

TEACHERS' VOICE



“ On August 29, the LA Times released teachers' value-added model results, which opens the way for teachers to be 'unfairly judged by incomplete data masked as comprehensive evaluations'. ”

– AFT President Randi Weingarten

PROFESSIONAL

PROGRESSIVE

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# & Test Scores Teacher Evaluations



Oct. 2010

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albuquerque teachers federation

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## Test Scores & Teacher Evaluations

Ellen Bernstein :: ATF President



Should we as teachers be held accountable for the outcomes of our work? Yes. Should the outcomes of our work be measured by standardized tests? No.

Is the teacher evaluation system broken? Yes. Should we fix it by evaluating teachers based on test scores? No.

The tension between those questions and the answers given by most teachers is center stage in every school district in every state—including ours.

You might have noticed in last month's Teachers' Voice that the Government Restructuring Task Force wants the current state teacher evaluation system to place more emphasis and more consequences on student growth.

Because the Race to the Top competition included criteria of linking teacher evaluation to student growth, this has become the "reform du jour". Every state is focusing on this as if it is the silver bullet that will fix everything wrong. This, of course, assumes that "everything wrong" is the teacher and everything the teacher does wrong can be reflected on a test score. Those of us that are full of holes from silver bullets know that this new trend will not mask the real issues like underfunding schools and diminishing social safety nets for families.

Many are already using this "reform du jour" to rationalize doing harm to individual teachers and the teaching profession as a whole. They claim to be using Value-Added Modeling (VAM) to calculate the value teachers add to their students' achievement, based on changes in test scores from year to year and how the students perform compared with others in their grade. Yet,

[T]he research community has cautioned against the heavy reliance on test scores, even when sophisticated VAM methods are used, for high stakes decisions such as pay, evaluation, or tenure. For instance, the Board on Testing and Assessment of the National Research Council of the National Academy of Sciences stated, 'VAM estimates of teacher effectiveness should not be used to make operational decisions because such estimates are far too unstable to be considered fair or reliable.' [Economic Policy Institute (EPI) Briefing Paper, August 2010].

Michelle A. Rhee, the Washington, D.C. schools chancellor, fired teachers partly over poor value-added evaluations. Nearly 6,000 elementary school teachers in Los Angeles have found themselves under scrutiny this summer after *The Los Angeles Times* published a series of articles about their performance, including a searchable database on its web site that rates them from least effective to most effective. By the way, the paper did its own calculations for this supposed value-added system.

Education Secretary Arne Duncan called it "an exercise in healthy transparency" before he backtracked to say he never did that when he was in Chicago. Is he saying that makes what happened in LA wrong or right? Regardless, it's wrong. A person's life and career are far too important to be judged based on an unproven and unreliable system that has been designed to do nothing more than to sell papers.

This year, the U.S. Department of Education's own research arm warned in a study that value-added estimates "are subject to a considerable degree of random error." Despite the lack of a valid and reliable system, value-added modeling is exploding and high-stakes decisions are being attached.

Aside from the testing experts saying that this method is not ready, there are many issues attached to using test scores in the evaluation of teachers. For instance:

- Standardized tests are not instructionally-sensitive.
- Everyone is evaluated, yet only a few subjects are tested.
- The scores cannot be solely attributed to teachers' influence.
- No studies have credibly isolated teacher effects from other factors.

AFT's resolution on Teacher Development and Evaluation correctly points out, "Student learning is not simply influenced by one teacher, no matter how great. You can neither fire nor hire your way to better schools. Like other professionals, teachers continuously develop. They bring to the classroom varying skills and knowledge, a reflection of their training and experience, and they deepen their knowledge and hone their skills over the years."

AFT concludes that, "There's a sensible middle ground here. Develop an evaluation system focused on improving teaching and learning, one that includes intelligently-gathered, intelligently-weighted evidence of both."

In New Mexico, this debate on teacher evaluation is likely to take on new momentum in the near future—especially in this election year. Some accuse education unions of being opposed to attaching teacher evaluations to student learning. We are not. But, we are opposed to teacher evaluation based on criteria and systems that are flawed, unreliable and politically-driven. I urge teachers, lawmakers and the public to read the ATF White Paper entitled, "Teacher Evaluation, Compensation and the Three-Tiered Licensure System," available at [www.atfunion.org](http://www.atfunion.org). Then, let's begin a serious debate on this issue and our proposal. I await your response.

In solidarity,

Ellen



The Los Angeles Times on Sunday published a massive story that rocked the education world by using student test scores to evaluate more than 6,000 teachers, and then to declare which teachers are effective and who should be shown the door.

Larry Ferlazzo | English teacher | Sacramento, CA

## The 3-Tiered System: Teacher Evaluations and Student Test Scores

### Evaluation

Two things are true: Teachers want meaningful feedback and we know that our evaluation system needs fixing. We want more than a "drive-by" observation and principals chasing us down the hall at the end of the year for a signature on our evaluation form. Few principals have the time and expertise necessary to provide useful feedback to teachers. Yet, observation is an essential component of teachers' evaluations and cannot be replaced. Teaching is far too complex and important to assume that our worth can be measured by the outcomes of a test that we all know is an inadequate measure of student learning, much less of a teacher's effectiveness.

Just as student assessment systems must be based on multiple and authentic measures of their learning, teacher evaluation systems must include authentic and multiple measures of our practice. A well-rounded and effective evaluation system must:

- Include a focus on growth and development;
- Not be a "gotcha" system;
- Have differentiated expectations based on where we are in our careers (novice, mid-career, veteran);
- Include both formative and summative feedback.

Just as any good evaluation system identifies exemplary teachers, it must also include a Peer Assistance and Review (PAR) system to support and remediate the skills lacking in teachers identified as ineffective. A Peer Assistance and Review (PAR) system that provides intensive help for those struggling or, if necessary, counsels them out of the profession must be an integral part of any compensation/evaluation system.

### Including Student Learning

Student learning is at the heart of the teaching profession and can be included in a credible teacher evaluation system. As teachers, we welcome the inclusion of student learning in an evaluation system, as long as our students' learning includes evidence of growth in knowledge and skills based on multiple measures.

While the psychometricians work to develop valid and reliable measures of student growth, several well-known "performance pay" systems, like Pro-Comp in Denver, have successfully included measures of student learning with Student Learning Objectives, or SLOs.

Unlike standardized test scores, SLOs can be developed for any teacher in any subject area or grade level. Student learning objectives are annual targets for growth that a teacher sets at the beginning of the year and strives to attain by the end of the year (or at the end of a semester, if appropriate). They are based on a student needs assessment and aligned to the school's standards and curricula. In addition, SLOs are: 1) based on outcomes, not activities; 2) rigorous; and, 3) measurable.

### Compensation, Evaluation, the 3-Tiered System

Teachers and their unions have traditionally opposed merit pay plans. Merit pay is a flawed compensation system and, while some say it was originally designed to recognize and reward the best teachers, these plans usually require individual teachers to compete against each other for a limited pool of funds. Typically, the criteria for merit were subjective and based upon the principal's discretion.

Our 3-Tiered Licensure System is the perfect framework and, if expanded, can include teacher evaluation with a student learning component. Of course, we must begin with the basic underlying premise that teachers should be paid well for teaching. The primary goal of our evaluation system must be to strengthen the individual and collective practices of teachers and schools in order to improve student learning.

...continued on page 2.

## ATF Mourns Past Leader



Don Whatley, who led the Albuquerque Teachers Federation for over 16 years, lost a year-long personal battle with pancreatic cancer last month. Like all of the struggles he waged in his lifetime, he did it with courage and dignity.

In 1983, Don went from teaching Social Studies at Truman Middle School to leading the state's largest teacher union local when he was elected President of ATF. He held that position until 1999. During his time in office, the union nearly doubled its membership, giving ATF the power and effectiveness necessary for the union to successfully negotiate many of the provisions that ensure the rights APS employees have in the workplace today. Major contractual gains included increased teacher prep time, the election of teacher leaders, elementary differentials, binding contract arbitration and the creation of the Sick Leave Bank. Union initiatives, such as the Dial-A-Teacher /Homework Hotline program and the Educational Research and Development program, also began under Don's tenure as ATF President.

A strong believer of democracy in the workplace, Don fought hard to win the right of shared decision-making through the creation of School Restructuring Councils (which evolved into Instructional Councils). He also revamped the organizational structure of our local union by creating the ATF Federation Representation Council. This policy-making body of the union gave a decision-making voice to the membership through elected representatives from each work site.

Don was at the forefront of the education reform movement in New Mexico and worked aggressively for the passage of the Education Reform Act of 1986, the hallmark of which was the statutory limits on class sizes. Don was also directly responsible for developing and bringing the Character Counts program to APS.

Many have called Don a visionary and a pioneer. It's true: his contributions to education and educators in our city and state have been enormous.

Don's work was very important, but those who knew him and worked with him closely will reflect first and foremost on his personal characteristics and their personal friendship with him. We remember Don as a kind and caring person who worked tirelessly to improve the lives of those he represented and those he taught. He will be fondly remembered for his patience, humility, humor, intelligence and compassion. He will be deeply missed.

...continued from page 1.

## The 3-Tiered System: Teacher Evaluation & Student Test Scores

### Tying It All Together

Since the 1920's, New Mexico teachers have been compensated via a single salary schedule based only on years of experience and level of academic preparation. In the 1970s, the New Mexico Legislature created the Training and Experience (T&E) Index which funded the single salary schedule. In this system, a step schedule increased teacher pay based on years of experience and education credits. The only money directly associated with teacher pay that is distributed to districts comes from the T&E Index.

by a formula based on experience, additional degrees, state endorsements and differential responsibilities. This differentiates between new and experienced teachers within Level II and Level III.

Examples of how factors can be associated with education and experience to augment the minimum pay levels and create a Teacher-Weighted Formula are shown in the charts. This evaluation and compensation system includes both an individual accountability component with the Student Learning Ob-

LEVEL 1 EXAMPLE : Base Pay \$30,000				
(Note: Level 1 teachers should focus on developing as a teacher and have the support of mentor teachers as they master the profession and learn how to measure student learning with SLOs.)				
Years within Level	EDUCATION			CREDENTIAL DIFFERENTIALS (NATIONAL BOARD CERTIFICATION, ESL, BILINGUAL, ETC.)
	BA + 30	MA	MA + 30	
0 - 3	.05 / \$31,500	.15 / \$34,000	.20 / \$36,000	.10 in addition to current base
4 - 5	.10 / \$33,000	.20 / \$36,000	.25 / \$37,500	.10 in addition to current base

LEVEL 2 EXAMPLE : Base Pay \$40,000							
Years within Level	EDUCATION			CREDENTIAL DIFFERENTIALS	ADDED RESPONSIBILITIES	SUCCESSFUL EVALUATIONS & ACHIEVEMENT OF SLOs	SCHOOL EPSS GOALS
	BA	BA+ 30	BA +45 MA				
1 - 5	\$40,000	.15 \$46,000	.20 \$48,000	.10 \$4,000	.10 \$4,000	.10 \$4,000	.10 \$4,000
6 - 10	.10 \$44,000	.20 \$48,000	.25 \$50,000	.10 \$4,000	.10 \$4,000	.10 \$4,000	.10 \$4,000
11+	.15 \$46,000	.25 \$50,000	.30 \$52,000	.10 \$4,000	.10 \$4,000	.10 \$4,000	.10 \$4,000

LEVEL 3 EXAMPLE : Base Pay \$50,000							
Years within Level	EDUCATION			CREDENTIAL DIFFERENTIALS	ADDED RESPONSIBILITIES (e.g. Mentoring)	SUCCESSFUL EVALUATIONS & ACHIEVEMENT OF SLOs	SCHOOL EPSS GOALS
	MA NBC	MA+ 30	Ph. D.				
1 - 5	\$50,000	.15 \$57,500	.20 \$60,000	.10 \$5,000	.10 \$5,000	.10 \$5,000	.10 \$5,000
6 - 10	.10 \$55,000	.20 \$60,000	.25 \$62,500	.10 \$5,000	.10 \$5,000	.10 \$4,000	.10 \$5,000
11+	.15 \$57,500	.25 \$62,500	.30 \$65,000	.10 \$5,000	.10 \$5,000	.10 \$5,000	.10 \$5,000

Now that the new licensure and compensation system has been developed, it is time to change the underlying funding structure behind the salary schedule. The current T&E Index does not match or support the new licensure system. The system can be expanded to include:

- Experience
- Education
- Credentials
- Added responsibilities
- Evaluations
- Student growth
- Whole school progress

As teachers, we want to be recognized for experience and education, but the current T&E Index is not adequate. We need a funding formula that ensures the minimum salaries in the 3-Tiered System do not also become maximum salaries. A "Teacher-Weighted Formula" would change the T&E Index so that it's similar to the way we fund students by assigning them weight according to a formula. In a Teacher-Weighted Formula, each Level II and Level III teacher is weighted

jectives, as well as group accountability by meeting the Educational Plan for Student Success (EPSS) goals.

For more information about this proposal, visit the ATF website at [atfunion.org](http://atfunion.org). The white paper, *Teacher Evaluation, Compensation and the 3-Tiered Licensure System*, that was developed for the second round of Race to the Top in April is in the library section under "position papers".



## AROUND THE NATION

### AFT Supports One Nation March in Washington

Thousands of people from around the country will gather on the National Mall in Washington, D.C. on October 2 for the One Nation march to celebrate what unites us and to call for a "reordering of our nation's priorities to invest in our most valuable resource—our people." More than 170 groups and organizations, including the AFT and our brothers and sisters throughout labor, have signed on to be part of this important moment.

### AFT Responds to 'Waiting for Superman'

"Waiting for Superman," released on September 24, is a documentary made by Davis Guggenheim, who directed the Academy Award-winning movie "An Inconvenient Truth." AFT president Randi Weingarten points out, despite Guggenheim's good intentions, and despite the fact that the film's stories of five children and their families are deeply moving, "the movie is selective, incomplete and misleading. It leaves the impression that all public schools and public school teachers are bad, all charter schools are good, and teachers' unions are to blame for failing schools."

### Public Supports Schools

The findings from the latest Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools show that parents, teachers and communities all want the same thing, says AFT Randi Weingarten, "strong neighborhood schools for all our children."

Weingarten's commentary on teachers and teacher quality is included in the poll, which was released on Aug. 25. This year's survey found that public believes that improving the quality of teachers should be the top national education priority, that low-performing schools should be given comprehensive external support rather than being closed, and that teachers are doing a good job.

"Parents and the public truly understand that teaching is an incredibly complex craft that is developed and improved upon over time...It is heartening to know that Americans value the hard work our educators do every day in classrooms nationwide. They believe teachers are doing a good job, and many would be proud to have their children go into this vital profession."



This is the "equivalent of a newspaper indiscriminately listing the names of doctors, in rank, based on mortality rates, irrespective of the type of medicine they practice or the context in which they practice."

Barnett Berry | President of the Center for Teacher Quality



**ISSUES**

**Professional Development**

ATF fields many questions around this time of the year from teachers about their Professional Development Plans. You should be aware of the following contractual information regarding PDPs. A Professional Development Plan (PDP) is an individualized plan that is intended to improve teaching. Each plan should be unique to the goals and growth areas identified by the teacher and his or her supervisor. A PDP will be required of teachers every year. PDPs may be written to extend over three years, but must be initialed yearly. Information regarding a PDP evaluation will be shared with the teacher within forty (40) workdays after the beginning of the school year.

One tenacious piece of misinformation is still floating around in some schools. Teachers are not required to choose a PDP competency area from a particular strand, and that strand does not rotate each year.

**Individual Contracts**

The district expects to issue individual instructor contracts October 1.

The contract will reflect information concerning your base salary and the years of experience and education level the district has credited you.

*The contracts will not reflect differential pay or compensation for extended contracts.*

Later this school year, the district will issue a Compensation Verification Form, which will reflect your base pay and specifics concerning any differential or extended contract compensation. We will update you on when you can expect the forms later in the school year.

**Check Your Check**

Once you receive your individual contract, check that your pay is accurate by determining if your education level and years of experience are correct. Then, check to see that the information matches with the amount on the salary schedule, which you can find in the 2010-11 Addendum to the Negotiated Agreement. The Addendum should have been distributed to you by now. If it has not, or if you can't locate it, you can view it on our website, [aftunion.org](http://aftunion.org).

If you are getting information online, go to the website's home page. There are three boxes at the bottom of the home page. In the middle box, "download", click on 2010-11 Addendum to the Negotiated Agreement. The salary schedules start on page 25.

[Remember, your step on the salary schedule is equal to your years of experience plus one. So, if you have 7 years of allowable experience, you are in your eighth year and are placed on step 8.]

Look on your latest pay stub. Find a 6 x 3 box to the right of the message box on the stub.

The second column from the left is labeled **Wages**. Find the value in the wages column and the **Current** row. Multiply that number by 26. It should equal the base pay on your contract

If you are receiving pay for a differential or an extended contract, you will need to manually add the amount to your base pay before doing the above to verify the accuracy of your pay. Members should contact the office if they suspect that their pay is inaccurate.

**Your Dossier**

Last year, the PED changed the timelines for dossier submission. The submission period for dossiers is now open continuously from July 15th through March 31st each year. All teachers (Level I or II) seeking to advance to a higher licensure level may now submit their dossiers at any time, and as many times as needed, during the nine-month submission period. We encourage teachers to submit the dossier early in the submission period to avoid last-minute problems and to ensure timely completion of the process.

This year, the PED changed the fees for dossier submission. Fees to submit a full dossier are now \$320. Resubmission of single strands costs \$110.

**ADVOCACY**

**SLPs**

Over the summer, your union was inundated with calls and visits from SLPs who were concerned about assignment and caseload changes made at the end of last school year.

ATF held two general meetings with SLPs over the summer to get and share information from and with those who had concerns about changes in assignments, the way the changes were made and how impending caseloads would affect their ability to do their jobs.

After getting information, we held meetings with a small representative group of SLPs and the district administration to work on individual cases and address concerns that affect all SLPs.

We were able to resolve many assignment issues. The issues with caseloads are still being worked on with APS and individual SLPs.

**Common Core Standards Pilot**

The American Federation of Teachers, Council of Chief State School Officers, Council of the Great City Schools, and the National Governors Association invited ATF, APS, and 5 other districts, to participate in a pilot on the implementation of the Common Core Standards state with the appropriate supporting tools and resources.

The Bill & Melinda Gates Foundation is funding this work based on an Invitation-Only Request for Proposals (RFP). ATF/APS is eligible for a \$500,000 one-year grant for planning activities to create an action plan for standards implementation.

**Benefits Plan Changes Approved by School Board**

Employee benefit plan recommendations for 2011 were recently approved by the APS School Board. By retaining grandfathered status under the newly-passed National Health Care Reform law, the district was able to avoid a 3-5% cost increase. A good portion of the District's excess reserve insurance fund was also utilized to minimize plan design changes and, most significantly, to retain current employee and employer contribution rates at 0% for many employees.

Plan design changes have been put in place to promote employee wellness. Biometric Screenings will be a component of the plan, with a \$20/month premium discount offered as an incentive for covered employees and their spouse to participate. This will mean no increase in insurance premiums for those who voluntarily participate in the free screening process.

Other plan design changes will include increases in co-pays for specialists (up \$5 from \$30 to \$35), urgent care (up \$10 from \$30 to \$40), and emergency room (up \$20 from \$100 to \$120). In this way, cost increases will be passed on to those utilizing the plan.

**ORGANIZING**

**Certified Fed Rep Training**

Last year, we had a dozen ATF Fed Reps complete a series of four in-depth training sessions to become Certified Fed Reps. The training was worthwhile, but it was difficult for people to attend all four sessions. This year, we will hold Certified Fed Rep training in a more concentrated manner. It is scheduled for Friday, October 22 (4:30 pm-7:30 pm), and Saturday, October 23 (9:00 am-4:00 pm). Topics include but are not limited to:

- Organizing from the Ground Up
- Politics & Education
- Instructional Councils

This training is open to any ATF Fed Rep who is willing to commit the time and energy to become a more informed, effective union leader in the workplace, and implement what they learn. Email [kjo@atfunion.org](mailto:kjo@atfunion.org) to register by Oct. 15!

**Tough Times, Right Choices – Join Today!**

The issues facing public education today are immense. Aside from education policies that have you teaching with one hand (or both) tied behind your back, we are now sitting on the edge of a funding cliff—a giant sinkhole that will open up and swallow New Mexico's public schools whole if we don't find a reliable, sufficient funding source before the end of the next legislative session. Budget cuts, program cuts, and added mandates are putting stress on everyone from the boardroom to the classroom. The question is who is on YOUR side? Who is on the side of YOUR STUDENTS? YOUR UNION!

ATF and our affiliates advocate on all levels to get the people who ultimately make the decisions that affect you and your students to make better decisions—the RIGHT ones. Every one of our 4,000 members is in this fight with us. It's a fight for your future, and for that of every child in New Mexico. We want the professional freedom to teach to our students' needs, and we want lawmakers to do their job to fund public education. In a nutshell, those are our big picture goals, which ATF, AFT New Mexico and the American Federation of Teachers are all fighting for every day.

If you share these goals and you are not yet a member, join us and join the fight! See your ATF Fed Rep or email [kjo@atfunion.org](mailto:kjo@atfunion.org) for an application today, and be a part of something bigger!

**Pro-Education Candidates Endorsed**



At the first meeting of the new school year, the ATF Fed Reps voted

on the political endorsements recommended by the ATF Committee on Political Education (COPE). The Fed Rep Council voted unanimously to accept all but one of the endorsement recommendations, voting to overturn the last after a thoughtful and provocative debate. Since we are not allowed to promote candidates through the inter-school mail, a full list of the endorsed candidates from AFT, AFTNM and ATF are on our website: [www.atfunion.org](http://www.atfunion.org).



Teacher evaluation has many purposes, including accountability, tenure and promotion decisions, and identification of teachers in need of support. However, the ultimate goal of teacher evaluation should be to improve teaching and learning. By using multiple measures to evaluate instruction and student learning growth, and then aligning the results with professional growth opportunities and support, teaching and learning can be improved.

Laura Goe, Ph.D. | Evaluating Teaching with Multiple Measures



### BAKE SALE PROCEEDS DONATED

When we held the Bake Sale to help support schools in the face of severe budget cuts, we experienced tremendous support from local educators and the community in general. While the bake sale was a success, the enormity of needs in our schools made it difficult for us to determine where to direct the money generated from the event.

Our leadership set as a priority that students should directly benefit by this support from teachers, educational assistants, and the community. We have decided to donate the proceeds from the bake sale to the APS Title I Homeless Project in honor of former ATF President Don Whatley.

Remind Students to...

**CALL**  
Dial-A-Teacher  
**M-Th**  
5:30 PM-8:30 PM

*For help in English & Spanish*

Challenging homework assignments

CALL **344-3571**

## Announcements

### KUDOS!

The ING Unsung Heroes program recognized two outstanding ATF teachers last month. Congratulations to ATF member Rob Janov (Jefferson MS), who received \$12,000 for his outstanding and unique "Motivating Minds Through Music" program, and to ATF member Scott McIndoo (Volcano Vista), who received \$2000 for his "Financial Literacy" program.

### APS BENEFITS SWITCH ENROLLMENT

APS will conduct a Switch Enrollment period from October 19 through October 26. This will be an opportunity for any APS employee participating in any of the insurance benefits plans to change from one plan to another. At this time, employees will also be able to add or drop dependents from coverage. During that same, time there will be an open enrollment for those who wish to enroll in dental or vision coverage. The ATF/APS Sick Leave Bank will also hold open enrollment during this period.

### ATF DUES

ATF dues are based on a formula based on .04% of the average teachers' salary. Since salary have not improved, our dues have not increased. However, our affiliates (AFT, AFT NM and AFL CIO) did increase dues. Because of these increases, full-time membership dues have increased by \$6.24 a year, or .26 a pay check.

## TEACHERS' VOICE

### Time is Now; the Choice is Yours

Sara Attleson, ATF COPE Chair



Election Day is about one month away. Like the public at-large, most educators will have received hundreds of paid political ads from television, radio and in print. While many will simply tune-out or become numb to these messages, educators should pause and think what is riding on the outcome of the November elections. Your students, your schools and your own livelihoods will be directly affected by who wins and who loses when the ballots are counted.

Studies of voting records show that educators, as a group, vote in much higher percentages (more than 90%) than the general public. Teachers should be proud of that fact. But, given the seemingly non-stop attacks on public schools and public school teachers, I believe we need to do much more than vote if we are to survive. We must become directly involved in working to elect public officials who will stand up for us locally, in Santa Fe and in Washington, D.C. This means volunteering your time and energy on campaigns for candidates who respect us and who fight for public education.

The Albuquerque Teachers Federation can provide you with many opportunities between now and November 2nd to work for candidates with proven records of supporting education or for those who are challenging unresponsive incumbents. A phone call to a fellow union member or a visit to their door can make a big difference in getting an informed union voter to the polls. Below is information on how you can volunteer, even just a few hours, to help save public education:

#### Phone Banking

Monday - Thursday - 4:30pm to 8:00pm

#### Door-to-Door Canvassing

Saturdays - 9:30am to 2:00pm

Sundays - 12:00pm to 4:00pm

The above actions start at the AFSCME offices [1202 Pennsylvania St. NE] and will continue from now until November 2.

### election calendar

OCTOBER 5	Voter Registration Closes for General Election
OCTOBER 16	Early In-Person Voting Begins at 16 County Sites
OCTOBER 30	Early In-Person Voting Ends
NOVEMBER 2	General Election Day

october events			
DATE	TIME	EVENT	COST/LOCATION
12	4:30 - 7:30PM	PDD Overview	Members: no cost Non-members: \$50
19	4:30 - 6:30PM	Managing Difficult Students #3	Members: no cost Non-members: \$25
21	4:30 - 6:30PM	Thinking Math	Members: no cost Non-members: \$25
26	4:30 - 6:30PM	Managing Difficult Students #4	Members: no cost Non-members: \$25
28	4:30 - 6:00PM	ATF Symposium   Topic TBA	Open to all No RSVP required

Call 262-2657 to register  
All events begin at 4:30 PM @ the ATF office - 530 Jefferson St. NE



albuquerque teachers federation  
professional progressive unionism

#### PRESIDENT

Ellen Bernstein

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Pat Halama  
Truman Middle School

#### SECRETARY

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#### MIDDLE SCHOOL VP

Angela Reynolds  
Truman Middle School

#### ELEMENTARY SCHOOL VPs

Cynthia Florence  
A. Montoya Elementary School  
  
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