



### **Kristin Bourguet**

9<sup>th</sup> Grade Integrated Science Teacher  
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Marana Unified School District

- ❖ *“Teachers play a very powerful role in shaping the minds of young people. A teachers’ mindsets, skills, and actions are the most influential tool in sculpting the mindsets, skills, and actions of students. I believe that all students can achieve at high levels. As a result, the goal in each of my classes is for all students to receive credit for science class. In order for that to happen, both students and their families must be invested in this goal as well. I work to create a culture of achievement in my classroom by creating a space where students feel safe and valued. At the beginning of the school year, I take time to learn about the needs and interests of my students. In addition, I also solicit information about my students from their parents or guardians. I spend a significant amount of time administering diagnostic exams in an effort to meet each child at their intersection of challenge and ability. These insights play a critical role in my ability to motivate my students and build a working relationship with them.”*
- ❖ *“Teachers have the paramount responsibility to teach their students how to learn and how to think. As a result, it is a demanding profession that takes a substantial amount of time and energy. However, there is no greater reward than watching students make connections, gain confidence, and take risks. I am humbled daily by the power of our profession. My work with my students has made me a better thinker, a daily dreamer, and a passionate believer that a good education can change a child’s disposition.”*
- ❖ *“Once students have begun school there is a great deal that could be done to catch students up with their more affluent peers. Students who are behind need qualified teachers to move them forward. In order for our most at-risk students to have the teachers they need to catch up, a human resource reallocation needs to take place. By providing incentives for master teachers to teach in our schools with the greatest needs, there is hope that our at-risk students will have the single-most important resource they need in order to close the achievement gap: quality teachers. In addition, after-school remedial as well as enrichment programs should be developed to work with students outside of the traditional school day. In order to maximize student retention of learned material, summer programs should be made available to students that are not performing on par with their peers. Closing the achievement gap is going to take a significant amount of time and money. These costs are worth the benefits in providing all children with an equal opportunity in life.”*
- ❖ *2006 Arizona Teacher of the Year Ambassador Beth Cirzan, Ms. Bourguet’s co-worker, writes, “Kristin worked in Louisiana in an inner city, under resourced school through Teach for America Corps. It was there she began her quest to bridge the achievement gap. She returned to her Alma Mater, Marana High School, where she teaches freshman science because as she says, ‘That is where I’m needed most.’ Many teachers prefer to teach upperclassman as both the failure rate and the challenges that come with teaching freshman are much greater. That is not the case with Kristin. She is a teacher that really believes that all students can learn and be successful. Because she feels such a responsibility to help students achieve, she developed a program called GOAL (Great Opportunity to Achieve Learning). She is always available to students, during lunch, to help with make up work, for tutoring and for retaking tests. I might add that every student passed her class last year and she is indeed one of the most rigorous teachers I’ve encountered. Every day she goes above and beyond what is expected of teachers. I am one of many veteran teachers that regularly seeks out Kristin for support and advice.”*

Ms. Bourguet earned her Bachelor of Science degree in Biochemistry and Molecular and Cellular Biology from the University of Arizona in Tucson. She took graduate classes at Louisiana State University in Baton Rouge while with Teach for America. Kristin received her Masters of Education in Teaching and Teacher Education from the University of Arizona and is currently pursuing a doctorate in Educational Leadership at the U of A. She has been a teacher at Marana High School for seven years.