



February 2022



The AZ CSP Zip

Arizona Charter Schools Program



Dr. Mark Francis Writes

Hearts and Flowers

It's the month for Hearts and Flowers and celebrating great Presidents.

As we all continue to labor through this pernicious pandemic, Jane Smoudi, Kelly McQuaid, and David Fox share wonderful stories with me of innovation, creativity, and commitment from your schools.

They are telling me they are seeing rock star teachers who are embracing Formative Assessment practices. They are seeing dynamic classrooms with students fully engaged in their learning.

Even more importantly, they are telling me that more leaders are “finding their voice” as they navigate the challenges of leading their schools. The path to “finding your voice” will not necessarily gift you with Valentine hearts and flowers.

Like our greatest Presidents, building personal and professional fortitude to stay firm in your resolve to create a culture of learning across all classrooms will be your legacy.

Hearts and Flowers

Keep scrolling for An Interview With a Rockstar.

Looking Ahead

*default, remember to **add relevant dates** to your calendar.*

Instructional Rounds

Cohort ONE

02/17/2022

8:30 - 4:00

Somerset Academy

Cohort ONE

03/03/2022

8:30 - 4:00

Kaleidoscope

Cohort TWO

03/01/2022

8:30 - 4:00

AMS Avondale

Formative Assessment Training

02/01/2022

Liberty

3:00 - 4:30pm

02/02/2022

Providence HS

2:00 - 3:30pm

AMS Avondale

3:30 - 5:00pm

02/03/2022

CASA Academy

1:00 - 2:30pm

02/08/2022

Kaleidoscope

3:30 - 5:00pm

02/11/2022

Somerset

12:30 - 2:00pm

A+ Charter

1:00 - 2:30pm

Scholars

3:00 - 4:30pm

02/15/2022

Heritage Maricopa

4:00 - 5:15pm

02/16/2022

Legacy East Tucson

1:00 - 2:30pm

Legacy Mesa

2:30 - 4:00pm

AMS Glendale

2:30 - 4:00pm

02/18/2022

Leading Edge East Mesa

12:30 - 2:00pm

Ridgeview

2:00 - 3:30pm

02/23/2022

AMS Peoria Advanced

2:00 - 3:30pm

AMS South Mountain

2:00 - 3:30pm

Legacy Deer Valley

2:00 - 3:30pm

02/24/2022

Synergy

1:00 - 2:30pm

Empower

2:00 - 3:30pm



Effé Café

Effé Café is a great way to get the support you need when you need it.

- Stay on Top of the Growth Tracker
- Share Creative Ideas
- Discover Best Practices
- Build Rapport with Other Leads

Check in with AZCSP as we review where your team is up to twice a month.

[Join FA Cafe Here](#)

Interview with a Rockstar

A School Leader Shares Their Secrets

Patricia Hamilton from *Legacy Traditional School East Tucson* didn't quite know what she had bitten off when she became the Lead Teacher for the Formative Assessment Trainings in her school.

Patricia, the school's Instructional Coach, guided 19 teachers through the follow-up work after each training session ensuring everyone met the requirements of the program.

We sat down with Hamilton recently to try to discover her secret to success.

AZCSP: You only needed to include an x in each box when teachers had completed the requirements for that section. Why did you include other details?

PH: The x's did not give me enough information. I felt like I needed to track who was conducting the Look and Learns and when. I also would highlight when a peer was completed and needed a coach and vice versa. This was a nice visual to see who still needed what to complete that component.

AZCSP: How long into the semester did you begin to feel like you were getting into the swing of the Growth Tracker spreadsheet?

PH: About half way through the semester I felt like I had a plan. However, the plan wasn't always easy to implement.



Observing and following up with 19 teachers required a better plan than I had originally created.

AZCSP: *What challenges were there when coordinating with teachers to complete Look & Learns?*

PH: Sometimes I set up a day/time with teachers to observe and other times I would just pop in. I found challenges with both. Scheduling wasn't always easy and then we would have a scheduled time and things would come up causing a cancellation. There were times in which I would stop by a teacher's room to check off a Look and Learn and the timing wasn't right, so I had to try again.

AZCSP: *What are some of the benefits you gained by attending Effé Café?*

PH: The Effé Café was a nice time to reflect and update the spreadsheet as needed. I enjoyed hearing what others had to say (questions and/or concerns) about what they are seeing and how it's going.

AZCSP: *What kind of adjustments do you anticipate as [Legacy Traditional School East Tucson](#) moves into the next stage of Formative Assessment training?*

PH: I found the spreadsheet to be misleading when it came to teacher completion. Looking at the spreadsheet a teacher could have three different Look and Learns in Implement and one each in Monitor and Adapt, and according to the spreadsheet that teacher looked finished. However, it

didn't reflect which Look and Learns they had conducted.

So, with that in mind, I have split the "Peer" column into two with labels that say "Conducted" and "Received." Now I can look at the spreadsheet and it truly reflects where teachers are in completing their Look and Learns.

09.15.2021				10.20.2021				11.10.2021				12.15.2021				1. Give U at start, middle, or end		2. Use 2 or more work samples		3. Context Free		4. Differentiate Success Criteria		5. Rubrics		1. What student think they learn		2. Exit cards		3. Summarize lesson		4. Write test Q & AS		Adapt/Enhance					
1	2	3	4	Peer	IC/LT	Peer	IC/LT	Peer	IC/LT	Peer	IC/LT	Peer	IC/LT	Peer	IC/LT	Peer	IC/LT	Peer	IC/LT	Peer	IC/LT	Peer	IC/LT	Peer	IC/LT	Peer	IC/LT	Peer	IC/LT	Peer	IC/LT	Peer	IC/LT	Peer	IC/LT				
X	X	X	X																																				
X	X	X	X	ES 11/10	PH 11/19					MG 12/10	PH 1/12	ES 11/10	PH 1/12											KK 11/18	PH 1/12			RD 1/4	PH 1/12										
X	X	X	X	AW 1/12	PH 1/12					KK 1/4	PH 1/12	KK 11/2	PH 1/12											KK 11/18	PH 1/12			AW 1/3	PH 1/12										
X	X	X	X	LS 11/3	PH 12/7	BH 11/16	PH 12/7			LS 12/10	PH 12/7	LS 12/10	PH 12/7	LS 1/12	PH 1/12													LS 1/12	PH 1/12										
X	X	X	X	LS 11/15	PH 11/19	LS 12/10	JL 11/9			LS 11/17	PH 12/9	LS 12/10	JL 11/9	AR 11/28	PH 1/4									AR 11/28				AR 1/4	PH 1/10										
X	X	X	X	LS 11/4	PH 11/22	LS 12/10	JL 11/10			LS 12/10	PH 11/22	LS 12/10	JL 11/10	MG 12/10	PH 1/12									LS 1/8	PH 1/12			LS 1/8	PH 1/12										
X	X	X	X	LS 11/10	PH 12/9			LS 1/12	PH 1/12	LS 12/13	JL 11/8			LS 1/12	PH 1/12													LS 1/12	PH 1/10										
X	X	X	X	LS 11/9	PH 11/19			HH 12/14	PH 1/11	HH 12/14	JL 1/5			LS 1/12	PH 1/11													LS 1/12	PH 1/5										
X	X	X	X	LS 11/15	PH 1/7	LA 10/28	JL 11/16					NK 11/19	JL 11/16	NK 11/19	PH 11/18													LS 1/12	PH 1/4										
X	X	X	X	LS 12/10	PH 12/7	LS 12/10	PH 1/13			LS 12/10	PH 1/11			FM 1/11	PH 1/4									BH 11/18	LS 12/10			FM 1/11	PH 1/11										
X	X	X	X	AW 1/12	PH 1/12			AB 1/12	PH 1/12	AW 11/4	PH 1/12													AW 11/18	PH 1/12			AB 1/3	PH 1/12										
X	X	X	X	LS 11/9	PH 11/1					AR 11/8	PH 12/7	MG 1/13	PH 1/11	MG 1/13	PH 12/9													NK 1/12	PH 1/10										
X	X	X	X	LS 11/15	PH 12/14			RD 12/2	PH 1/8	RD 12/2	PH 1/6			LS 11/17	PH 12/14													LS 1/12	PH 1/11										
X	X	X	X	LS 11/3	PH 11/19			LS 1/12	PH 1/12	LS 11/17	PH 12/14			FM 1/11	PH 1/4													RD 1/5	PH 1/11										
X	X	X	X	LS 11/9	JL 11/2	LS 12/10	PH 11/8			HH 11/22	PH 12/14			LS 11/17	PH 12/14													MG 1/12	PH 3/5										
X	X	X	X	FM 11/8	PH 11/19	FM 11/8	PH 11/8	FM 11/8	PH 12/14	FM 11/8	PH 12/14	FM 11/8	PH 11/8	FM 11/18	LS 12/15													ES 1/4	PH 1/12										
X	X	X	X	AB 1/12	PH 1/13			AB 1/12	PH 1/13	AB 1/18	PH 1/13			KK 11/18	PH 1/13													KK 1/3	PH 1/13										

An exemplar of a completed Growth Tracker Spreadsheet from Legacy Traditional School East Tucson.

Contacts



[Mark Francis](#)



[Jane Smoudi](#)



[Kelly McQuaid](#)



[David Fox](#)