

TEACHERS' VOICE



"I feel really grateful that I had joined the union. I could never have foreseen any such occurrence happening to me."

—Anita Forte
Rio Grande High School

ATF: Professional Progressive Unionism

your

union

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working for you

Professional Development Days

A Few Things You Should Know About

How time is divided up:

- One full day was designated for uninterrupted prep time. The prep day was scheduled August 13th.
- Three days will be divided into: 3 half-days for content-specific PD; one half-day for RDA assessment training; 2 half-days for school-based PD.
- 183rd day will continue to be planned at each school through the Instructional Council.

What you are learning:

As per our agreement, APS has designed PD that is differentiated for different role groups. Please take the time to check with your Fed Rep or look at the ATF website (atfunion.org) to determine what APS has created for your role group.

Math PD will be provided for all teachers who teach math in elementary middle and high school.

Teaching and Learning with Text will be provided for all secondary core content teachers.

APS employees who will have PD specifically designed for their role group include:

- ISP teachers-all levels
- Librarians
- Professional School, Family and Crossroads Counselors
- Physical Education-separated by elementary and secondary
- Fine Arts- separated by elementary and secondary
- Audiologists
- Nurses
- Social Workers
- ACCESS Teachers
- Pre-School Special Education Teachers
- Physical Therapists and Occupational Therapists
- Speech and Language Pathologists
- Resource Reading Special Education Teachers
- Adapted Physical Education Teachers
- School Psychologists

To read descriptions of the PD that APS has planned, download the complete memorandum from the lead story of the website at atfunion.org. If you read the MOU and cannot figure out which group you belong to, call us and we will check with APS.

The Assessment Session

All teachers will participate in the mandatory training designed to address security of the three state tests. This portion of the training meets teachers' obligation for the fall training described in state regulations. This training will replace the requirement for test reps at the schools to provide one of the two state-required trainings.

- K-2 teachers will work with the KDPR and DRA2.
- Teachers in grades 3-5 will learn about the Assess2Learn (A2L) testing and get practical, hands-on experience of accessing reports for instructional planning and connecting this to AIPs.
- Sixth-eighth grade teachers will learn about the A2L accompanied by the practical experience of accessing student results.
- High School teachers will be introduced to the course-specific, short-cycle assessments administered through Assess2Learn. These newly developed assessments will be in phase one implementation for English 9, 10, and 11; algebra I, geometry and algebra II.
- Special Education teachers will have the opportunity to work with the New Mexico Alternative Assessments.

We want to know what you think!

We have agreed to a joint evaluation of the professional development provided by the district. Your feedback will be taken seriously and will be used to determine how this time is used next year. Be sure you fill out an evaluation after each PD session you attend.

Trouble Shooting

In addition to the regular evaluation completed at the Professional Development sessions, participants will have the opportunity to address significant concerns that require timely attention. If you are concerned about the quality of the professional development experience, you can report the concern within one workweek by filling out the form on the ATF website (atfunion.org) under Headline News. The form can then be faxed to ATF at 266-1967 or sent through interschool mail to the ATF office, Attention: Ellen Bernstein.

Fidelity

Last year during the math adoption process, we received numerous questions about the definition of "fidelity". Many teachers asked whether they would still be able to use the knowledge and material they had developed over their years as an experienced teacher. Many were told that they could not use any math materials that were not from a specific publisher and that they could not deviate from the prescribed program—basically negating their professional knowledge and ensuring that learning was not differentiated.

We thought this idea went against what we knew about good teaching, student learning, and district goals so we were careful to craft a definition for "fidelity" in the PD Memorandum of Understanding that both ATF and APS signed. We wrote:

"During the math professional development, teachers will learn practical applications of their adopted math program with teacher peers from their grade level. Teachers will have the opportunity to acquire the knowledge necessary to use the math program with fidelity.

Fidelity refers to the intensity and accuracy with which core instruction and connected interventions are implemented. Using a program with fidelity means teaching all of the essential (research-based) components of a program and using professional judgment to differentiate in order to meet the needs of individual students. This may mean that teachers need to supplement with additional materials to reinforce the skills and concepts."

For those of you who are told that fidelity means a promise that can't be broken, that you must follow a program with rigidity, or that all teachers must be on the same page at the same time, please read the definition above. Our negotiated agreement ensures that your professional judgment and the needs of students always take precedence over a textbook company's program.

350

Number of teachers ATF supported in completing their dossier last year.

350 Overview Sessions

15 Resubmission Support

192 Small Study Groups

42 Individual Readings

201 Open Labs

46 Number of teachers ATF supported in completing their National Board Portfolio last year.

ATF PROFESSIONAL SUPPORT CALENDAR

Professional Development Dossier Support

For the October 15-November 15, 2007, Submission Period:

• PDD Overview Sessions

(Attendance is a prerequisite for all other PDD support)

September 11, 4:30 - 7:30 pm

September 26, 4:30 - 7:30 pm

October 4, 4:30 - 7:30 pm.

• Resubmission Support

September 12, October 1, 4:30 - 6:00

• Open Lab Days (Held at APS/TLS Computer Lab)

November 3, 10, 9:00 - 3:00

• Individual Dossier Reading

November 1 is the deadline to arrange a reading.

• Dossier Small Study and Support Groups

Scheduled by level (license and grade) and site specific

National Board Candidate Support

Small Group Mentoring begins September 19.

The Schedule

DAY 1: TEACHER PREP

August 13, 2007 - Whole District

DAY 2: DISTRICT PROFESSIONAL DEVELOPMENT

• September 17, 2007

Del Norte, Sandia, Manzano, Eldorado, La Cueva Clusters, Alternative

• September 18, 2007

Albuquerque, Highland, Cibola, Valley Clusters

• September 21, 2007

West Mesa, Rio Grande Clusters

DAY 3: DISTRICT PROFESSIONAL DEVELOPMENT/SCHOOL

• November 5, 2007

Albuquerque, Highland, Cibola, Valley Clusters

• November 6, 2007

West Mesa, Rio Grande Clusters

• November 9, 2007

Del Norte, Sandia, Manzano, Eldorado, La Cueva Clusters, Alternative

DAY 4: DISTRICT PROFESSIONAL DEVELOPMENT/SCHOOL

• January 7, 2008 - Whole District



Co-creating the Mentor Program is one of ATF's recent accomplishments in which we focus on essential professional issues and the importance of teachers supporting teachers. The Mentor Program, lead by teacher leader Linda Bluestein, is designed to be rigorous, site-based, and will significantly change the way new teachers are supported in APS. The program is run by teachers, along with APS administrators and UNM faculty, all of whom work together on the Joint Governance Panel.



The program is based on the strengths and knowledge of our system's most talented educators. The Mentor Program is more than a buddy system—it is a program that is focused on new teacher development, selecting quality mentors and ensuring that both new and mentor teachers are successful.

The Mentor Program takes a comprehensive approach to providing qualified, site-based mentors for beginning teachers in the Albuquerque Public Schools. The chief role of a mentor is offering support and practical advice to beginning teachers based on observation and discussion of the beginning teacher's professional experiences.

Benefits for mentors: professional renewal; making a difference; professional development with peers from across APS; a \$2,000 differential.

Benefits for new teachers: Site-based support from someone who is trained to help you and ensure that you have the most successful year possible.

How to become a mentor: Teachers interested in becoming a mentor must complete an application package that includes a minimum of three recommendations. Of the three recommendations, one must be from the teacher's site principal or assistant principal (preferably your evaluator); a recommendation from a colleague who is familiar with the applicant's teaching; and a recommendation from the school ATF representative, another teacher or anyone else who is familiar with the applicant's work. Once a completed application package is received, a short interview is scheduled. Call Linda Bluestein or download an application from the TLS website.

Matching new teachers with mentors: The Mentor Program matches teachers at the school site. Primary consideration is given to matching teachers in the same grade and subject area.

If you are an experienced teacher please consider becoming a mentor.

Contact: Linda Bluestein, Program Coordinator
505-880-8249, Ext. 176
bluestein@aps.edu

" I never realized how lonely teaching can be. We are surrounded by children all day long. As a community of teachers, we are isolated. My mentor has filled a void for me. I no longer feel isolated in my portable and although I have made some 'first-year teacher' mistakes, my mentor has told me, 'I will not let you fail.' She has provided me with sound advice, pertinent materials, observations, and most importantly, her friendship. Thank you for pairing me with an experienced teacher! "

- Beginning Teacher

A Continuum of Support

The Mentor Program combined with the new Peer Intervention Program incorporates support for new teachers, provides opportunities for highly accomplished experienced teachers and offers assistance to teachers experiencing problems. Together, there is a continuum of support and learning throughout a career.

Peer Intervention

Your Union Working For Our Profession

There is a new way in APS for struggling teachers to get the support they need and that support will come from experienced colleagues. It's called the Peer Intervention Program and it is the next phase in the APS/ATF/UNM Mentor Program.

What is Peer Intervention?

For more than 20 years, many unions and school districts across the nation have worked to improve the effectiveness of teacher evaluation by developing peer assistance programs to mentor beginning teachers and help experienced teachers who are in crisis and need intervention and support. Your union has been working for many years to establish such a program in our district. Why is the union spearheading this? It is our belief that supporting all teachers from beginning to veteran in the refinement of their teaching practice will improve overall teacher quality and directly impact student learning. As your professional organization, we believe it is the union's work to create high standards for our own profession by developing high quality support for teachers by teachers.

ATF and APS have created a successful mentoring program for novice teachers. They are now ready to add the intervention component for veteran teachers with a pilot program of Peer Intervention this year.

Intervention is a component of the Mentor Program designed to help improve the performance of experienced teachers who are having serious difficulties in performance of their professional responsibilities. The goal of intervention services is to improve the performance of teachers through peer assistance. Intervention provides teachers experiencing serious difficulties in the classroom or other professional settings with a constructive alternative to traditional disciplinary actions. One goal of the Albuquerque Teachers Federation is to develop and maintain the highest caliber teaching staff.

How does Peer Intervention work?

Teachers on Intensive Evaluation will be provided peer intervention with a Consulting Teacher. Placement in Intervention will depend on the capacity of the pilot program.

What does a Consulting Teacher do?

A Consulting Teacher works with the classroom teacher to analyze and improve their classroom effectiveness. The Consulting Teacher does not evaluate the classroom teacher.

Who decides if the classroom teacher has met the goals of their growth plan?

The Consulting Teacher presents documentation of progress to the Peer Intervention Panel. The panel can choose one of the following:

- Recommend that intervention be continued for a specified amount of time.
- Recommend that intervention be discontinued and employment continues: the teacher met the expectations of the growth plan and is no longer on intensive evaluation.
- Recommend that the employee is discharged/terminated.

The principal continues to be responsible for the evaluation of the classroom teacher.

What if I am not on Intensive Evaluation, but could use some help from another experienced educator?

Established peer assistance programs across the nation have grown to offer voluntary support to any teacher who requests it. Some teachers request help because of moving to another grade level or content area; help with implementing a new program, or assistance in classroom management skills. Currently, APS is offering voluntary support through the Instructional Coaching program.

" Everyone has the right to due process—not everyone has the right to teach. "

- Susan Schripsema,
Member Joint Governance Panel
and Peer Intervention Panel

ATF Consulting Teachers

Consulting Teachers (CTs) in the Peer Intervention Program are highly qualified, experienced APS educators who have been chosen and trained to work with colleagues as support teachers. Currently, there are three CTs in the program. CTs remain in their own classrooms part-time and are released part-time to work with the intervention participants in their classrooms. They help participants improve their teaching practice and prepare reports on the evidence of improvement.



LORI HAGEN

Hoover Middle School

- 27 years teaching
- Level III license
- BA in Special Ed
- Masters in Special Ed
- National Board Certified Teacher-Special Education
- Mentor Teacher

Union Work:

- Co-Coordinates ATF National Board Support Program
- Mentors National Board Candidates
- Teaches ATF ER&D class in Managing Antisocial Behavior
- Serves as part of the AFT IDEA Cadre

“ Teaching is a very isolating experience and being given the opportunity to work with another professional is empowering. Whether it is curriculum or classroom management issues, working with a person who has gained your trust becomes a valuable resource. Receiving the proper support can provide a struggling teacher with a positive new perspective on teaching and student engagement. ”



CLARA GONZALEZ-ESPINOZA

Chamiza Elementary School

- 25 years teaching
- Level III license
- BS in Elementary Ed
- Masters in Special Ed
- Education Specialist in Multicultural Teacher Education
- National Board Certified Teacher-Middle Childhood Generalist
- Worked as a Peer Support Teacher for the Teacher Enhancement Program
- Literacy Leader
- Mentor Teacher

Union work:

- Mentors National Board Candidates

“ There is power behind peers working together to improve teaching practice. It is a non-threatening approach. ”



JANE AVON YESSAK

Petroglyph Elementary School

- 12 years teaching
- Level III license
- BA in Elementary Ed
- Masters in Elementary Education
- TESOL endorsed
- National Board Certified Teacher-Middle Childhood Generalist
- Mentor Teacher
- Math Leader

Union work:

- Mentors National Board Candidates

“ I really believe in peer support. I've had some key mentors in my life and career and they have made all the difference. No one is an island. Teachers need a support system. ”



Leading the Way for the Career Pathway System: Spotlight on Pat Halama

ATF, in partnership with the District, has worked to develop a unique program linking the Support and Related Services Personnel to a career pathway. The professionals involved over the past 3 years exemplify the dedication and commitment to provide SRSP with a level system based on professional standards and indicators. The Career Pathway System is an excellent way for APS staff to demonstrate proficiency in their field and be acknowledged for promoting student success.

Thanks to the work of many extraordinary and professional practitioners, the Career Pathway for Support and Related Services is fully implemented! Many counselors, social workers, nurses, therapists and interpreters spent countless hours over the past 2 years creating a system that has rigorous professional expectations and is practitioner-created and is practitioner-run. There are 18 people currently trained as portfolio readers. So far, 24 people have completed their portfolios and submitted them for review. The Career Pathway System ensures every employee in APS that we represent has the same opportunities for professional advancement.

PAT HALAMA

Counselor, Truman Middle School

Pat Halama is now working as the ATF Coordinator for the Career Pathway System. Pat has been working as a counselor in APS for 11 years, with an additional 15 years of counseling experience, and is a seasoned ATF volunteer. Pat stepped up in the beginning of the process to help us design the system and is now instrumental in fine-tuning and advancing our work.

“ As the ATF coordinator, I am dedicated to promoting excellence in our fields and acknowledging the great work that professionals do with our students. It has been exciting working with all of the professionals who helped develop the criteria for movement from level to level and watch as their colleagues show some of the fantastic work they are doing with the students in APS schools. ”

- Pat Halama ”

OVERVIEW SESSIONS TO LEARN HOW TO CREATE A PORTFOLIO

- Thursday, August 30, 2007
- Thursday, January 10, 2008
- Thursday, April 10, 2008

PORTFOLIO SUBMISSION DATES

- October 1 - November 1, 2007
- February 15 - March 15, 2008
- May 15 - June 15, 2008



New Teacher Orientation

Last month, APS and ATF conducted their second annual New Teacher Orientation. More than 150 new teachers attended and participated in classes designed to help them start school with practical ideas and information. New Teachers Orientation culminates each year with the ATF Educators Emporium. Pictured here are new teachers "shopping" for the free materials donated each year by teachers retiring or changing jobs.



Your Fed Reps Working For You

This summer, 75 Fed Reps gathered for a day of Fed Rep training designed to help them represent the members at their school. ATF Fed Reps are a dedicated group of volunteers committed to ensuring that you are represented in your union and each school has important district and union information. If your school has not yet elected a Fed Rep, contact us and we will help you hold an election at your site.

“ **Holding all teachers to high standards and making them accountable will only strengthen our profession. The union knows what constitutes good teaching. Peer intervention creates a non-threatening venue for positive change to take place and improves teacher quality.** ”

- Lori Hagen, Consulting Teacher, Peer Intervention Program

COPE

committee on political education

POLITICAL ACTION IS THE ANSWER

Years after its inception, the "No Child Left Behind" Act (NCLB) is affecting every public school student and educator in New Mexico and across the nation. The effects are pervasive and profound:

- an Adequate Yearly Progress (AYP) formula that does not measure progress;
- overemphasis on high stakes testing that detracts from real teaching and learning;
- punishment for schools not making AYP instead of increasing resources;
- mandates that have never been fully funded.

How did this situation come about? The answer is simple: Politics! And, it is political action by educators that will remedy this state of affairs.

The ATF Committee on Political Education (COPE) invites you to join in the movement to take back our profession through political action. Elections have consequences. NCLB didn't just appear overnight. It is the end result of several elections that put into office leaders who believed NCLB was education reform. It will take work by union members this year and next to elect lawmakers who will listen to educators about true public education reform.

This fall semester, COPE is conducting a membership drive, with those participating to be entered in a drawing for a \$100 gift certificate at Costco and other prizes. Each ATF member that joins COPE or increases their current contribution will be entered in the drawing. And, for each Fed Rep that recruits a new COPE member or turns in an authorization form for a member's increased contribution, his/her name will be put in a separate drawing. Strengthen your voice in your professional future: Support your union's political action.

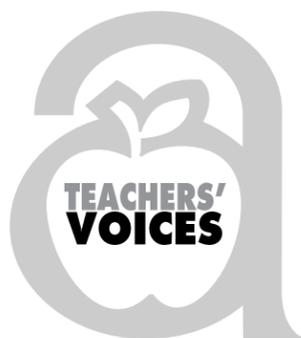
“ **I consider it important, indeed urgently necessary, for intellectual workers to get together, both to protect their own economic status and, also generally speaking, to secure their influence in the political field.** ”

-Albert Einstein, charter member of the American Federation of Teachers



AGREEMENT BETWEEN ATF AND APS FOR RESOLUTION OF GRADE CHANGE GRIEVANCE

1. APS agrees with ATF that the Rio Grande High School teacher properly assigned the grade based on her clear student coursework and attendance expectations.
2. ATF agrees with APS that school and district procedures concerning parent notification of attendance and interventions must be followed.
 - The parties agree that future attendance and notification requirements will not exceed current state law and district procedures. We further agree that additional attendance and notification requirements will not be added to teachers' responsibilities as a result of this agreement.
3. Both parties agree that classroom teachers clearly have the right and responsibility to evaluate their students' progress and to interpret and assign grades.
4. In the future, the parties agree that, in the case of graduating seniors, the district superintendent and union president will review any case in which grades are contested and the resolution has not been reached at a school level.
 - The APS superintendent and ATF president will develop criteria for assessing situations that will take into consideration the nature of the shared responsibilities of teachers, students, parents and schools.
5. Such a review is not intended to undermine a teacher's professional judgment.
6. APS Procedural Directives and the APS/ATF Negotiated Agreement will align to this agreement.



Issues

Payroll Problems: Check Your Check!

ALERT!! This summer, APS started using a new payroll program. Right after the switch, differentials did not appear on the July 20 paycheck. When the differentials were reissued on the August 3 paycheck some checks were wrong again. We can't repeat it often enough: check your paycheck for accuracy.

The new salaries were on the August 17 paycheck. Make sure you verify your step and education placement with the amount of money reflected on your paycheck.

To the right of the message box, which is in the lower left hand corner, is a 6 column by 3 row grid. The column second from the left is labeled Wages. Find the value in the Wages column and the Current row. Multiply that amount by 26, (the number of pay periods) to determine your base pay.

This total may not include any differentials or extended contracts you might be receiving until they are submitted by your school's administration. To double check that your base pay is correct, download a salary schedule from the ATF Website at atfunion.org.

Base pay is determined by licensure level, years of allowable experience and education level. Remember, your step placement is one number more than your total number of allowable years of experience.

If you suspect your paycheck is incorrect, please call the APS Employee Data Center at 889.4837. If you think benefit deductions are incorrect, call APS Benefits at 889.4859. Members may also contact ATF at 262.2657.

If you suspect an overpayment, please report it to APS Payroll at 872.6880. Complete the new overpayment form to initiate an investigation.

APS, by law, may not underpay or overpay an employee. The sooner an error is detected, the less adverse the impact will be on the employee.

2007-08 Insurance Premiums: Minimal Increase

While no one likes to see any increases in fixed expenses like health care insurance premiums, the fact is, those costs continue to rise. The good news is that APS health care plans will only have a modest increase for the 2007-2008 school year. For medical and prescription drug coverage, there will be a 3% overall increase in contribution rates over last year. There will be no increases in premiums for dental and vision plans.

The previous three-tiered salary rate structure for employer/employee contributions has now been changed to a two-tiered structure. APS has increased its matching contribution to 80% for all employees earning less than \$25,000 annually. The 60% matching contribution rate will remain the same for all employees earning over \$25,000 per year.

Advocacy



Local Hero

When Rio Grande High School teacher, Anita Forte, stood up for herself and her professional rights, little did she know she would become a local hero. After an intense media storm and a triumphant ruling from the Public Education

Department, life for Anita had a chance to return to normal. Until, that is, she walked into the ATF Fed Rep training in July and received a standing "O" from her peers and shouts of gratitude.

In case you don't know who Anita is, she is the Rio Grande teacher who filed a grievance to prevent a grade she assigned to a student from being changed by APS. In addition to standing up for what is right and for all teacher's rights, Anita was diligent in ensuring that the agreement reached between ATF and APS would not add any additional work to teachers in the future.

“Initially, I was annoyed, frustrated, stressed, upset, irritated, and angry. All this on top of the end of the year, write finals, do grades, close up your classroom stuff. Then, I realized that without me saying anything, you all knew what was up. I felt happy that so many people were behind my actions and were supporting me. This made me feel like a part of the greater whole, like the cog in a machine that actually works verses a cog in a machine that often seems broken. I feel really grateful that I had joined the union. I could never have foreseen any such occurrence happening to me. I appreciate yearly, when I have a contract, what the union does for me. This made me appreciate the whole of the union. No, this is not a union commercial – sometimes there is truth in advertising. May we, as a more unified whole, go into the 2007-2008 more in sync with each other. ”

-Anita Forte, Teacher
Rio Grande High School

“Peer Intervention debunks the myth that unions protect bad teachers and is an important step for us in maintaining our own professional standards. ”

- Ellen Bernstein, ATF President

Organizing

What Unions Mean To You

People who belong to unions choose to do so for a variety of reasons, and people who do not belong to unions may not know why they should become members. While membership in professional unions like the Albuquerque Teachers Federation has been on the rise for several years, union membership has, on the whole, been declining over the past two decades. It's time to get back to unions! According to research, while unions may not have influence over the size of the overall economy in the U.S., they definitely influence the size of your slice of the economic pie. Union workers make higher salaries, and get better benefits. ATF hopes the following questions and answers will help you understand what unions mean to American workers, and what ATF means to you.

What Exactly Is A Union?

Unions are made up of working people joining together to solve problems, build stronger workplaces and give working families a real voice. Unions give workers a voice on the job about safety, security, pay, benefits—and about the best ways to get the work done. Union workers earn 30 percent more each week than nonunion workers and are much more likely to have health and pension benefits. Unions give working people a voice in government. They represent working families before lawmakers, and make sure politicians never forget that working families voted them into office.

What Is The Employee Free Choice Act (EFCA)?

The Employee Free Choice Act (H.R. 800, S. 1041) would enable working people to bargain for better wages, benefits and working conditions by restoring workers' freedom to choose for themselves whether to join a union. It would:

- Establish stronger penalties for violation of employee rights when workers seek to form a union and during first-contract negotiations.
- Provide mediation and arbitration for first-contract disputes.
- Allow employees to form unions by signing cards authorizing union representation.

What Is The Role Of Teachers Unions?

The Albuquerque Teachers Federation (ATF) is part of the Teacher Union Reform Network (TURN). This progressive group of NEA and AFT local affiliates believes that teacher unions must provide leadership for the collective voice of their members. Teacher unions have a responsibility to students, their families, and to the broader society. Teacher unions are committed to public education as a vital element of our democracy. What unites these responsibilities is our commitment to help all children learn.

ATF affirms the union's responsibility to collaborate with other stakeholders in public education and to seek consistently higher levels of student achievement by:

- Improving continuously the quality of teaching.
- Promoting, in public education and in the union, democratic dynamics, fairness, and due process for all.
- Seeking to expand the scope of collective bargaining to include instructional and professional issues.
- Improving on an ongoing basis the terms and conditions under which both adults and children work and learn.

WHY JOIN ATF?

join us...The Albuquerque Teachers Federation



ATF is the professional union and collective voice for all licensed APS educators. We lobby the legislature for funding and changes in state education policy. Our full-time job is to work to improve teaching and learning conditions for you and the students you work with every day. Our dues-paying members make it possible for us to fight for things like higher salaries, professional compensations systems, and preparation time. The more members we have, the stronger collective voice we have when we represent you. Through the democratic process, ATF members determine the direction of our union. If you choose not to be a member of ATF, you choose not to have a say in the direction of your profession. Join today, and let your voice be heard!

WHAT?

Some ATF Accomplishments

ATF was chartered in 1962, and won collective bargaining rights in APS in 1979. We have accomplished a lot for APS licensed personnel over the years. ATF's dues-paying members make it possible for us to lobby the New Mexico Legislature for funding and policies, and to negotiate on your behalf with the APS leadership. Here are just a few highlights of the many things ATF has accomplished for you over the years:

1990-91	All modified Wednesdays for elementary prep ; Contract language clarifies 30 minute duty free lunch exclusive of passing periods;
2000	6.25% salary increase added to teacher salary schedule— 5% for rest of bargaining unit; \$2000 National Board Certified differential; All differentials increased by 25% ; \$500-\$3000 differentials for Bilingual/ESL endorsement; Elementary teachers paid for lost PE prep time ; Non-instructional duty stipend rate to \$18/hr ; PDP timelines to insure timely evaluations ;
2001	8% pay increase for all employees on the A1 schedule; 6.5% increase for employees on A2 and A3 schedules; Summer school pay increased to \$20/hour; All differentials increases by 5% ; Outside experience credit increased from 6 to 10 years; Professional development at all sites must be collaboratively planned ;
2004	ATF wins a 1 Million dollar arbitration settlement from APS over the issue of the District wanting to reduce the final Summer paycheck;
2005-2007	After over one year at impasse, a compromise on salaries is reached for support and related services personnel ; ATF successfully lobbies for a change in state law to include all teachers in 3-tiered minimums ; ATF negotiates the mentor program ; Salaries for support and relates services personnel equal those of other licensed educators; Creation of career pathway for support and related services professionals; ATF and APS agree to create a pilot on rearranging and redefining available time; ATF lobbies successfully for new dollars allocated by legislature to be available as an average, allowing for the flexibility through the negotiations to address specific salary needs; ATF prioritizes salary increases for experienced educators for two years in a row. ATF & APS agree to create a SAT Chair differential and increase the Special Ed Head Teacher and HS Band Director differentials beginning in 07-08, while an MOU recognizes the need to address an increase for all differentials in the next round of bargaining; ATF & APS agree to pilot district-wide PD for a portion of inservice time; in exchange, teachers will get one full, uninterrupted day of prep time ; The Mentor Program, an APS/ATF/UNM Partnership, now includes Peer Intervention .

“ *Everyone has the right to due process—not everyone has the right to teach.* ”

-Susan Schripsema, Mentor
Joint Governance Panel, Peer Intervention Panel

TEACHERS' VOICE



**ALBUQUERQUE
TEACHERS FEDERATION**

PRESIDENT
Ellen Bernstein

EXECUTIVE VP
Janet Montoya Schoeppner
Adobe Acres Elementary

SECRETARY
Pamela Irvin
Alamosa Elementary

TREASURER
Paul Roensch
Manzano High School

MEMBERSHIP VP
Sharon Freire
McKinley Middle School

HIGH SCHOOL VP
Cathy Taylor
Valley High School

MIDDLE SCHOOL VP
Angela Reynolds
Truman Middle School

ELEMENTARY SCHOOL VPs
Loretta Shiver
S R Marmon Elementary
Miriam Martinez
Los Padillas Elementary

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Federation
AFT NM/AFT/AFL-CIO.



Around THE NATION

Support Union Friendly AT&T

In support of IBEW, CWA, and all who work for Verizon, we are responding to Verizon's campaign to do away with union representation. The New Mexico Federation of Labor, AFL-CIO suggests that you to encourage union members, their families and friends to switch from Verizon and do business with AT&T.

NCLB Post Cards On Their Way To Members

AFT members will soon have a chance to participate in a massive grass-roots lobbying blitz of Congress as it takes up reauthorization of the No Child Left Behind Act next month. A special insert of preprinted post cards on NCLB is included in the back-to-school issues of the American Teacher. AFT members are asked to pull out the post cards, which reinforce the AFT's call for changes in NCLB to address weaknesses in the law, and send them to their lawmakers as Congress returns from its summer recess. The post cards call for a fair and accurate accountability system that recognizes student progress; adequate support and resources without new and unnecessary requirements on teachers; research-based interventions for struggling schools; and adequate funding.

House, Senate Vote To Broaden Kids' Health-care Coverage

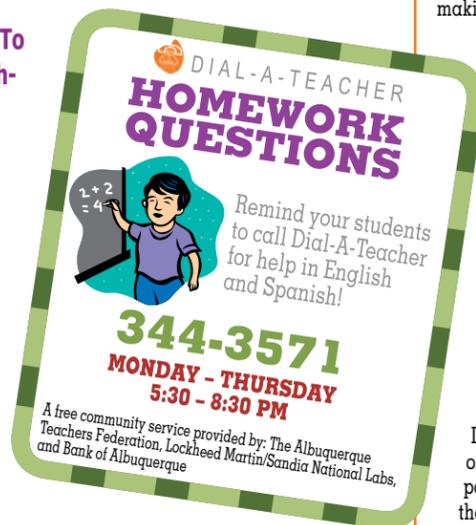
In a victory for America's children, the U.S. Senate resoundingly joined the House in voting to expand the State Children's Health Insurance Program (SCHIP). The federal-state partnership insures children whose parents work but can't afford health insurance. Both political parties mustered support to expand the program—by \$50 billion in the House and \$35 billion in the Senate. The Senate passed its bill by a thumping 68-31 majority, the House by a narrower margin.

Bill Features Supports For Math, Science Teachers

New AFT-backed supports for math and science teachers were part of a broad bill, approved by Congress. The final legislation, combines five separate bills that seek to strengthen training, research and education in math and science. The AFT fought for and won language in the final bill that authorizes federal funding for voluntary summer institutes to help elementary and secondary math and science teachers expand their content knowledge. The bill also authorizes federal support for another AFT-backed proposal: part-time master's degree programs in math and science that would allow teachers to gain advanced degrees over two to three years.

Union Concerns Spotlight At Presidential Forum

Working family issues took center stage at the AFL-CIO's Aug. 7 presidential candidates' forum in Chicago. In the 90-minute debate, seven Democratic presidential hopefuls fielded questions from MSNBC moderator Keith Olbermann as well as from workers who were among the more than 17,000 union members and their families gathered at Soldier Field. The result was a debate that gave the labor movement and the concerns of working families a national audience on such issues as the right to organize a union, retirement security and the healthcare crisis. The candidates addressed a broad range of topics, including the No Child Left Behind Act (a question submitted online by Shirley Forpe, president of the Northwest Suburban Teachers Union in Illinois), as well as the nation's public infrastructure, the war in Iraq, U.S. trade policies, mine safety and the aftermath of Hurricane Katrina.



Dial-A-Teacher

On September 4th, Dial-A-Teacher will kick off another year of providing free homework help for K-12 students across New Mexico! Dial-A-Teacher is sponsored by the Albuquerque Teachers Federation, as well as Lockheed Martin/Sandia National Labs and the Bank of Albuquerque. Licensed APS teachers, who are also ATF members, take calls Monday through Thursday, from 5:30-8:30 pm, in both English and Spanish. Call 344-3571 in Albuquerque, or 1-800-94-STUDY statewide.

Need a Fed Rep?

ATF Fed Reps are essential to keeping teachers at their schools informed, and are the decision-making body of the Albuquerque Teachers Federation. If there is not an ATF Fed Rep at your school, please contact the ATF office at 262-2657. We will gladly set up a meeting with the members at your school to help you elect someone to this important position.

Dues increase

ATF dues will increase slightly this year. Full-time dues will be \$23.64 per pay period, an increase of less than 3%. Dues are calculated based on a formula that includes the average educator salary in APS plus per capita obligations to our state and national affiliates.

Dues for half-time time employees and those on the second step of Level 1 will be \$12.23 per pay period. Educators on quarter dues and those in their first year will pay \$6.52 per pay period.

Happy Labor Day!

ATF would like to thank you for all the great work you do with kids. We hope you had a great Labor Day weekend! Labor Day is a creation of the labor movement and is dedicated to the social and economic achievements of American workers. It constitutes a yearly national tribute to the contributions workers have made to the strength, prosperity, and well-being of our country. If you enjoyed your day off, thank your union!

"Together We Can -Juntos Podemos"

ATF, AEAA and AFT spent months planning a special event for teachers, EAs and parents of preK-5th grade English Language Learners, to be held on September 8th at Albuquerque High School. ATF and AEAA members, UNM professors and Keynote Speaker Rudolfo Anaya worked together to design this free mini-conference for approximately 400 adults and their children. Participants receive free materials and children's books, and attend workshops designed to help them help their students succeed. Thank you to all participants, volunteers and committee members!