

Getting Started with Amplify Science 6–8:

Guide for Instructional Leaders and Administrators

Organizational Area	Points to Remember
<p>Initial Training & Professional Learning Opportunities</p> <ul style="list-style-type: none"> ❑ Schedule time for teachers to receive training; may include Amplify Science professional learning specialist support onsite or remote ❑ Provide an opportunity for teachers to understand your school's vision for implementing Amplify Science as the core curriculum prior to their training and/or expected start of instruction ❑ Devise and deliver messaging to parents 	<ul style="list-style-type: none"> • Teacher buy-in will be critical here. • Amplify PL specialists are available for onsite visits, organized through your Field Support Center.
<p>Pacing Units Throughout the School Year</p> <ul style="list-style-type: none"> ❑ Review expected pacing of units in collaboration with the department chair or grade level lead(s) ❑ Communicate expected pacing to teachers ❑ Schedule check ins every 1–2 weeks, especially in the first 2 months of use ❑ Set the expectation that the first few units may not be perfect. Teachers and students will move through lessons faster and easier with continued practice. 	<ul style="list-style-type: none"> • Refer to the provided Pacing Calendar (found on the NYC Resources website) for guidance on how to plan out the course's units over the school year. • NYC Resources website: https://www.amplify.com/amplify-science-nyc-doe-resources/
<p>Technology Readiness & Access</p> <ul style="list-style-type: none"> ❑ Identify a technology support person (school & district level) ❑ Identify the technology model you plan to use to implement Amplify Science and secure devices for classrooms ❑ Establish a plan for getting science classes scheduled in STARS the first week of school. Classes MUST be finalized in STARS in order for teachers and students to receive their logins. ❑ Ensure all teachers understand how to login ❑ Ensure all teachers establish routines and logistics for device management in their classroom, when applicable ❑ Confirm teachers have student login information and are prepared to walk them through the login process ❑ Confirm content filters aren't blocking the digital Teacher's Guide ❑ Encourage that each teacher access the digital Teacher's Guide to gain familiarity with lesson structure and materials preparation ❑ Suggest all teachers visit the NYC Resources website, know its contents, and are making use of the supports 	<ul style="list-style-type: none"> • Although Amplify Science can be taught in a variety of technology situations, the Amplify Science curriculum contains videos, images, and digital simulations that require internet access and projection capabilities. • Supported devices: iPad 5 or more recent models, MacBooks, Chromebooks, or Windows laptops or desktops. Supported browsers: Chrome and Safari. • If you have any questions about devices, logins, content filters, etc., please email help@amplify.com • Teacher and student login guides are available on the NYC Resource website • Tutorial videos, including navigation of the digital Teacher's Guide, are found here: https://my.amplify.com/help/articles/2503028-video-tutorials • To test your content filter (whitelist): https://whitelist.learning.amplify.com/#/
<p>Managing Science Resources</p> <ul style="list-style-type: none"> ❑ Ensure each Amplify Science teacher has one "Classroom Bundle" ordered ❑ Appoint a point of contact to organize and distribute kits ❑ Ensure kits are provided to teachers at least 1 week prior to the expected start of instruction. Teachers should open the kits, check kit inventory, and familiarize themselves with all of the components. ❑ Work with teachers to identify the items that are "teacher provided." Secure these items at least 1 week prior to the expected start of instruction. ❑ Plan for storage of kits that are not in use 	<ul style="list-style-type: none"> • The Amplify Science curriculum integrates hands-on materials and classroom wall resources. Some items are provided in the kit and others are "teacher-provided," such as index cards, sticky notes, markers, etc. • Kits can range between 1–3 boxes for each unit, which means you should expect multiple kits to arrive at your school or district site for distribution. • A Classroom Bundle includes all kits for the year, print Teacher's Guides for each unit, and access to the digital Teacher's Guide.
<p>Monitoring Initial Implementation</p> <ul style="list-style-type: none"> ❑ Schedule time to observe initial implementation, at least two weeks after the units' start date, using the provided Look For Tool. ❑ Visit classes to identify successes and challenges and provide teachers with feedback ❑ Identify successes and coordinate opportunities for peer to peer supports to build capacity and consistency of routines ❑ Self-monitor progress over time using the indicators on the Year One Implementation Rubric ❑ Devise an ongoing Professional Learning plan 	<ul style="list-style-type: none"> • The administrator Look For Tool and the Amplify Science Year One Implementation Rubric are both found on the NYC Resources website.