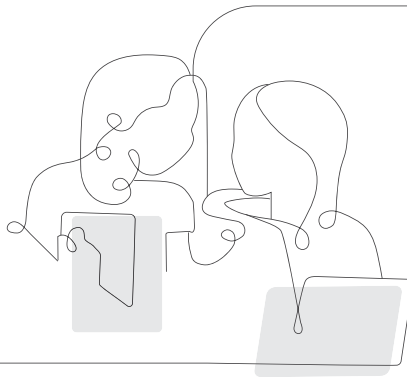




# Amplify Texas Program Overview for Leaders

Participant Notebook



Name: \_\_\_\_\_

## Agenda

- Welcome
- Change management theory
- Step 1: Create a sense of urgency
- Step 2: Build a team
- Step 3: Create the vision
- Step 4: Communicate the vision and build knowledge
  - Program design
  - K–3 Skills
  - K–2 Habilidades y Destrezas
  - Assessments
- Step 5: Address obstacles
- Closing

## Objectives

- List three ways Amplify Texas supports students in building literacy skills in the early grades and move among reading, writing, speaking and listening, and language activities in the upper grades.
- Determine which 2–3 components of your Amplify Texas implementation plan are most high leverage.

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This is an excerpted version of the Participant Guide used during professional development sessions designed especially for administrators and other leaders. During the session, participants are guided through the steps for creating a step-by-step plan for successful implementation, take a deep dive into the program design and materials, and learn about ways to support their educators and students.

## Step 1: Science of Reading Resources

Title	Description	Notes
Learning to Read: A Primer (Part One)	These primers provide a great overview of the science behind how students learn to read. The primers are user-friendly with lots of colorful illustrations.	
Learning to Read: A Primer (Part Two)	These primers provide a great overview of the science behind how students learn to read. The primers are user-friendly with lots of colorful illustrations.	
Why knowledge building makes the difference in reading comprehension	This article discusses the knowledge-based approach to reading comprehension.	
Science of Reading: Making the shift	This guide discusses making the shift to the science of reading, surveying classroom instruction, and provides a practical checklist of key instructional practices.	
Podcast: Science of Reading	Science of Reading: The Podcast delivers the latest insights from researchers and practitioners in early reading. Each episode takes a conversational approach and explores a timely topic related to the science of reading. We specifically recommend checking out Season 3, Episode 4, which discusses strategies for making the shift to the science of reading in your district	
Which resources will you share with your staff? Why?		

## Step 2: Build a Team

<p>Who will be on your leadership team to support the implementation of the Amplify Texas curriculum? Principal, Assistant Principal, Instructional Coaches, team leads, caregivers, etc.?</p>	
<p>What will your team do before teacher training to plant the seed for change?</p>	

# Amplify Texas Implementation Matrix

	Foundational	Initial Implementation	Full Operation	Innovation
<b>Instructional Resources</b>	<p>Locate primary teacher materials and explain how each resource supports strong literacy instruction (Teacher Guide, Digital Components, etc.).</p> <p>Locate primary student materials and explain how each resource supports strong literacy instruction (Student Readers, Activity Books, etc.).</p>	<p>Locate ancillary teacher components and explain how each resource supports strong literacy instruction (Letter Cards, Spelling Cards, etc.).</p> <p>Locate ancillary student components and explain how each resource supports strong literacy instruction (Chaining Folders, Individual Code Charts, etc.).</p>	<p>Locate and explain when each supplemental resource should be used to address student needs (Intervention Toolkit, Fluency Packets, etc.).</p> <p>Identify additional teaching materials that enhance or extend learning goals for units.</p>	<p>Identify alignment between Amplify Texas and other core content areas.</p>
<b>Instructional Delivery</b>	<p>Understand time required for daily instruction.</p> <p>Locate 'Lesson at a Glance' tables and describe their purpose. Explain the importance of teaching lessons in order.</p> <p><b>K–3 Skills:</b> Describe the purpose of the Skills.</p> <p>Identify key design elements in lessons.</p>	<p>Explain the purpose of the Primary Focus Objective(s).</p> <p>Describe how instruction (each lesson component) supports the Primary Focus Objective(s).</p> <p>Explain the purpose of sidebar supports in specific lessons.</p> <p><b>K–3 Skills:</b> Explain how research is reflected through instruction in foundational skills.</p> <p>Identify common routines in lesson segments, if applicable.</p>	<p>Explain ways to support/extend teacher instruction for each Primary Focus Objective.</p> <p>Identify instructional scaffolding opportunities within lessons and between units.</p>	<p>Explain ways to support/extend student learning for each Primary Focus Objective.</p> <p>Identify ways to support/extend student questioning and discourse.</p>
<b>Engagement</b>	<p>Identify which Amplify Texas materials need to be easily accessible and visible.</p> <p>Explain the importance of teaching lesson segments in time allotted.</p> <p>Identify which Amplify Texas materials need to be posted as a whole-class resource.</p> <p>Identify which Amplify Texas materials need to be organized for teacher use and student use.</p>	<p>Identify engagement strategies within units and lessons.</p> <p>Identify tools and systems used to monitor student engagement.</p>	<p>Identify a range of engagement strategies beyond Teacher Guide to ensure engagement of all students.</p>	<p>Modify student materials based on student need or instructional purpose.</p>

# Amplify Texas Implementation Matrix

	Foundational	Initial Implementation	Full Operation	Innovation
<b>Adapting Instruction</b>	<p>Locate the BOY, MOY, and EOY assessments.</p> <p>Locate unit assessments.</p> <p>Locate lesson Checks for Understanding and daily Formative Assessment opportunities.</p>	<p>Explain how information from assessment opportunities (formal and informal) can be used to adapt instruction.</p> <p>Explain the purpose of sidebar supports in specific lessons.</p> <p>Understands the importance of teacher feedback (kind, timely, and aligned to the learning goal).</p>	<p>Identifies recording tools to capture and report student data.</p> <p>Explain the purpose of student self-assessments.</p>	<p>Adapt or create assessment opportunities to meet student needs or based on adapted instruction.</p> <p>Incorporates supplemental time to reflect, extend student learning, and/or provide choice.</p>
<b>Classroom Procedures</b>	<p>Identify required instructional minutes in each lesson and segment.</p> <p>Locate and practice common routines for teacher and student internalization.</p> <p>Identify instructions for student assignment and activities within the lesson.</p>	<p>Determine and explain the instructional purpose of student grouping structure within a lesson.</p> <p>Identify what students are expected to learn in each unit in student friendly language.</p>	<p>Prior to teaching, determine and explain group placement for individual students.</p> <p>Identify clear routines and procedures to support student movement in the classroom from whole group to partner to small group, etc.</p>	<p>Modify or adjust student groupings for a variety of purposes (e.g., more/less support, strategic groups, collaborative learning).</p>
<b>Pacing and Coherence</b>	<p>Identify tools that support yearlong and unit planning.</p> <p>Explain the importance of teaching units in order.</p>	<p>Map each unit on a yearlong plan.</p> <p>Monitor yearlong plan to ensure proper pacing.</p>	<p>Identify potential in-the-moment instructional timing modifications to ensure students are learning the intended lesson outcome.</p> <p>Using specific examples, describe how instruction builds between lessons/units.</p>	<p>Identify opportunities for students to share connections.</p>
<b>Physical Space</b>	<p>Identify which Amplify Texas materials need to be posted for each lesson.</p>	<p>Identify which Amplify Texas materials need to be posted for each unit.</p>	<p>Identify an area in the classroom for student work.</p> <p>Identify additional posted resources students can reference during whole group, small group and independent instruction.</p>	<p>Identify additional materials, such as reading materials or graphic organizers, to create varied opportunities for learning.</p>

# Initial Implementation Planning Tool: Foundational

We know that adopting a new curriculum is a big undertaking, as teachers and school administrators need time to integrate new materials and instructional practices into their school's unique context. Implementations are most effective when you, as school leaders, have a plan for investing your team in this change. To help with this investment, we've provided a list of key questions for you to reflect upon as you prepare to support your teachers with implementing Amplify Texas.

Please read each statement about best practices in Amplify Texas and reflect on your school's specific context, needs, and goals as you answer the following questions.

<b>Instructional Resources</b> <b>Amplify Texas resources should be utilized during every lesson. Resources for each lesson are outlined in the Lesson at a Glance.</b>	
Do you expect your teachers to utilize Amplify Texas resources on a daily basis?	
If not, how often and/or what resources are they expected to utilize?	
What, if any, expectations do you have for how teachers will utilize other instructional resources? – Will teachers be expected or have the option to use other instructional resources? – If yes, what are the expectations around usage and when will other resources be used?	
What messaging will you share with your staff around the questions above? – How and when will messaging be shared with your staff? What are your talking points?	

## Instructional Delivery

Amplify Texas daily lessons require a set amount of minutes for daily instruction. Lesson segments build on previous content and spiral throughout the unit/year, therefore should be taught in order and within the time allotted.

<p>Do K–2 teachers have an ELA block that will accommodate Amplify Texas instruction?</p>	
<p>Do Grade 3 teachers have an ELA block that will accommodate 15–30 minutes of Amplify Texas instruction?</p>	
<p>What additional time blocks, if any, do teachers need to plan for outside the Amplify Texas time?</p>	
<p>What messaging will you share with your staff around the questions above?</p> <ul style="list-style-type: none"><li>– How and when will messaging be shared with your staff? What are your talking points?</li></ul>	



## Adapting Instruction

Amplify Texas includes a progression of assessments throughout the program providing student data to teachers at various points of instruction. Each lesson includes two types of assessments aligned to the Primary Focus Objective: formative assessments and Checks for Understanding. Formative assessment opportunities gauge individual student performance and Checks for Understanding monitor whole class progression. Unit assessments are also recommended at the end of each unit to assess content and skills taught in the unit. Benchmark assessments are administered at the beginning of the year, middle of the year, and end of the year. In G1–G2, BOY benchmark assessment measures student readiness for grade-level content, while in GK–G2, MOY and EOY assessments assess content gaps up to that point in instruction. Grade 3 includes pretests and posttests in every unit.

<p>How will teachers be supported during administration of 1-on-1 assessments?</p>	
<p>What additional assessments, if any, do you expect teachers to administer? At what frequency?</p>	
<p>How will Amplify Texas assessment data be collected/tracked in order to guide instruction?</p>	
<p>What messaging will you share with your staff around the questions above?</p> <ul style="list-style-type: none"><li>– How and when will messaging be shared with your staff? What are your talking points?</li></ul>	

## Pacing And Coherence

Amplify Texas units and lessons are designed to systematically build on skills and concepts taught in previous units and/or grades. Therefore, it is highly recommended that units and lessons are taught as outlined in the program.

What are your expectations for teaching Amplify Texas units and lessons?

What additional support, if any, can be provided to help teachers with lesson pacing and coherence?

What messaging will you share with your staff around the question above?

- How and when will messaging be shared with your staff? What are your talking points?

## Additional Topics to Consider

<p><b>Learn the program:</b> Did all teachers attend training? If not, what is the plan for the teachers who did not attend initial training sessions?</p>	
<p><b>Additional Amplify Texas PD:</b> What additional PD is needed for teachers and/or instructional leaders?</p>	
<p><b>Distribution of materials:</b> Who will support distribution of Amplify Texas materials?</p>	
<p><b>Communication with caregivers:</b> How will I communicate the Amplify Texas adoption to my K–3 caregivers?</p>	
<p><b>Strengthen Amplify Texas:</b> How often will I conduct observation of Amplify Texas teachers? How will I provide feedback?</p>	