

TEACHERS' VOICE

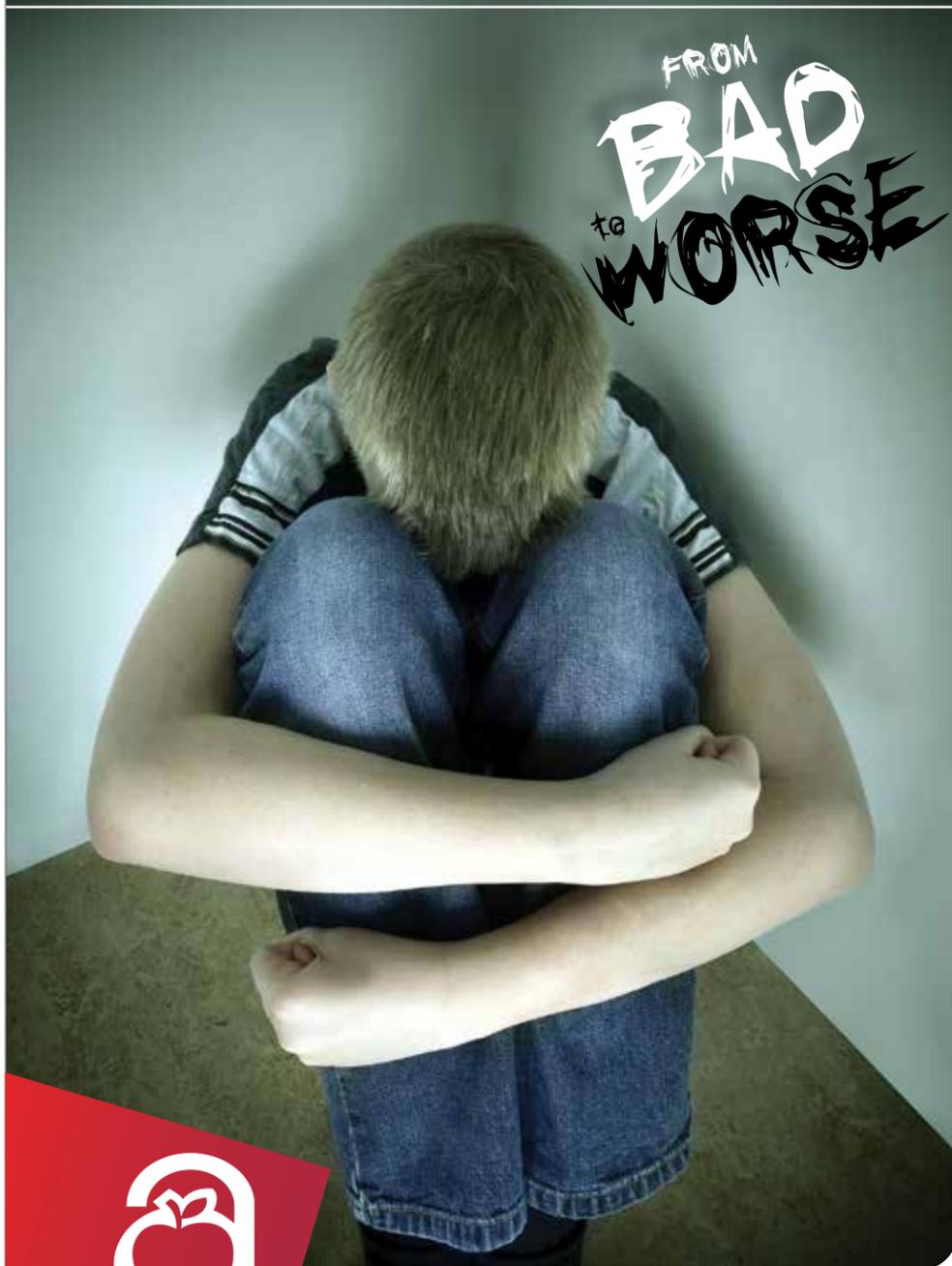
“ Future historians will no doubt consider this era to be a time when public education was subjected to an unending series of bad policies, an era in which the quality of education was sacrificed to an unquenchable passion for testing and accountability. ”

"Obama Grants Waivers to NCLB and Makes a Bad Situation Worse" – Diane Ravitch



PROFESSIONAL
PROGRESSIVE
UNIONISM

NCLB  WAIVER



April 2012

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albuquerque teachers federation

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WORLDS APART

What We Wanted And What We Got



With great fanfare, the U.S. Dept. of Education announced that New Mexico had been granted "flexibility" for certain components of the "No

Child Left Behind" law. You could almost hear the collective sigh of relief as the news spread across area schools. Many educators felt that the burden of meeting the impossible goal of "100% proficiency by 2014" had finally been lifted from their shoulders. But, before the celebrations begin too raucously, it might be useful to look at what has changed and whether or not we're better off as a result.

In reality, this waiver is like dodging a car, only to look up just in time to see the train coming at you. Sorry, it's that bad.

The metrics utilized under this new "flexibility" may be different from those in the original NCLB. However, failing to meet an adopted criterion under this new system is not without consequences and sanctions.

And even worse, written into New Mexico's 600-page waiver application is the promise that New Mexico will create a redesigned teacher and school leader evaluation system with 50% based on standardized testing. We could have gotten the waiver based on a smaller percentage. We could have gotten the waiver using Student Learning Objectives instead of test scores—as ATF advocated. Unfortunately, that is not what the governor-created, rubber stamp task force on teacher and principal evaluation recommended. And, even though the state promised in the application that there would be a law enabling its plan, Washington will not require New Mexico to pass legislation. It will, however, hold the state to doing what it said—no matter how it gets done.

That is why Skandera said to the press, "There are other ways that we can look at bringing an evaluation to bear that prioritizes improved student achievement. We can look at rule, executive order, and we will certainly be doing that." The rule making process used to have transparency and integrity—now it's all smoke, mirrors and lies. We used to have three branches of government that provided citizens the assurance of checks and balances. Now, we have governor and unconfirmed secretary who, without the permission of legislation, will do anything—even sacrifice our teachers and their students—to pad their political résumés. There is no doubt that the governor and the secretary-designate will use the waiver to claim that the President supports their onerous reforms.

The assessment in this column and the facts in the rest of this newsletter are upsetting. I offer them because knowledge is power. Only when we understand our context can we hope to change it. In the coming months, I will offer you many opportunities to get involved in that change. My job is to ensure that you can do your work, and I intend to make sure your practice is evaluated fairly and appropriately and not with standardized test scores. I can't do this for you; I can only succeed with you. Answer my calls for help—we will be united in action.

In solidarity,

Ellen



NCLB BACKGROUND

The No Child Left Behind Act (NCLB) was signed into law by President Bush in 2002. It reauthorized the Elementary and Secondary Education Act (ESEA), which is the primary federal law governing public education in the U.S. The ESEA, first enacted in 1965 and previously reauthorized in 1994, encompasses a number of federal aid programs for disadvantaged students including the Title I program.

NCLB was passed in response to a growing concern about the state of public education in the U.S. The controversial law has had an impact on virtually every public school in America and expanded the role of the federal government in education. The stated intent of NCLB was to promote significant gains in student achievement and to hold states and schools more accountable for student progress.

One of the primary measures of the act was annual testing. By SY 2005-06, states were required to begin testing students in grades 3-8 each year in reading and mathematics. The tests had to be aligned with state academic standards. The law required that academic progress, as measured through annual testing, must be demonstrated. States were required to bring all students up to the "proficient" level on state tests by the 2013-14 school year. Individual schools had to meet state-determined "adequate yearly progress" (AYP) targets toward this goal.

As a part of the accountability component of the law, if a school receiving federal Title I funding failed to meet the target two years in a row, its students would be offered a choice of other public schools to attend. Students in schools that failed to make adequate progress three years in a row were offered supplemental educational services, including private tutoring. A school could be subject to outside corrective measures, including possible governance changes, in the event that there was ongoing failure to demonstrate AYP. Another accountability requirement of the law was annual reporting. States were required to furnish annual report cards showing a range of information, including student-achievement data broken down by subgroup and information on the performance of school districts. Districts were required to provide school-by-school data.

NCLB also addressed the question of teacher qualification. Every teacher in core content areas working in a public school had to be "highly qualified" in each subject he or she taught. This meant that a teacher had to be certified or licensed and proficient in the subject matter he or she was teaching.

NCLB has been the source of considerable controversy and debate in the education community. Many educators have questioned the feasibility and fairness of its goals and time frames. Many critics have viewed the legislation as politically motivated and some believe it was actually intended to undermine the public schools. In many cases, it was viewed as unfairly penalizing schools with diverse student populations. Concerns about the law centered on its rules regarding AYP and the goal of 100% proficiency by 2013-14—a goal which is proving to be very unrealistic. When even traditionally high-performing schools eventually failed to meet their set rates of improvement, and states saw increasingly high rates of failure to meet the rising benchmarks, many began calling for modifications in the law. In the meantime, the percentage of schools failing to make AYP continued to grow.

The NCLB law was scheduled to be reauthorized in 2007 and many were hopeful that the numerous flaws in the law would be addressed at that time. Unfortunately, Congress failed to enact any changes and educator frustration continued to grow. In March 2010, U.S. Secretary of Education Arne Duncan issued his Blueprint for Reform, the Obama administration's plan for revising and reauthorizing the ESEA.

The Blueprint focuses on four areas:

1. Improving teacher and principal effectiveness to ensure that every classroom has a great teacher and every school has a great leader;
2. Providing information to families to help them evaluate and improve their children's schools, and to educators to help them improve their students' learning;
3. Implementing college- and career-ready standards and developing improved assessments aligned with those standards; and
4. Improving student learning and achievement in America's lowest-performing schools by providing intensive support and effective interventions.

The plan would allow states and districts more leeway to determine how to deal with schools that are struggling to meet the law's achievement targets, but aren't among the lowest-performing schools. It would also permit states to expand the subjects tested beyond reading and mathematics.

A stated goal of the Blueprint was to shift the focus from singling out and punishing under-performing schools, as was the case in NCLB, to fostering a "race to the top" to reward successful reforms. This is to be done through the use of incentives by encouraging state and local leaders to work together on reforms, and develop comprehensive plans that change policies and practices to improve outcomes for students.

This plan was also not without its share of criticism. Randi Weingarten, AFT president, has been critical of this approach saying that the proposal "places 100 percent of the responsibility on teachers and gives them zero percent of the authority." Other critics observed that the Blueprint requires states to compete for critical resources, resulting in "winners" and "losers".

As the 2013-14 school year target date for states to bring all students up to the 100% "proficient" level has drawn closer, it was apparent that there was no way that that goal would come close to being met. Suggesting that the country could no longer wait for Congress to reauthorize NCLB, President Obama announced that his administration would be giving states "the opportunity to set higher, more honest standards in exchange for more flexibility."

All states were then allowed to request a waiver to the law; however, there were significant strings attached requiring those states to adopt some of the administration's education priorities. To get flexibility from NCLB, states had to adopt and have a plan to implement the Common Core State Standards. They would also have to create comprehensive systems of teacher and principal development, evaluation and support that include factors beyond test scores, such as principal observation, peer review, student work, or parent and student feedback.

States receiving waivers no longer have to meet 2014 targets set by NCLB, but they must set new performance targets for improving student achievement and closing achievement gaps. They also must have accountability systems that recognize and reward high-performing schools and those that are making significant gains, while targeting rigorous and comprehensive interventions for the lowest-performing schools. New Mexico is one of eleven states recently awarded a waiver.



A waiver to a bad law is just like throwing a blanket over a fire. The schoolhouse is still burning and teachers are still stuck teaching to a test.

**— Sondra Lawson, Science
Jimmy Carter Middle School**

WHAT'S REQUIRED? WHAT'S WAIVED?

In order to get out from under NCLB, New Mexico first has to comply with three major principles. New Mexico must:

- Adopt and demonstrate that it has college- and career-ready standards for all students in reading/ language arts and math. It must also have high-quality assessments aligned with those standards that measure growth in grades 3-8, and at least one grade in high school. *NM will use the Common Core Standards and the PARCC assessments.
- Develop and implement a system of differentiated recognition, accountability and support for every district and all Title I schools. The system must look at student achievement, graduation rates and school performance and progress. *According to Secretary-designate Skandera, the A-F school grading system meets this requirement.
- Develop, adopt, pilot and implement, with the involvement of teachers and principals, teacher and principal evaluation and support systems that:
 - Are used for continuous improvement of instruction;
 - Meaningfully differentiate performance using at least 3 performance levels;
 - Use multiple valid measures to determine performance levels, including data on student growth;
 - Evaluate teachers and principals on a regular basis;
 - Provide clear, timely useful feedback; and
 - Will inform personnel decisions.

The legislation based on the Governor's Effective Teaching Task Force's recommendations was supposed to meet the third requirement regarding evaluation systems. In the waiver application, the secretary-designate presumed it would pass and designed an implementation timeline accordingly.

Since neither the evaluation bill Skandera supported nor the better bill based on ATF's plan passed during the legislative session, the governor and Skandera intend to implement their proposed evaluation system through executive order and/or the rulemaking process.

In a nutshell, here's the "flexibility" New Mexico will have if it complies with the principles of the waiver. The NMPED can:

- Distribute Title I funds to districts to use in "priority schools" and "focus schools", as identified through the school letter grade system (rather than those improvement, corrective action and restructuring designations under NCLB)*
- Award School Improvement Grant (SIG) funds to districts to implement one of the four SIG models in any "priority school"
- Set its own ambitious, but achievable, annual measurable objectives (AMOs) for students
- Permit districts to implement a school-wide program in schools with less than 40% poverty rate
- Stop assigning NCLB designations to schools—requirements associated with NCLB designations no longer apply either (the state will use A-F instead)
- Stop offering Supplemental Educational Services and school choice
- Use Title I, Part A award funds for any "reward school"***
- Transfer Title I funds more freely between programs

*The number of lowest-performing schools equal to at least five percent of the state's Title I schools will be identified as priority schools. After that, low-performing schools equal to at least 10% of the state's Title I schools will be identified as "focus schools."

***The state's highest-performing and high-progress schools will be designated as "reward schools."

AFTER WAIVER—HOW MUCH HAS CHANGED?

Under NCLB, educators were alarmed at the consequences of failing to meet AYP. However, under ESEA Flexibility (the "waiver"), the state can implement interventions aligned with "Turnaround Principles" as part of a statewide strategy that allows for state takeover of a school and for transferring operational control of the school to another entity, such as a recovery school district or other management organization.

The Turnaround Principles may have slightly different wording than the original NCLB "remedies" for schools in need of improvement. However, the result is largely the same. The ESEA Flexibility allows states to continue the "fix the teacher" mentality that underlies what passes for present-day educational reform. In New Mexico, the A to F school grading system imposes a simple solution to a complex problem, and it sets the stage for the de-professionalization of teaching and the privatization of public schools.

These new definitions of "low-performing" Title I schools were written by the U.S. Dept. of Education:

A Priority School is one that is:

- Among the lowest 5% of Title I schools in the state based on achievement of the "all students" group in proficiency on statewide assessments;
- A Title I high school with a graduation rate less than 60% over a number of years; or
- A Tier I or Tier II school under the School Improvement Grant (SIG) program that is using SIG funds to implement a school intervention model.

A Focus School is a Title I school that is contributing to the achievement gap in the state by having:

- The largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level with the largest within-school gaps in graduation rates;
- A subgroup or subgroups with low achievement, or at the high school level, low graduation rates; or
- A graduation rate less than 60% over a number of years that is not identified as a priority school.

The interventions intended to improve student achievement in Priority Schools are required to be aligned with all of the "Turnaround Principles" described below.

1. Providing strong leadership by reviewing the principal's performance (with possible replacement), and giving the principal flexibility in scheduling, staffing, curriculum and budget.
2. Reviewing the quality of all staff and retaining only those that have the ability to be successful in the turnaround effort; restricting transfers; and providing job-embedded professional development.
3. Redesigning the school day, week or year to include more time for student learning and teacher collaboration.
4. Ensuring that the school's instructional program is research-based, rigorous and aligned with state academic content standards.
5. Using data in collaboration to inform instruction and for continuous improvement.
6. Establishing a school environment that improves safety, discipline and students' social, emotional and health needs.
7. Providing ongoing mechanisms for family and community engagement.



It's always been difficult for me to conceive anything scarier or more damaging to our profession than No Child Left Behind. Hanna has proved me wrong. Today is the day to get active!

**Stephanie DeBellis, Kindergarten
Navajo Elementary School**

WHAT CAN SUSANA & HANNA REALLY DO?

Governor Martínez and Secretary-designate of Education Skandera appear to be determined to change the way you are evaluated. Since their efforts to pass a new evaluation law failed during the last legislative session, the state's executive and her yet-to-be-approved appointee will now likely try to change your evaluation system in the state's administrative code. They will likely pressure policymakers into supporting the change by arguing a new point: Changing to their new system is a requirement under the NCLB waiver the state was recently granted.

How could such an important change be made without lawmakers? And, is it really a requirement under the waiver? Good questions. The reason it could happen is because most of the substance concerning evaluations is contained in administrative codes, not actual law. Unfortunately, because of the way the state worded its waiver application, it looks like the governor's evaluation system—with 50% of your evaluation based on test scores—must be implemented in order to comply with the waiver request.

The New Mexico Administrative Code is a compilation of official state rules filed by state agencies. The Public Education Department is a state agency. Simply put, the rules in code written by PED (and other state agencies) are supposed to support, clarify, or implement specific laws enacted by the legislature.

Usually, statutes written by the legislature are general in nature. They establish something, set bounds of authority, and provide funding, if necessary. For example, in our statutes, lawmakers passed legislation that requires teachers to be evaluated annually. It was the PED, the state agency responsible for making rules to support the laws related to education, which put into code the nine teacher competencies.

Laws are proposed, discussed and voted upon by democratically-elected senators and representatives. Public input is provided in committees that hear the impact and ramifications of proposed legislation. The merits of legislation are publicly debated in both chambers, and citizens know how their elected representatives and senators voted on the bills that ultimately become law.

The governor and secretary-designate want you to be assessed based on student test scores, and seek to bypass the legislative process and make the changes in state rules. If this happens, a handful of politically ambitious people will have dramatically changed the way teachers are evaluated (and, based on the rest of their overall plan, paid). Teacher evaluation is too important a topic to be changed by bureaucrats.



ISSUES

Assignments

Contract language regarding changes in teaching assignment is contained in Article 16 of the negotiated agreement. The administrator has the authority to make changes in assignments; however, changes must be made in compliance with the language of the agreement. Before an assignment is changed, there must be a consultation between the principal and the teacher. A "consultation" requires that the two parties have a conversation on the need for and the merits of the proposed change. This is the employee's opportunity to make the case for or against the change. Placing a note about the change of assignment in a teacher's mailbox or verbally informing the teacher that a change was made does not meet the contractual standard of a consultation. The change should not be made in an arbitrary or capricious manner, but must be based on verifiable instructional program requirements. If the assignment change occurs after the end of the school year, the employee must be notified in writing by the principal at the earliest possible time. That notification shall include the reason(s) for the change.

ADVOCACY

The How & When of Voluntary Transfers

As the spring semester progresses, we begin to receive more questions about voluntary transfers. Many misconceptions exist about what process to follow for the transfer and when the actual move to a new location can take place. Below is a list of salient points on the provisions (Article 16) of the Negotiated Agreement that guide voluntary transfers.

- Teachers wanting a transfer should contact the principal at the prospective site and provide requested documents (résumé, letter of interest, etc.). Human Resources (HR) does not facilitate these contacts or create a list of transferees.
- A principal cannot offer a position to someone seeking a transfer. The principal makes a request to HR for the employee. HR is the entity that officially offers the position.
- If an offer for a voluntary transfer is not made before the start of the new school year, the transferee will remain in their original position through the first 20-day count.
- If a teacher accepts a new position after the first 20 days, he/she will remain in the original position until the end of the current grading period or for not more than ten workdays, whichever period of time is greater. However, earlier movement to the new site may occur if there is agreement by both principals.

Each transfer situation may have unique circumstances. Members may wish to contact the ATF office for more information or clarification.

Negotiations Update

APS and ATF began negotiations last month. Your ATF negotiations team:

Ellen Bernstein, ATF President
Pat Halama, ATF Executive VP, John Adams MS
Paul Roensch, ATF Treasurer, Eldorado HS
Mary Mercier, ATF Middle School VP, Roosevelt MS
Liliana Arvizu, ATF Fed Rep, Adobe Acres ES
Wilson Wilson, ATF staff
John Boyadjian, ATF staff

Both teams are hopeful that we will have a tentative agreement before the end of the school year.

Evaluations

As your final observation and the completion of your yearly evaluation draws closer, please keep in mind the following:

- It is your responsibility to demonstrate proficiency on all nine competencies.
- You are to be evaluated on the competencies, not individual indicators.
- It is your administration's responsibility to follow the evaluation process and accurately assess your performance.
- By now, you would have had to have been put on an improvement plan if the district intended to not renew your contract for performance issues.
- Any violations of the evaluation process would result in a poor evaluation being void. The entire process and an excellent overview of evaluation responsibilities are outlined in our negotiated agreement on pages 44-45 and 82-83. If you do not have a hard copy of the agreement, you can view it at atfunion.org.
- If you are not evaluated (which does happen), the failure of the administration to evaluate will not adversely affect you or reflect negatively on you.

ORGANIZING

Fed Rep Elections

The role of the ATF Fed Rep is a very important one. Our ATF Fed Rep Council is the policy-making body of our union. The Council's decisions affect each and every teacher and support & related service provider in APS. It is important that your school elects representatives of your membership, to represent your voice in your union. Each school should hold Fed Rep elections during the month of May, to elect Fed Reps for the 2012-13 school year. Current Fed Reps will receive elections materials in April, along with instructions for conducting a simple, democratic election. Results are due to the ATF office by May 31st.

Prior to elections, ATF will be sending information to all members about the role Fed Reps play in our union's structure. The goal is to help members make educated decisions in the elections process, whether it be the decision to run for the position, or determining which candidate to support.

**If you need help conducting a Fed Rep election at your school, contact Kristin at kjo@atfunion.org.*

ATF At-Large Officer Elections

Nominations for At-Large ATF officer positions closed on April 1st. If any of the races are contested, ATF members will receive instructions on how to participate in online voting, or during limited polling times at the ATF office. The elections for any contested races will be held in late April or early May.

ATF Fed Rep of the Year

Thank you to all the ATF members who submitted nominations for "Fed Rep of the Year." The ATF Executive Council will consider all nominations and make a final determination to be announced on May 18th at the Fed Rep Appreciation Dinner.

Considerations of the ATF Executive Council selection committee:

- Attendance at Fed Rep Council Meetings
- Recruiting new members
- Participation in leadership activities
- Contract language knowledge
- Volunteerism/activism

**ATF Executive Council members are not eligible for Fed Rep of the Year.*

AROUND THE NATION

AFT Executive Council Endorses Obama

Education, jobs and the economy continue to be the top issues confronting our members and the country. When President Obama took office, he inherited an economy on the verge of collapse. Over the past three years, he has proposed and fought for legislation—despite an implacable Congress—that has worked to stabilize the economy, save jobs and prevent cuts to vital services that Americans depend on.

This does not mean that we agree with every decision the president and his administration have made, particularly those education policies that place more emphasis on competition and measurements than on promoting what frontline professionals and parents know will improve teaching and learning in our classrooms. We recognize there is still work to be done. When we have disagreed with the Obama administration, the AFT has made that known, and we will continue to do so.

NYC Teacher Rankings Based on Flawed Data

"The decision by the New York City Department of Education to release teacher rankings—rankings which, by the department's own admission, are based on unreliable data—amounts to a public flogging of teachers," AFT president Randi Weingarten says.

"Instead of working with teachers to develop and implement an evaluation system that assesses teachers based on multiple criteria and helps them improve, Mayor Michael Bloomberg and the city's education officials preferred to publicly ridicule teachers," Weingarten says.

"The Teacher Data Reports are based on bad data and an unproven methodology with a huge margin of error," says United Federation of Teachers president Michael Mulgrew. "They are not an accurate reflection of the work of any teacher, and their release would be particularly inappropriate in view of the fact that the Department of Education has already announced that they will be discontinued and replaced with a state-wide program."

Common Core Standards Inspire Hope

Shared education standards may have failed in the past, but at least one education expert is optimistic that this time, the Common Core State Standards are going to stick.

Robert Rothman, a senior fellow at the Alliance for Excellent Education and author of *Something in Common: The Common Core Standards and the Next Chapter in American Education*, says past attempts to create common education standards have failed, in part, for lack of implementation plans and distrust of a policy that was handed down to the states. This time around, the standards were developed by states for states and, says Rothman, are "compelling" and "coherent."

More reason for hope: "These 'clearer, fewer and higher' standards have already been adopted by 46 states and the District of Columbia. And the associated assessments being developed around them will really help as well," says Rothman.

Check Out New AFL-CIO Website and Blog

The AFL-CIO has launched a new website and blog that has lots of new features that will make it easier for union members and our allies to take action for working families and build a vibrant online community. The New Action Center offers a one-stop source for supporting workers, contacting Congress, signing petitions and mobilizing through social media.

Announcements

General Membership Meeting

The spring General Membership Meeting will be held at 4:30 pm at the ATF office on Wednesday, April 11, 2012. All ATF members are invited to attend.



PED Watch

We're Not the Only Ones Watching

In February, the Latino Education Task Force sent the below letter to Education Secretary Arne Duncan. It's clear from this letter that we are not the only ones concerned about the waiver and the actions of the NMPED.

*Dear Secretary Duncan,
Education is the greatest local, state, national and global Civil Right of our time. We have rights spelled out in treaties of the United Nations, and in the U.S. Federal Elementary and Secondary Education Act. New Mexico has always taken these rights very seriously. We are the only state to have rights for our Latino and bilingual students embedded in our state constitution, with subsequent laws for our Native American students. There was a reason we did not enter the union with Arizona as one large state. Our children and their cultures are our treasure, and we protect them. We recognize that only 87% of our districts made Adequate Yearly Progress last year, and we want to create reform in New Mexico. Yes, we have worked very hard for more than a year to communicate with our Secretary-Designate, to create these reforms and she has completely shut us out.*

Please do not be taken in by the Skandera rhetoric. She has locked out the input of Latino, American Indian, White, African-American, Bilingual Education and Dual Language Education experts and parents. Our input is mandated by law. On December 15th, our Legislative Education Study Committee directed her office to work with us, and while we have repeated our concerns and provided them in writing, there is no recognition of the issues and no sign that any significant changes will be honored.

We have no confidence in our state leader and turn to you now as our national leader. We speak for thousands and thousands of students, families, and community members who have tried to reason with the PED and have all been shut out. You will do great damage to our efforts to make meaningful change in New Mexico, should you grant this waiver.

Diane Torres-Velásquez, Ph.D., Chair, Latino Education Task Force

TEACHERS' VOICE

Change Starts Here and Now

By Sara Attleson, ATF-COPE Chair



As you read this, we have begun a political process to elect the 51st New Mexico Legislature. Every seat in the legislature is open for election. Current senators and representatives have chosen to retire, seek a different office or run for re-election. Some newcomers to politics have decided to run for an elected office. The date to file as a candidate for legislative offices was March 20th. The process of sending to the legislature those who will support public education is now in our hands.

ATF-COPE will send issue questionnaires to each Albuquerque-area legislative candidate (incumbents and challengers, alike) to gauge their commitment to the goals of your union—preserving public education, supporting educators, and fighting for working families. Those candidates who return a completed questionnaire will be invited to interview with a COPE Screening Committee to obtain more information about their views on the issues. In May, the committee will make recommendations to the ATF Fed Rep Council for its final decision on the endorsement of various candidates.

Over this school year, I have heard from many of our colleagues about their dissatisfaction with the status quo—crowded classrooms, low salaries, retirement changes, etc. But, now is the time to address these issues by sending to Santa Fe those who will fight for you and your school. I invite you to join COPE. Get involved in your union's political action. Change starts here and now—with YOU.



april events

DATE	EVENT	COST
11	ATF General Membership Meeting	All members welcome, No RSVP
16	PDD Overview Session (3 hours)	Members: no cost Non-members: \$50
19	CPS Professional Development (2 hours)	Members: no cost Non-members: \$25
26	ATF Symposium Topic TBA	No RSVP
5/17	S&RSP CPS Info Session (2 hours)	Members: no cost Non-members: \$50

Call 262-2657 to Register
All events begin at 4:30 PM at the ATF office:
530 Jefferson St. NE
Visit www.atfunion.org for more event information



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