marriage Equality*

MSEA is working with the Marylanders for Marriage Equality—the campaign working to defend marriage equality at the ballot box this November. Our coalition partners include NAACP Baltimore, 1199 SEIU, ACLU of Maryland, Equality Maryland, and the Human Rights Campaign.

MSEA Election 2013

Stand up for your profession!
Become a candidate for NEA
director or delegate to the
NEA Convention in Atlanta!

Strong leaders make a difference in public education. You can support your profession and your students by becoming a candidate for NEA director or delegate to the NEA annual meeting next July in Atlanta. Association leaders help create the agenda for future work in areas of policy, budget, and more for one of the country's most active and influential groups—public school employees.

This year, MSEA members will elect two NEA directors to the NEA and MSEA boards of directors, and delegates to the NEA Representative Assembly. All members are eligible to run for NEA delegate positions as active, student, or retired members.

NEA Director

Two to be elected
Three-year term • 9/1/13–8/31/2016

NEA's Board of Directors consists of at least one director from each state affiliate plus an additional one for every 20,000 active members. With 70,000 members, MSEA has four NEA directors. NEA directors are also members of MSEA's Board of Directors.

You can be a delegate to the NEA RA



When NEA's 2013 Representative Assembly (RA) and Convention takes place July 1-July 6 in Atlanta, Georgia, various committees, caucuses, leadership groups, and delegates from state and local affiliates will gather to set policy and chart the direction of NEA business. The RA is the primary legislative and policymaking body of the NEA and derives its powers from, and is responsible to, the membership. It's also the world's largest democratic deliberative assembly.

The RA adopts the strategic plan and budget, resolutions, the legislative program, and other policies of the association. Delegates vote by secret ballot on proposed amendments to the Constitution and Bylaws. Those delegates with full voting

rights elect the executive officers, executive committee members, and at-large members of the NEA Board of Directors, as appropriate.

The RA consists of some 9,000 delegates representing state and local affiliates, student members, retired members, and other segments of the united education profession.

Election Schedule and Deadlines

November 16, 2012
5:00 p.m.

Deadline for photos, candidate nomination/intent and biography forms to be received at MSEA's Annapolis headquarters

January 25, 2013
Ballots available online

February 25, 2013
5:00 p.m.
Deadline for receipt of election ballots

March 8, 2013
Election results validated at MSEA

Photo, above left: Delegates participate in a standing vote count during this year's NEA 150th Annual Meeting and 91st Representative Assembly in Washington, D.C.

As a state delegate, you'll join members elected by your colleagues from local associations across the country to debate critical education issues and set NEA policy and activities for the year ahead. Simply complete the forms on the next page and you're a candidate! See the 2012 election schedule on this page.

Check out MSEA's directory at marylandeducators.org/board to learn more about MSEA's officers and Board of Directors, including photos, terms, and contact information. For more information about the roles of officers and the board of directors, and MSEA elections bylaws, policies, and rules, visit marylandeducators.org/handbook.

MSEA Election 2013 Guidelines

Nominations

Nominations may be made by any member using the official MSEA Nomination & Intent Form on this page. Nominees must meet the qualifications for office as specified in the MSEA Bylaws, be willing to run for office, and serve if elected. Administrators and retired members are ineligible for nomination for the two NEA director positions, but can be nominated as delegates to the NEA Representative Assembly.

Biography Forms

Submit one MSEA Election Biography Form for each position sought. Do not send a résumé. Submit original or high resolution digital color photo only. Photos will not be returned. Information about NEA director candidates will appear in ActionLine, January/February 2013, and on marylandeducators.org. Information about MSEA delegate candidates will be available at marylandeducators.org/2013election beginning January 22. Candidates submitting: 1) photo; 2) biography; and 3) statement will appear first in alphabetical order by position. Candidates who submit less information will follow alphabetically.

November 16, 2012 • 5:00 p.m.

**Deadline for MSEA Election
2013 Nomination & Intent Forms and Biography Forms**

SEND TO:

Trish Bandler/Tyrone Holmes/Susan W. Russell
Attn: Nominations and Credentials Committee
MSEA
140 Main St., Annapolis, MD 21401

MSEA Election 2013 — Biography Form

Deadline for receipt: November 16, 2012, 5:00 p.m.

NAME (As you wish it to appear on the election ballot)

SCHOOL (Name of school and county)

LOCAL ASSOCIATION

POSITION *Teacher, Education Support Professional, Substitute, Administrator, Retired, or Student*

MSEA MEMBER FOR ____ YEARS

NEA MEMBER FOR ____ YEARS

ASSOCIATION POSITIONS HELD (List no more than three in each category):

LOCAL

MSEA

NEA

YOUR PERSONAL STATEMENT

Candidates may attach a personal statement to their completed form.

Note: word limits as follows: NEA Director: 150 words; MSEA Delegate to the NEA Representative Assembly: 25 words.

Statements exceeding the word limit noted above will be cut off at the last complete sentence that is at or under the limit. For the purposes of this rule, any phrase ending with a period will be viewed as a complete sentence. If the first sentence exceeds the word limit, no personal statement will be published.

Send separate biography for each position sought; one photo only required. Nominees will receive confirmation of receipt of forms, biography, and photo. NOTE: Original or high resolution digital color photo only.

MSEA Election 2013 Nomination & Intent Form NEA Director • NEA RA Delegate

Deadline for receipt: November 16, 2012 • 5:00 p.m.

To be nominated to run for **NEA Director**, MSEA Board of Directors, delegate to the MSEA Representative Assembly, and delegate to the NEA Representative Assembly, check this box:

NEA DIRECTOR 9/1/13 - 8/31/16

Members may run for NEA Director **and/or** a delegate seat to the 2013 NEA Representative Assembly.

To be nominated to run for **MSEA Delegate to the 2013 NEA Representative Assembly**, check **one** box:

Active:

Teacher

ESP

Student Member

Substitute

Administrator

Retired

NAME (As you wish it to appear on the election ballot)

ADDRESS

CITY

ZIP

HOME/CELL PHONE

SCHOOL PHONE

EMAIL ADDRESS

POSITION *Teacher, Education Support Professional, Substitute, Administrator, Retired, or Student*

LOCAL ASSOCIATION

ETHNIC GROUP

LETTER OF INTENT

I hereby state my willingness to run as a candidate for MSEA office and/or for NEA State Delegate in the 2013 MSEA/NEA Election. I agree to abide by the MSEA/NEA policies and bylaws and to adhere to the Code of Ethics, as adopted by the Association.

DATE

SIGNATURE OF NOMINEE

Mail or deliver to: Trish Bandler/Tyrone Holmes/Susan W. Russell
Attn: Nominations and Credentials Committee
MSEA
140 Main St., Annapolis, MD 21401

Must be received by November 16, 2012, 5:00 p.m. To verify delivery, use registered or certified mail, return receipt requested.

Inside MSEA

David Helfman, Executive Director

We can exercise our humanity in the voting booth



Over the years, we've made progress, but it's required vigilance, effort, and at times, enormous risk and sacrifice. Given the opportunity, many would move us back.

“Until the spirit of love for our fellow-workers, regardless of race, color, creed or sex, shall fill the world, until the great mass of the people shall be filled with a sense of responsibility for each other's welfare, social justice cannot be attained, and there can never be lasting peace upon earth.”

Nearly one hundred years old, Helen Keller's words still remind us of our obligation to work for social justice.

Perhaps they resonated in the minds of those who wrote MSEA's mission statement, which pledges the association to work “to enhance the rights of labor and human and civil rights for all.”

Perhaps they influenced hundreds of delegates at the 2012 MSEA Spring Representative Assembly, who voted overwhelmingly to endorse the Dream Act and Marriage Equality laws when challenged in this November's election.

When a child of undocumented parents has an incentive to graduate high school, daily attendance improves, benefiting that child and his or her classmates. Students who can attend college are more likely to stay out of poverty, own a home, and raise more highly educated children.

When civil marriage protections are extended to same-sex couples, it leads to improved communication between the school and both parents. It sends a powerful, protective message to gay and lesbian students who are often subject to bullying. And it extends justice to gay and lesbian educators.

Over the years, we've made progress, but it's required vigilance, effort, and at times, enormous risk and sacrifice. Given the opportunity, many would move us back.

Forty-eight years ago, in Philadelphia, Mississippi, James Chaney, Michael Schwerner, and Andrew Goodman were murdered. These men were part of the Freedom Summer Project, registering African-Americans to vote. Their portraits hang on the wall in MSEA's board room.

This year, Philadelphia, Pennsylvania is ground zero in a nationwide effort to strip away those voting rights. “Voter ID, which is gonna allow Governor Romney to win the state of Pennsylvania, done,” proclaimed House Majority Leader Republican Mike Turzai as he listed the accomplishments of the state's GOP legislature. NEA and state affiliates are pushing back hard on these attempts to silence the voices of voters; watch my video in the digital edition of *ActionLine* to learn more and find out how you can get involved.

The social justice component of our mission calls for us to raise our voice when efforts are made to dismantle laws promoting college education for immigrant children, extending marriage rights to same sex couples, or depriving low-income, predominantly minority citizens the right to vote. Our mission urges us to heed the words of Dr. King, who wrote as he sat in a Birmingham jail that “injustice anywhere is a threat to justice everywhere.” To those who disagree I ask: When shall we learn?

important dates

SEPTEMBER

- 15-Oct 15 National Hispanic Heritage Month
- 20 MSEA Southern Coordinated Bargaining Council (CBC)
- 21-22 MSEA Board of Directors Meeting
- 25-26 Yom Kippur
- 29 National Board for Professional Teaching Standards Jump Start Seminar *Loews Hotel, Annapolis*

OCTOBER

- 5 World Teachers' Day
- 5-6 National Education Association Board of Directors Meeting
- 8 Columbus Day
- 9 MSEA East CBC
- 11 MSEA Urban CBC
- 19-20 MSEA 2012 Representative Assembly & Convention *Ocean City*
- 19 MSEA Pre-Retired Workshop *Ocean City*
MSEA Retired Annual Reception *Ocean City*

NOVEMBER

- 6 General Election
- 8 MSEA Urban CBC
- 9-10 Local Officers Advance Training Part 2 *Towson*
- 11 Veterans Day
- 13 MSEA East CBC
- 15 MSEA Southern CBC
- 22 Thanksgiving Day
MSEA Office Closed
- 23 *MSEA Office Closed*
- 28-Dec 1 National Council of Urban Education Associations Fall Conference *Seattle, WA*



Watch David's video at marylandeducators.org/aldigital.

WHAT DO YOU THINK? Write David: MSEA, 140 Main Street, Annapolis, MD 21401 ■ dhelfman@mseanea.org

VOTE EARLY SKIP THE LINES!

Saturday, October 27–
Thursday, November 1

“Like it or not, politics and elected officials affect nearly everything that we do in our classrooms and schools,” said MSEA President Betty Weller. Weller, who attended the Democratic National Convention to cast her vote to re-nominate President Obama, emphasized the need for all educators to vote. “I was really struck by one line in the president’s speech,” recalled Weller. “He said: ‘If you give up on the idea that your voice can make a difference, then other voices will fill the void.’”

“On November 6, we have to stand up for our students, our profession, and what we believe in. It’s up to us to make sure that friends of education win on election day,” Weller added.

“MSEA proudly recommends to members the candidates on this page.”



President Barack Obama and Vice President Joe Biden

NEA recommends the re-election of President Obama and Vice President Biden because of their commitment to education, educators, and the middle class. They made critical investments through the American Recovery and Reinvestment Act, which saved and created jobs that fueled local economies, strengthened public education, and brought relief to countless working families. And by approving the Education Jobs Bill, President Obama helped to keep class sizes from ballooning and important education programs and services from being cut.

Obama’s message to NEA delegates at the 2012 Representative Assembly was simple: “You can’t help the American people without helping educators. I’m proud to stand with you.”

Visit EdVotes.org/Election2012 for more information on where the candidates stand on education and educator issues.

VOTE

VISIT THE BOARD OF ELECTIONS WEBSITE elections.state.md.us. Find out everything you need to know about voting on November 6!

Register online or at any of the listed locations. You can also download and mail a registration form. **The deadline is October 16.**

- What’s on the ballot? *Become familiar with the issues and the ballot language.*
- Where do I vote? *Enter your address to find your polling place.*
- What is my congressional district? *Know your candidates and the issues.*
- First time voter? *Learn how it works.*



U.S. Senator Ben Cardin
Senator Ben Cardin is a champion for students and educators. He has led on issues that matter for our families and our children, such as support

for the Education Jobs Bill, American Recovery and Reinvestment Act, and efforts to protect the jobs of educators and first responders.

NEA Legislative Report Card: A



Congressman Dutch Ruppersberger
■ 2ND DISTRICT
Portions of Baltimore County, Harford, Baltimore City, Anne Arundel, and Howard

NEA Legislative Report Card: A



Congressman John Sarbanes
■ 3RD DISTRICT
Portions of Anne Arundel, Baltimore City, Baltimore County, Montgomery, and Howard

NEA Legislative Report Card: A



Congresswoman Donna Edwards
■ 4TH DISTRICT
Portions of Prince George’s and Anne Arundel

NEA Legislative Report Card: A*



Congressman Steny Hoyer
■ 5TH DISTRICT
Portions of Prince George’s, Charles, St. Mary’s, Calvert,

and Anne Arundel

NEA Legislative Report Card: A



John Delaney
■ 6TH DISTRICT
Portions of Montgomery and Frederick; all of Washington, Allegany, and Garrett. Mr. Delaney

is challenging Congressman Roscoe Bartlett.

Rep. Roscoe Bartlett, Delaney’s challenger, earned an “F” on NEA’s Legislative Report Card.



Congressman Elijah Cummings
■ 7TH DISTRICT
Portions of Baltimore City, Baltimore County, and Howard

NEA Legislative Report Card: A



Congressman Chris Van Hollen
■ 8TH DISTRICT
Portions of Montgomery, Frederick, and Carroll

NEA Legislative Report Card: A

** Edwards was a new member of the 110th Congress. Her grade reflects her votes from 2009–present.*

NEA’s Legislative Report Card grades reflect scored votes from 2007 to present.

Visit nea.org to see NEA’s Congressional Report Card. Click on Issues & Action, then Legislative Action Center.



Meet *Erin Horman*

Erin Horman

Carroll Manor Elementary School
Fifth Grade Language Arts Teacher

Teaching has always been my passion. From the moment that I was old enough to have a “classroom,” animals and dolls all took their seats in front of the chalkboard. After high school, I found myself at home in the Elementary Education Program at Frostburg State University. I came home to Frederick County after graduation and now, as a teacher, I value each and every opportunity to make a difference in the lives of our students.

While teaching is one of my greatest accomplishments, I also have a wonderful life to come home to. My husband and I got married on December, 12, 2009. We purchased our very first home together and live in Frederick County. Just recently, we rescued a stray dog, Bentley. She, and my 38 students, are my children. Our family enjoys spending time outdoors and traveling to new places around the world. Steelers football gatherings with friends and family are regular events in the Horman household, and a topic to start our Monday Morning Chats in class. My life is that of family, friends, and a passion for teaching.



My husband and I traveled to Riviera Maya on our honeymoon in 2009. We returned to the great snowstorm of 2009. BRRRRRRR!



For the past 5 years, I have directed Camp Invention for students ages five to eleven. It has been a wonderful experience watching students grow into inventors in just one week.



My sister-in-law and I participated in the Warrior Dash last year. Can you say MUDDY MESS?!



Bentley loves to take walks and play fetch with her duck. She also enjoys playing with other dogs and cuddling after a long day.



Over heard in my classroom: “Chris! You won’t believe this—I actually like school.” “Dude, I have NEVER heard anyone say that! But, school is FUN in Mrs. Horman’s class!”



I am a proud godmother of Noah and Georgia. I enjoy seeing these two amazing children more than words can express. They are the little miracles that make my world go ‘round



Visit marylandeducators.org/aldigital to watch Erin’s video!

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



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