Prologue

In fall 2011, the Arizona K12 Center invited exceptional educators from across the state to join us in an exciting new endeavor—the launch of the Arizona TeacherSolutions® 2030 team. We selected 20 outstanding teacher leaders to help us reflect, brainstorm, and imagine what the future of teaching and learning might look like in Arizona in the year 2030.

With our partners from the Center for Teaching Quality, we pushed the limits of our thinking and stepped outside our comfort zones. We didn’t get caught up in what is; rather, we gave ourselves permission to think about what could be.

Months of study, deliberation, and collaboration led us to create an innovative vision for the future of Arizona’s schools. The team’s multimedia presentation, Journey to 2030, served as fodder for discussion at the Arizona K12 Center’s Seventh Annual Teacher Leadership Institute in Tucson in June 2012. A link to the team’s vision can be found at: http://portal.sliderocket.com/BPMIJ/AZ-TeacherSolutions-2030

Fellow teachers and administrators from Lake Havasu City to Scottsdale, and from Yuma to Tucson listened carefully in large- and small-group settings as we shared our ideas and rationale, and then together we explored what it will take to transform our schools of today—mired by bureaucratic structures and outdated schedules—into 21st-century community hubs for teaching and learning.

As we navigate our ‘Journey to 2030,’ we will indeed face many challenges. Schools currently are under pressure to do more with less, but without the necessary time and tools to adapt to changing circumstances. Unemployment and dwindling resources plague our communities. Many students come to school without the nutrition and health care that they need. But there’s much to be hopeful for, even amid this challenging policy context. Our greatest asset—our teachers—are ready, willing, and able to accept the challenge and lead the way to 2030. To be successful, however, we need buy-in from all stakeholders: parents, administrators, community members, business leaders, policymakers, and our teaching colleagues.

Take some time to read through our special report and consider our recommendations. Select a few ideas that you believe in most and help us take action. Get your neighbors involved. Volunteer at a nearby school. Talk to your local school board. Present at a chamber of commerce meeting. Write a letter to the editor. Send an e-mail to your local, state, and national representatives. Be the change you want to see in our community. Together, we can create the future that the students of Arizona deserve.

Best,
Kathy Wiebke, NBCT
Executive Director
Arizona K12 Center
Our Beliefs

The Arizona TeacherSolutions® 2030 team is comprised of 20 solutions-focused teacher leaders from across Arizona (see Appendix A, page 13). We are committed to ensuring that our students receive the best education imaginable. We represent a variety of school districts and school settings. We teach all grades and multiple subject areas. In essence, we are your children’s teachers.

We may be diverse in our experiences, but are united in our core values. Together, we believe it is important to create a new vision for teaching and learning in Arizona because our students, regardless of their zip code or school district, deserve a successful future.

Students are our top priority.

To achieve our vision, we must transition from the typical piecemeal strategy of education reform to a more holistic approach. Current initiatives limit what teachers and administrators can do to transform schools into 21st-century centers for teaching and learning. We must go beyond selecting the reform du jour and be willing to dramatically transform the overarching education system.

The whole is greater than the sum of the parts.

Many of our ideas rely heavily on new technological advances. Access to and understanding of technology is just one of many hurdles we must overcome to scale up our ideas. We must also ensure that teachers have support from administrators and communities to enact real change.

Time and resources must be made available to teachers.

Our Inspiration

You may be asking, “Why 2030?” In early 2011, an education researcher and advocate, Barnett Berry of the Center for Teaching Quality, and 12 outstanding teacher leaders from across the United States coauthored an innovative book, TEACHING 2030: What We Must Do for Our Students and Our Public Schools … Now and in the Future. Their creative imagery inspired us to carefully study and debate how schools and schooling of the future might look in Arizona. The year 2030 provides a reasonable timeline to muster the willpower, support, and leadership to execute this transformative vision.

The major tenets of TEACHING 2030 consist of four emergent realities, all of which already exist and can be observed (at least in part) in schools around the globe. Top-performing nations, like Finland and Singapore, invest heavily in their teaching professionals by ensuring that all are well-prepared, supported, and afforded opportunities to lead school reform in powerful ways. In both these nations, teachers teach students only about 16 to 20 hours a week, using the ‘other half’ of their time to hone their practice through school-based professional development and lesson study.

The next two pages outline four emergent realities described in TEACHING 2030, as they define our commitments and guide our actions toward a better future for Arizona students and families.
Emergent Reality #1
Creating a dynamic and flexible learning environment for students and teachers, and powerful new ways to define and measure school success

Emergent Reality #2
Transforming public education through digital technologies, while reinventing brick-and-mortar school buildings into 24/7 hubs of community support for students and families
Emergent Reality #3
Reimagining teaching as a well-compensated career with many pathways, ensuring that every student has qualified, effective teachers and teaching expertise is spread

Emergent Reality #4
Establishing a new leadership force of 600,000 teacherpreneurs—classroom experts who continue to teach students during the school year while also serving in hybrid roles as leaders.

MORE TEACHER PREP, NOT LESS
- Child development
- Virtual learning
- Second-language learners
- Assessment
- Public engagement

PERFORMANCE PAY
- Premium paid to those who spread their expertise
- Highest paid anybody in a district is a practicing teacher

Serve as best teachers and visionaries
Always in active engagement—teaching students and families
Provide emotional glue for schools and maintain living archives
Learning architects and navigators
Policy mavens
Community connectors
Action researchers
Not just data strategists, but gap identifiers and gridders
Our Vision

For several months, as members of the Arizona TeacherSolutions® 2030 team, we reflected on our own experiences in schools across the state. We shared stories of hope from innovative classrooms and shared disappointing examples of failed attempts at improving education despite our best efforts. We learned about successful strategies for community engagement, compared models for blended learning in face-to-face and virtual environments, researched exceptional teacher preparation programs, and heard from the experts about advances in global education. We balanced our current strengths and growing needs as a state, with those promising practices from home and abroad. As a result of our extensive study process, we developed a vision for Arizona’s future in which:

- **every student** is welcomed with personalized learning opportunities;
- **all teachers** have access to specialized support for their professional growth and development;
- **each school** can serve as a community hub, connecting educators, families, businesses, and services;
- and **teachers** will be leading the way to better schools for our students.

We realize that these ideas are not new. Just as we read in TEACHING 2030, they are emergent realities taking place in pockets of innovation around the globe.

**What we envision is a cohesive plan to transform teaching and learning in Arizona.**

Our vision for the future begins by examining personalized learning for students.

**Personalized Learning for Students**

By 2030, more sophisticated and nuanced real-time data will help teachers to better understand what students know and how they learn best. Mobile devices will be added to school supply lists. Teachers will use new software and handheld tablets to measure student learning on an ongoing basis. This will happen, not just once a year on standardized tests, but through ongoing opportunities to analyze and reflect on data in order to adjust instruction in response. Through intense analysis of these robust data sets, teachers will develop new strategies to meet individual needs and design ways to better measure student understanding. They will also have routine, scheduled time within the school day to collaborate with colleagues and calibrate their teaching, with the end goal of improving student learning (McLaughlin, 2011).

With better data available, students will be more strategically assigned to the teachers who can help them learn best, based on the strengths and skills of teachers. Creative scheduling will also break open the traditional 8:30am–3:30pm class schedule, allowing students to more flexibly engage in a variety of authentic, well-crafted learning opportunities, ranging from face-to-face classes to online courses. Students will explore concepts and information much easier through digital archives and video libraries, applying their new knowledge and skills to real-world problems in safe, interactive, virtual settings (Dede, Nelson, Ketelhut, Clarke, & Bowman, 2004).

But don’t be fooled. Even the most advanced technology will not—and cannot—replace the judgment and instinct of an excellent teacher. Teachers will continue to serve as instructional decision-makers. No computer or software can replace the human ability to make judgments in a student’s best interests. Teachers in face-to-face school settings will become even more important as students’ academic, social, and emotional needs increase. According to TEACHING 2030 co-author Carrie Kamm, “Students will need learning environments that are safe, promote discipline, and expect and insist on high levels of engagement. Teachers will need to advocate for students … many of whom will require a full-service, brick-and-mortar school to gain the knowledge, skills and self-efficacy needed” (p. 88).
So while technology will likely play a larger role in students’ education, it cannot—and should not—take the place of teachers.

Specialized Support for Teachers
To make sure our students benefit from more personalized learning in the future, we must have specialized support for teachers, right from the start. All teacher education programs—both through the traditional university setting as well as alternative routes—will meet high standards for preparation, including extended time in diverse placements so that pre-service teachers can learn from skilled master teachers in a variety of classroom settings. Providing different contexts for learning under the watchful tutelage of a teaching pro will bolster the knowledge and skills of teachers-in-training, as they try out new strategies, differentiate their instruction based on the needs of students, and receive immediate feedback on their performance.

But the learning won’t stop there. Throughout their careers, teachers will continue to grow as professionals by visiting colleagues’ classrooms. Imagine what we could learn if given the chance to have ‘rounds’ like medical doctors. Schools could transform from isolated egg-carton cultures that inhibit teacher collaboration toward a model that helps colleagues work together in small teams (Wise, 2004). Teachers would have the opportunity to not just hear what their neighbors are doing in their classrooms, but experience it for themselves.

In tomorrow’s schools, teachers will no longer have to sift through reams of resources to find the most useful information. Instead, technological advances will help to filter and curate available materials to best meet our needs. A resource library of lesson materials, instructional strategies, and other supportive materials will be delivered electronically to our in-boxes, based on our own identified strengths and areas of improvement. Our time will be better spent utilizing the materials received than searching and reviewing all that the Internet has to offer.

Technology will also transform the ways in which we collaborate with other teachers. Colleagues—from across the hall and around the world—will be connected through a virtual global community for idea exchange and resource sharing. Teachers will be able to easily develop their personal learning networks to expand their horizons and learn from the best—regardless of where the best is located.

Community Hubs and Connections
We envision schools of the future bursting with teaching and learning—but the learning won’t end when the last bell rings. Schools will become 24/7 hubs in the community, providing access to services and activities to better meet the needs of the surrounding neighborhood. Resources, such as health services, gyms, employment centers, and higher education courses, will offer support for students, parents, and community members. Parents will be welcomed throughout the day as collaborative partners, working together for success. As **TEACHING 2030** explains, schools—particularly those in high-poverty communities—must be restructured to meet ever-changing needs:

One critical step in this transformation will be to tear down the traditional barriers that make too many schools appear detached from their distressed communities. Adults inside and outside these schools need opportunities to discover that many solutions to entrenched problems will only be found by working together (p. 90).
Teachers will serve key roles as connectors between schools and communities. Leadership opportunities will abound as teachers build partnerships among students, parents, service providers, and volunteers. Special preparation and support will be needed as teachers take on these more formalized roles.

Large and small businesses will play a greater role in schools as well, providing needed fiscal and/or human capital. Community sponsors will offer incentives for students who meet self-selected goals for growth and learning in all aspects of their lives. For example, a class may set a target to read 100 books per month. Once that goal is achieved, a local business might provide additional books for the classroom library. As more and more community members sponsor activities, students will begin to see and feel their neighbors’ investments in their education.

Teachers Leading the Way
To transform education, teachers must lead the way. Time must be provided during the school day for teachers to take on new leadership roles (such as community liaisons) to support students and communities. Hybrid positions will allow teachers to continue teaching part of the day, while leading for the remainder. For example, teacher leaders might spend half the day in the classroom and the remainder serving as mentors to new teachers, partners with community organizations, advocates in education policy, or clinical faculty in teacher preparation programs. Leadership will no longer be solely reserved for administrators. Principals will share the teaching load, and teachers will take on more leadership responsibilities. Standards will ensure that those who serve in these roles have the skills and supports to lead—rather than setting them up for failure without the necessary provisions.

However, teachers must not merely get a seat at the table. Teachers must be viewed as authentically engaged partners and included in the decision-making process at every level, from local schools to state departments to national associations. We are ready, willing, and able to take ownership of our profession to make sure that excellence is standard.

Figure 1 illustrates how participants attending the Arizona K12 Center’s Seventh Annual Teacher Leadership Institute most want to support their schools and communities as teacher leaders.

The Arizona Master Teacher Program, through the Arizona K12 Center, prepares and supports experienced, accomplished teachers to lead in their schools as mentors for beginning teachers statewide. The mission and purpose of this program is to build capacity for teacher leadership and provide sustainability and support for the newest members of the teaching profession.
Our Recommendations

At the Arizona K12 Center’s Seventh Annual Teacher Leadership Institute in June 2012, approximately 100 educators joined our conversation about ‘Journey to 2030.’ In small work groups, we explored more deeply what it will take to transform our ideas from vision to reality. Focused protocols and trained facilitators from the Arizona TeacherSolutions® 2030 team helped us brainstorm a list of recommendations to execute at the classroom, school, district, state, and national levels. Appendix A (page 13) tells you who we are as a collective body of contributing educators, and Appendix B (page 14) describes our implementation ideas, so that stakeholders at all levels can best understand how to take action and help lead the change process.

Classroom Level

As teachers, we have the power to transform our classrooms into more inclusive communities. Paper and/or electronic surveys can open up opportunities for parents and community members to share their talents and skills with students. For example, a mother who works as a biomedical engineer might organize an afterschool science club at an elementary school, or a local merchant might support high school students in developing cover letters and resumes. If help is not available close by, technology can assist in ‘inviting’ guest experts into the classroom through Skype, ooVoo, or other video chat tools.

We can also tap into technology to connect us with our colleagues near and afar. Wikispaces, Google Docs, and other open-source tools can assist us in communicating and planning across subjects, grades, and schools. Through virtual learning communities, we can swap lesson plans, share resources, and brainstorm strategies to meet our students’ needs. We do not have to wait for administrators and other leaders to invite us to collaborate; rather, we can take initiative for our own learning by creating and sharing crowdsourcing tools.

From the classroom level, we can advocate for new leadership roles with our local teachers’ associations as well. New contracts will need to be brokered and supports provided to accommodate flexible schedules, as teachers work varied hours. Some educators will need to work before and/or after school in extended learning programs, yet still maintain the required contact hours with students.

School Level

We cannot transform education from our classrooms alone. We will need the help of our school administrators to truly effect change. Principals can begin by supporting teachers who conduct action research about student learning—without fear of punishment or reprisal. Through individually developed research agendas, we can test theories and experiment with new strategies for teaching and learning in our classrooms. The resulting data can help us make sound instructional decisions for our students and also inform policymakers and the public about best policies and practices.

School administrators can also open up classrooms through the use of video cameras and other electronic devices that provide real-time opportunities for teachers to observe their colleagues’ instruction. New and relatively inexpensive cameras can offer 360-degree views of classrooms from a distance, while wireless headsets can assist mentors in remotely sharing advice with their mentees on how best to alter instruction in the moment. With these technology advances, teachers can deepen their instructional expertise and improve their practice.

Our vision for engaging parents and community members can be facilitated in schools through the development of intervention teams. These support systems, made up of teachers, parents, social workers, and community volunteers, can create behavior policies that encourage positive interaction, while assessing consequences for misconduct in a fair, balanced manner. People in these roles can also serve as the first responders
to counteract behavior that interferes with student learning in the classroom.

Schools should further encourage students and their families to take advantage of cross-curricular course offerings. These integrated thematic block classes can extend understanding in authentic project-based settings. Rather than forcing students to select particular courses, they should be encouraged to make informed choices with their parents, based upon their strengths, passions, and areas in need of improvement.

District Level

With teachers and principals on board at the classroom and school levels, district administrators can step up to promote our vision for the future as well. To start, these leaders should support the development of online learning portraits for all students. Virtual portfolios might include multiple measures of academic progress, such as teachers’ analyses of work samples, performance assessments, videotaped presentations, and student-selected assignments. To properly update and review these assessments, teachers will need time during the school day, above and beyond already existing preparation time, to spend analyzing data with their grade level and/or subject area teams.

These regularly scheduled conversations can help reveal areas where teachers need improvement, as well as promote school and district priorities. Additional funding can offer time and compensation for teacher leaders to plan and develop professional learning opportunities for their colleagues (including online and hybrid courses), based on needs surfaced from data analysis. A menu of options should be provided, rather than one-size-fits-all workshops that do not allow personalization. Further, job sharing can allow for embedded professional learning and collaborative ‘lab’ classrooms, in which frequent visits and observations can be scheduled.

Districts can also support our vision for the future of teaching and learning by opening up schools to parents and community members. Incentives should be offered for students and parents who volunteer their time in schools, such as credits for ‘pay to play’ programs. For example, parents who work regularly in their children’s classrooms might earn credits for their children to attend after-school enrichment activities, which would be organized by other parents and community members.

With our desire to have more adults volunteering in schools, it will be critical to look at current systems in place and reduce the barriers that prohibit parents from participating regularly. For example, assistance can be provided to support the financial and logistical red tape associated with volunteer background checks. Funding community liaisons at the district level can decrease lengthy approval wait times, while schools benefit from the coordination of parent/business partnerships. A school-community advisory board of diverse stakeholders should be established to ensure multiple voices are heard at regularly scheduled meetings—meetings that are co-facilitated by advisory board members. Schools can be left open later as well, so that families can take advantage of longer hours in the community hub.

State Level

States also hold responsibility in this transformation process. It should be required that current practitioners (who teach students daily) sit on all decision-making committees in the state. The most important of these governing bodies should be a professional standards board of educators—composed of highly accomplished practicing teachers—that will be charged to oversee teacher certification, professional exams,
licensure, and enforcement of standards. States should develop policies that involve teachers in all levels of decision-making.

A lack of technology cannot impede our progress. The state can play a leadership role by providing all certified teachers with access to Web 2.0 (and now 3.0) resources and related professional development support. Funds should be allocated for building strong technology infrastructure (e.g., bandwidth, webcams, and secure networks). We can look to Arizona’s Internet providers to provide low-cost Internet access to families to fuel online learning and discovery at school and in the home.

**National Level**
All these recommendations can best be supported on the national level through incentives for implementation at the school, district, and state levels. Enforcing or requiring change often results in disenfranchised teachers and inadequate resources. School leaders should instead be highly encouraged to enact these novel ideas (with standards in place for implementation) through grant opportunities and access to needed instructional resources.

Further, states should transform their student assessment systems. Replacing standardized tests with project-based learning and classroom formative assessments, aligned with the Common Core and the Partnership for Assessment of Readiness for College and Careers (PARCC), will help our students more authentically demonstrate their learning. Teachers should play a larger role in designing these assessment procedures and policies, as they best understand what their students should know and be able to do.

---

**Our Next Steps**

The demands of our 21st-century, global economy require us to create a new, innovative vision for the future of teaching and learning. We must move past what was to what could be, as schools of tomorrow will look much different than schools of yesterday (and even today). Collaborative learning groups will replace isolated rows of desks. Interactive multimedia software will supplement paper-and-pencil activities. Teacher teams, rather than just one individual teacher, will support students. Face-to-face learning will be enhanced by online instruction and community service projects. Students will go beyond learning the 3 Rs and become proficient in the 4 Cs; creativity, critical thinking, communication, and collaboration.

What will it take to transform our current education system into this new vision for teaching and learning? For starters, we must set aside our own myopic view of education, colored by the 15,000 hours of seat time we logged in the classroom, and open our minds to better ways to teach today and tomorrow’s students. We must stop ourselves from reflecting about “when I was in school...” and “if it worked for me....”

We have a vision and know the action steps to make our ideas reality. We are ready and willing to lead the way toward a better and brighter education system for all students in Arizona. So what’s next?

We call upon all stakeholders to:

- take a hard look at how top-performing nations invest in the teaching profession, and ask what more can we do to invest in teachers and teaching in Arizona;
- share success stories from our Stories from School blog, and engage with teacher leaders by ‘liking’ the Arizona K12 Center on Facebook and ‘following’ us on Twitter;
• create incentives—through state and local policy—for teachers to spread their expertise to colleagues;

• support joint appointments for expert teachers to serve in hybrid roles for school districts, universities, and community-based organizations;

• encourage school districts and community-based organizations to extend learning opportunities for all students;

• contribute to the powerful voices of strong education advocates by writing and speaking with others about our new vision for Arizona schools;

• and join with others on this journey. Attend the Arizona K12 Center’s Eighth Annual Teacher Leadership Institute in June 2013 and contribute your voice to future special reports.

The ‘Journey to 2030’ isn’t that far, if we walk it together.
Appendix A – The Arizona TeacherSolutions® 2030 team

Alaina Adams, NBCT, Phoenix Union High School District

Kimberly Buckner, NBCT, Avondale Elementary School District

Rosa Maria Cordova, NBCT, AZ Master Teacher, Paradise Valley Unified School District

Erin Eppler, NBCT, AZ Master Teacher, Lake Havasu City Unified School District

Jaime Festa-Daigle, NBCT, Lake Havasu Unified School District

Dawn Gunn, NBCT, AZ Master Teacher, Cartwright School District

B. Randolf Martin, Professor, Northern Arizona University, Yuma

Sandy Merz, NBCT, Tucson Unified School District

Karl Ochsner, Teacher, Bl. Pope John XXIII, Catholic Diocese

Christie Olsen, NBCT, AZ Master Teacher, Lake Havasu City Unified School District

Misha Quarles, NBCT, AZ Master Teacher, Dysart Unified School District

Sherri Rambo, NBCT, Cave Creek Unified School District

Robbie Ramirez, NBCT, AZ Master Teacher, Tucson Unified School District

Cheryl Redfield, NBCT, Gilbert Public Schools

Jennifer Robinson, NBCT, Maricopa Unified School District

Daniela Robles, NBCT, AZ Master Teacher, Balsz Elementary School District

Elizabeth Rushton, AZ Master Teacher, Humboldt Unified School District

Julie Torres, NBCT, AZ Master Teacher, Tucson Unified School District

Sandra Trevino, NBCT, Sierra Vista Unified School District

Jim Bob Worthington, NBCT, Gilbert Public Schools
## Appendix B – Recommendations for Arizona

### RECOMMENDATIONS

<table>
<thead>
<tr>
<th>Arizona TeacherSolutions 2030 Tenets</th>
<th>Personalized Learning for Students</th>
<th>Specialized Support for Teachers</th>
<th>Community Hubs and Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASSROOM LEVEL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey parents and community members about their unique skills/talents and identify volunteers for school engagement</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Connect students and community members by using technology to ‘invite’ guest experts into the classroom (e.g., Skype in a scientist to demonstrate a science experiment)</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Create wikispaces and open-source technologies for teachers to communicate, plan, and collaborate across subjects, grades, and schools</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Work with local teachers’ associations to broker contracts for flexible schedules, allowing teachers to work before and/or after school while maintaining the required contact hours with students</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>SCHOOL LEVEL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support teachers in conducting action research about student learning; and utilize resulting data to make instructional decisions, and inform policymakers and the public</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Use Skype, webinars, and video cameras to provide real-time opportunities for teachers to deepen instructional expertise across classrooms and to engage parents in their children’s learning</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develop intervention teams composed of teachers, social workers, and community volunteers to create and review behavior policies and respond to behavior issues that interfere with student learning</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Allow students and families to self-select thematic block courses that integrate cross-curricular subjects</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>DISTRICT LEVEL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create online learning portraits for all students, including multiple measures of academic progress, teachers’ analyses of work samples, performance videos, and student portfolio selections</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Fund additional time each week (in addition to individual preparation time) for teacher teams to analyze student progress, adapt curriculum, and engage parents</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Identify teacher leaders to plan and develop professional learning opportunities (including online and hybrid courses), which can be offered as a menu of options rather than one-size-fits-all workshops</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Develop job-sharing schedules that allow for embedded professional learning and collaborative ‘lab’ classrooms</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Provide incentives (e.g., credits for ‘pay to play’ or afterschool programs) for students and parents who volunteer</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
## Appendix B – Recommendations for Arizona (cont.)

<table>
<thead>
<tr>
<th>RECOMMENDATIONS</th>
<th>Arizona TeacherSolutions® 2030 Tenets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Personalized Learning for Students</td>
</tr>
<tr>
<td><strong>DISTRICT LEVEL (continued)</strong></td>
<td></td>
</tr>
<tr>
<td>Revise volunteer requirements to maintain student safety but eliminate unnecessary mandates (e.g., help fund background checks, ensure that undocumented parents feel safe to volunteer, decrease approval wait time, etc.)</td>
<td></td>
</tr>
<tr>
<td>Fund community liaison positions for each school to coordinate business/parent partnerships</td>
<td></td>
</tr>
<tr>
<td>Create a school-community advisory board of diverse stakeholders, which is co-facilitated by members of the school and community; meets regularly with revolving membership; and determines common interests, defines a goal, and develops an action plan</td>
<td></td>
</tr>
<tr>
<td>Redesign school facilities to make them more welcoming to parents and community members</td>
<td></td>
</tr>
<tr>
<td>Extend school hours for enrichment services, based on local needs; provided by community partners (e.g., parenting workshops, fitness classes, tutoring)</td>
<td></td>
</tr>
<tr>
<td><strong>STATE LEVEL</strong></td>
<td></td>
</tr>
<tr>
<td>Require that current teachers (who work with students daily) sit on all decision-making committees</td>
<td></td>
</tr>
<tr>
<td>Develop a professional standards board of educators—made up of highly accomplished, practicing teachers—to oversee teacher certification, professional exams, licensure, and enforcement of standards</td>
<td></td>
</tr>
<tr>
<td>Provide all certified teachers access to Web 2.0 (and now 3.0) technology resources and related professional learning support through the Arizona Department of Education</td>
<td></td>
</tr>
<tr>
<td>Allocate funds for building strong technology infrastructure (e.g., bandwidth, webcams, secure networks)</td>
<td></td>
</tr>
<tr>
<td>Look to Arizona Internet providers to provide little or no cost Internet access to teachers and families to fuel online learning and discovery</td>
<td></td>
</tr>
<tr>
<td>Reallocate resources, as recommended by teachers, to personalize student learning</td>
<td></td>
</tr>
<tr>
<td><strong>NATIONAL LEVEL</strong></td>
<td></td>
</tr>
<tr>
<td>Reward states that replace standardized tests with project-based assessments that are aligned with the Common Core/PARCC and designed and scored by teachers</td>
<td></td>
</tr>
<tr>
<td>Provide incentives for schools, districts, and states to support the recommendations in this presentation</td>
<td></td>
</tr>
</tbody>
</table>
Citations


