



September 2021

The AZCSP Zip

Arizona Charter Schools Program

Looking Ahead

Instructional Rounds

09/09/2021 COHORT ONE

8:30a– 11:00a
Opening Session
[Zoom Link Here](#)

09/30/2021 COHORT ONE

8:30a– 3:30p
AMS Peoria Advanced

10/07/2021 COHORT TWO

8:30a– 3:30p
AMS Desert Sky

Formative Assessment

09/02/2021

- * Empower
2:00 - 3:30p
- * CASA Academy
2:30 - 4:00p

09/08/2021

- * Providence High School
1:30 - 3:00p
- * Maryvale Prep. Academy
2:15 - 3:45p
- * AMS Glendale
2:30 - 4:00p

09/10/2021

- * Somerset
12:30 - 2:00p
- * Ridgeview
2:00 - 3:30p

09/14/2021

- * Liberty
3:00 - 4:30p
- * Kaleidoscope
3:30 - 5:00p

09/15/2021

- * Legacy East Tucson
1:00 - 2:30p
- * AMS Peoria Advanced
2:00 - 3:30p
- * AMS South Mountain
2:00 - 3:30p

09/16/2021

- * Empower
2:00 - 3:30p

09/17/2021

- * Leading Edge
12:30 - 2:00p
- * Scholars
1:30 - 3:00p

09/21/2021

- * Heritage
3:45 - 5:00p

09/22/2021

- * Legacy Deer Valley
2:00 - 3:30p
- * Legacy Mesa
2:30 - 4:00p
- * AMS Avondale
3:30 - 5:00p

09/23/2021

- * Synergy
1:00 - 2:30p
- * CASA Academy
2:30 - 4:00p

[CLICK HERE to join the](#)

FA Café

First and Third Monday
4:00 - 4:30pm OR 4:30 - 5:00pm

Contacts

Mark.Francis@azed.gov
Jane.Smoudi@azed.gov
Kelly.McQuaid@azed.gov
David.Fox@@azed.gov

Dr. Mark Francis writes...

Welcome to a new year of school. We thought 2020 was a year we could put behind us, but the opening of the 2021 school year seems just as bewildering as last, if not even more so. With that being said, the AZCSP team will move forward with the best knowledge and skill we have to help you with the challenges you face.

The AZCSP team is geared up for a year of leading Instructional Rounds (IR) and Formative Assessment (FA) training. (See Jane's article on IR, my brief comments below and Kelly's on FA, and her take on the value of the Formative Assessment Cafe.) David, our ever-intrepid AZCSP Zip editor, has published all the many important training dates coming up this September.

The AZCSP team (TEAM) has been focusing on many aspects of teaching and learning with special emphasis on how to realistically know where students are in their learning progression during a given lesson. We are calling this effort "Less is More." This came out of intense observations of your classrooms, revealing that teachers are often unsure of or, in some cases, confused by the term "data driven instruction."

Our AZCSP team's goal this year is to help you take an even-deeper dive into learning intentions and success criteria, how they inform your lesson planning, and its impact on student learning. Based on the first two years of FA work with your faculty, the TEAM is hearing from teachers that adapting instruction with FA strategies is bearing positive results. *Many say that these strategies are making teaching easier, and they are gaining better knowledge about their students* in real time rather than waiting for lagging assessments.

We know that many students come to you years behind in their learning and present many instructional challenges. Are there ways to address that without spending days, weeks, and months in remediation and losing valuable new learning? We believe there are specific things teachers can do to address this challenge; moreover, research over the past two decades is bearing this out.

Even with all the challenges ahead, this year presents opportunities to help your students move forward and gain the invaluable knowledge and skills necessary to successfully engage in the larger world.

Formative Assessment Closes Achievement Gap Every Minute

Kelly McQuaid

Educators have a sense of urgency about closing the achievement gap, especially after a year+ of COVID challenges. The strategies learned and techniques practiced from AZCSP's Formative Assessment training will help your teachers succeed.

While teachers are more familiar with sharing the Learning Intention/Target/Objective, they are less familiar with the rationale for making the success criteria—what they are looking for from the students—clear. According to Dylan Wiliam, here's *why* we make sure students know how to measure their success:

- *Using success criteria, at least to some extent, levels the playing field.*
- *Low achieving students benefit the most from using success criteria.*
- *And to help close the achievement gap, we must help students understand the secret to success.*

To help support our Formative Assessment leads/coaches at each school, we will once again host our FA Café. Last year, FA leads shared creative ideas, solutions, and best practices with each other directly from the field. Please ensure your FA lead attends. There will also be appointments available at that time in the breakout rooms for schools needing more individualized attention.

FA Cafés:

- FA lead to attend
- 1st & 3rd Monday of each month (except for school holidays)
- 4:00 PM to 4:30 PM **OR** 4:30 to 5:00 PM

I make sure I refer to the learning intention throughout the lesson.

This helps students stay more focused and it also keeps them on their toes.

Quote from a Teacher about the Formative Assessment Training.

Arizona Instructional Rounds (AIR): What it is and what it isn't.

Jane Smoudi

AIR is peer-to-peer learning among school leaders that develops knowledge and actionable plans through collaboration. It is *not* listening to the ideas of an "expert."

AIR develops a strong sense of specific instructional practices that improve learning and how to spread those practices. It is *not* an evaluation of teachers, principals, or schools.

AIR is the core work of instructional leadership: understanding and improving instruction. It's lessons are applicable to any effort to improve learning. It is *not* an "add-on" or a separate "program for a school."