

# Student Centered Learning Priorities Working Group



---

Office of the Governor

# Welcome



---

Office of the Governor

# Teacher Pipeline

**Arizona Chamber of  
Commerce, Arizona  
School Boards  
Association**

---

Office of the Governor



# Teacher Pipeline

Options for Support

# Successful Start for Teachers: Prep

- ✿ Excellent Students Become Excellent Teachers
- ✿ More practical experience in the Classroom
- ✿ Do more to prepare Teachers for closing Achievement gap
- ✿ Understand Placement Policies

# It's Not You, Oh Wait...

- ✿ Retention is a combination of Pay and Culture
- ✿ Address pay policies and current resources for support: transparency, competitiveness
- ✿ Expand teacher mentoring and leadership

# Teacher Leaders

🌸 Leaders who Mentor and Coach



# Programs that Multi-Task

- ❁ K12 Center's Arizona Master Teacher
- ❁ LEA designed programs
- ❁ National Board Certified
- ❁ The New Teacher Project: PhillyPLUS
- ❁ TNTP: Denver's "Differentiated Roles"

# \$

- ✿ Governor Ducey's Land Trust Proposal
- ✿ Be strategic with funding formula buckets
- ✿ Design Impact Grants that leverage Philanthropy and Identify Excellent Programs
- ✿ Understand Regional competitiveness
- ✿ Explore a Starting Pay initiative
- ✿ Examine Efficacy of Loan Repayment Programs

# Closing the Achievement Gap

**Arizona Chamber of  
Commerce, Arizona  
School Boards  
Association**

---

Office of the Governor



The background of the top half of the slide is a nighttime cityscape with a full moon in the sky. The image is overlaid with four vertical color bars: a thin brown bar on the far left, a wider yellow bar, a blue bar, and a thin orange bar on the far right. The text is white and centered on the right side of the image.

# Incentives for Excellence

## August 13 Working Group



Education  
Finance  
Reform Group

# Why Incentives?



**Not for a pizza party.**



Great school leaders are intrinsically motivated. Serious incentives will support their work and the state's vision for all students.



## **Incentives Should Shape the System.**

- Create the greatest number of students in “A” quality schools in the least amount of time.
- Make “A” honest and attainable, then reward “A”.
- “A” schools should not struggle to sustain or grow their work.



# The Achievement District Can Grow “A” Schools

- Additional dollars through school weights
- Maximal autonomy in the school/system
- Qualified School Replication

# “A” School Weights

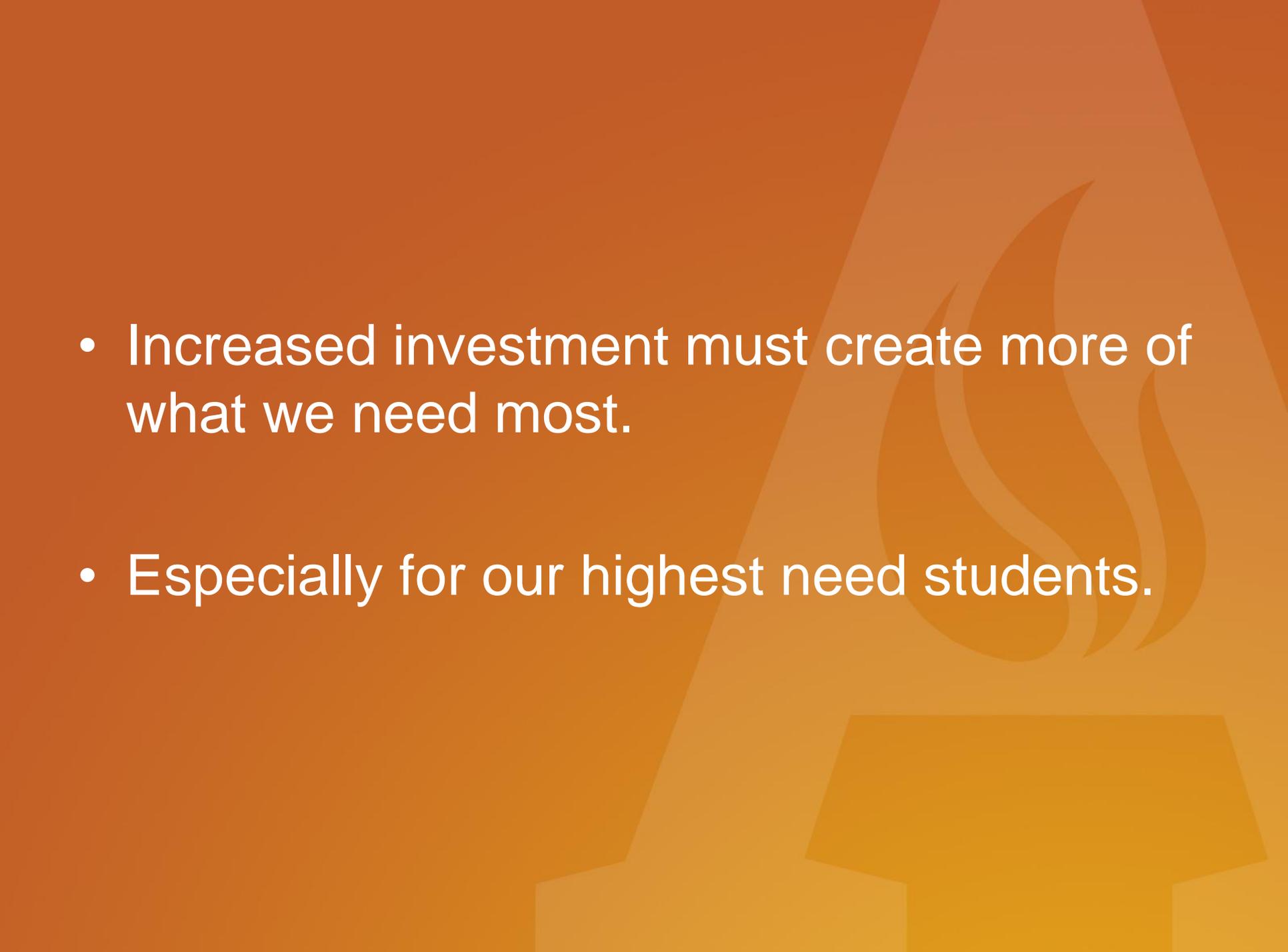
- High-Wealth A School Weight =  $X$
- Mid-Wealth A School Weight =  $1.5X$
- **Low-Wealth A School Weight =  $2X$**

# “On the Way to A”

Consider a smaller weight to B grade schools whose gain scores are high.

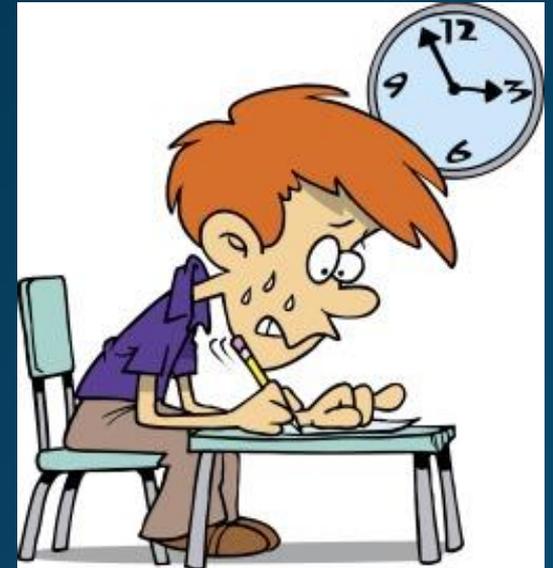
# Low-income schools take more time.

- So why not offer a low-income weight to all low-income students?
- We do.
- Arizona's Federal Title I funds are meant to support this need and average around \$1000 per pupil.

- 
- Increased investment must create more of what we need most.
  - Especially for our highest need students.



# Achievement District Leaders Should have Maximal Autonomy





Arizona can decide to grow only excellent schools.





Excellence is a decision that hundreds of our public schools have already made.



Our actions now can encourage hundreds more to do the same.



# Adjourn



---

Office of the Governor