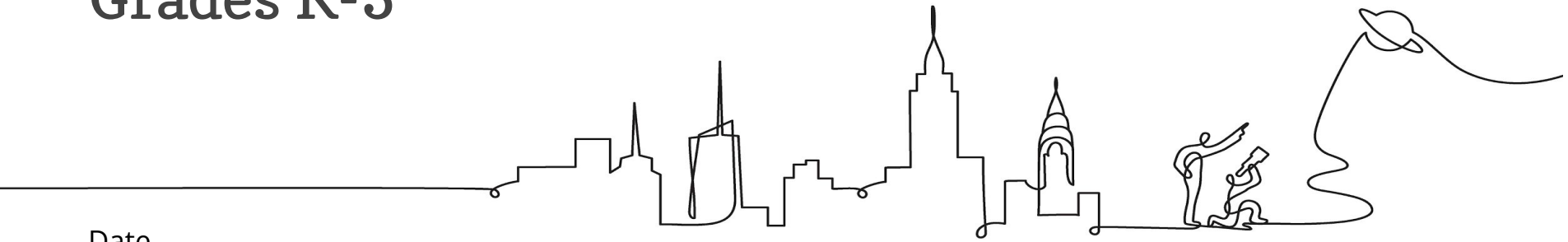
Amplify Science
New York City

New Administrators' Orientation
Grades K-5



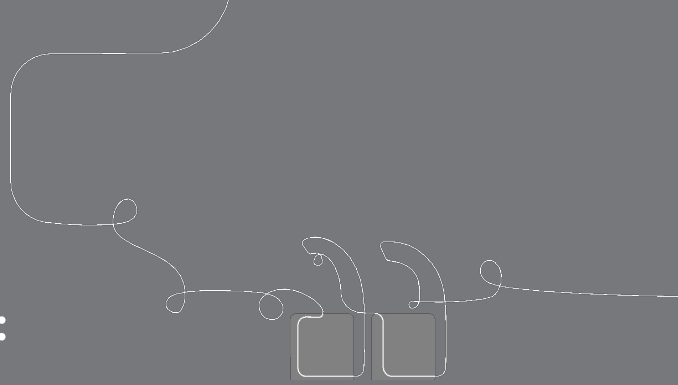
Date
Presented by

Objectives

By the end of today, you will be able to:

- Understand the effectiveness and implementation of the program's multimodal approach.
- Become familiar with the "look fors" that administrators should see in an effective three-dimensional science classroom.
- Discuss ways in which administrators can support the teaching of science in their schools.

Overarching goals



By the end of this workshop, you will be able to:

- Recognize how lessons engage students in three-dimensional learning.
- Understand how the program's multimodal approach supports students in figuring out the unit phenomenon.
- Become familiar with "look fors" that administrators should see in an effective three dimensional science instruction.
- Discuss ways in which administrators can support the teaching of science in the coming school year.
- Make an informed decision about which of the Amplify Science Hybrid Learning Resources (@Home Unit and @Home Videos) will best support their teachers.

Remote Professional Learning Orientation and Norms

Take some time to orient yourself to the platform

- *“where’s the chat box? what are these squares at the top of my screen?, where’s the mute button?”*

Mute your microphone to reduce background noise unless sharing with the group

The chat box is available for posting questions or responses to during the training

Make sure you have a note-catcher present

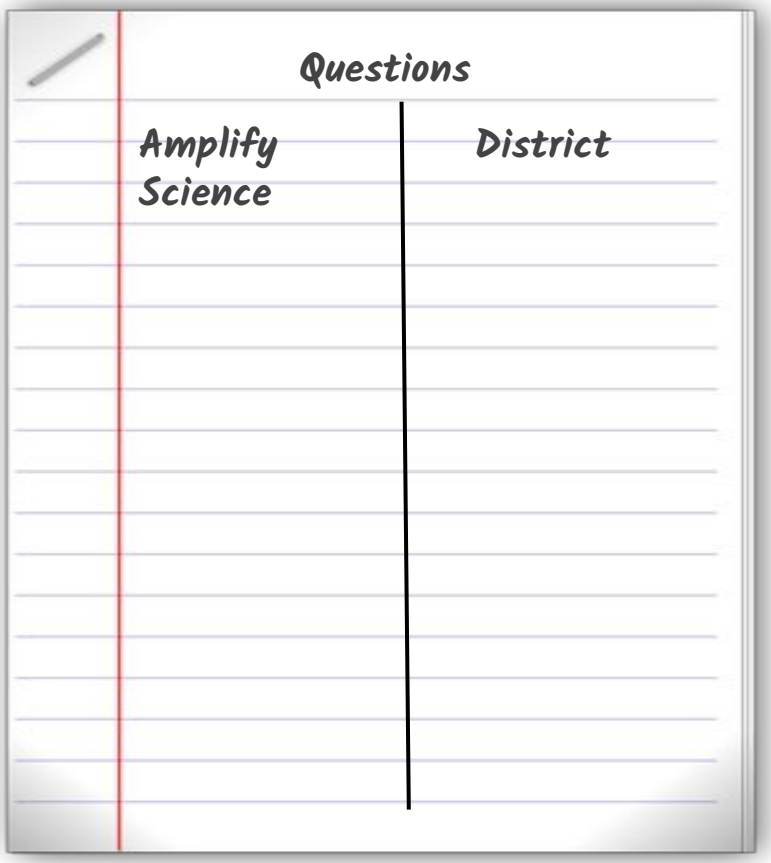
Engage at your comfort level - chat, ask questions, discuss, share!

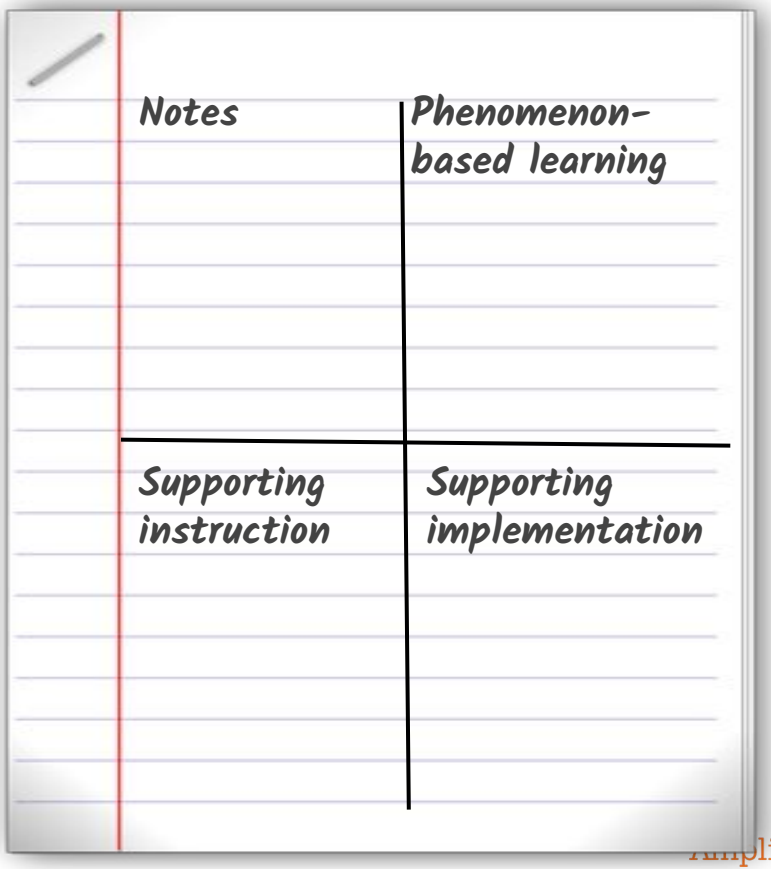
Ice Breaker

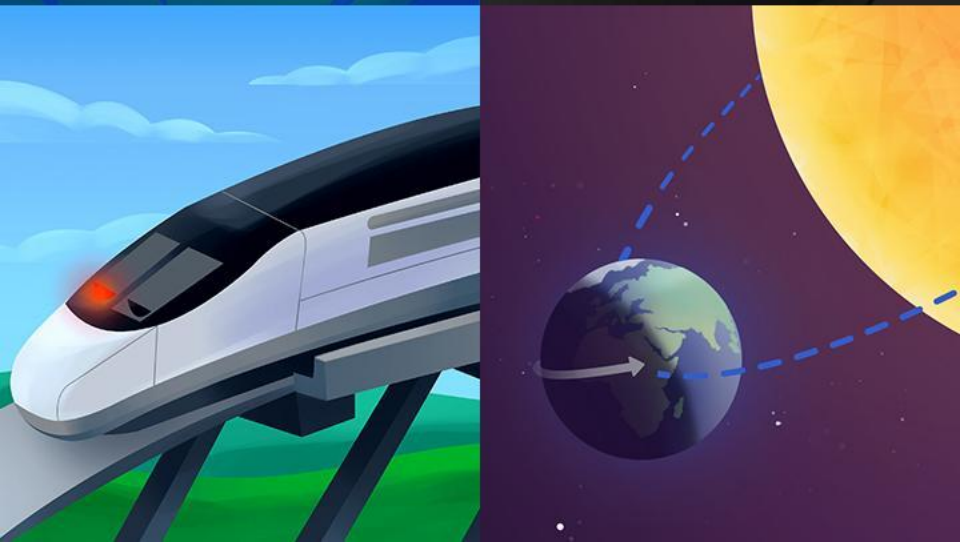
Please share your answers in the chat.

- Question 1: What are you looking forward to with a new curriculum?
- Question 2: What are you anticipating as a challenge with a new curriculum?

Capturing key takeaways!

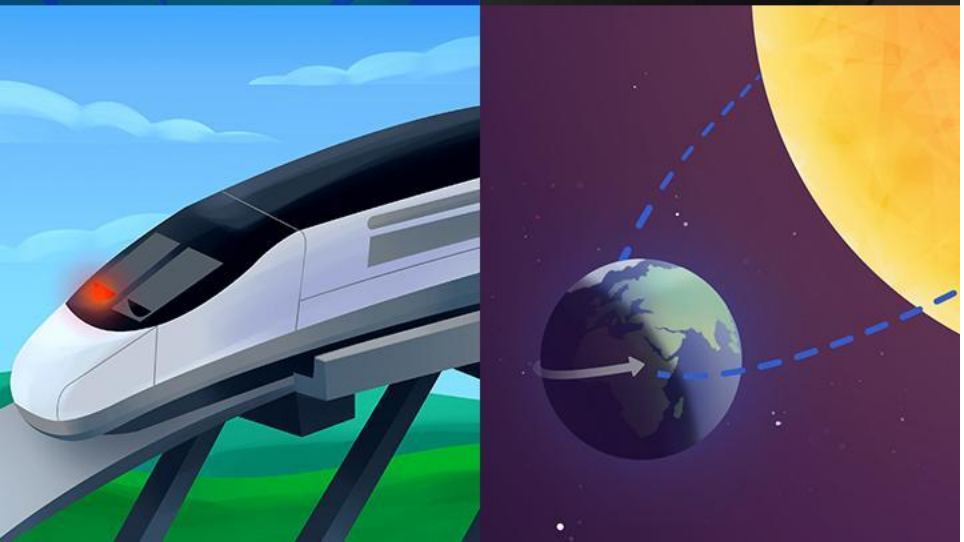






Plan for the day

- **Framing the day**
  - What is Amplify Science?
- **Phenomenon-based learning**
  - What is phenomena-based instruction?
  - What does this look like in Amplify Science?
- **Supporting instruction**
  - Progress builds and assessments
- **Supporting implementation**
  - Administrator resources
  - Remote & hybrid resources
- **Closing**
  - Reflection & survey



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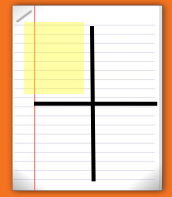
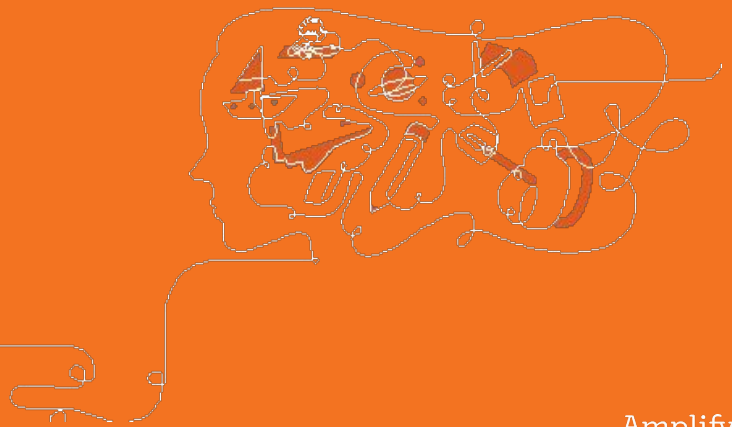
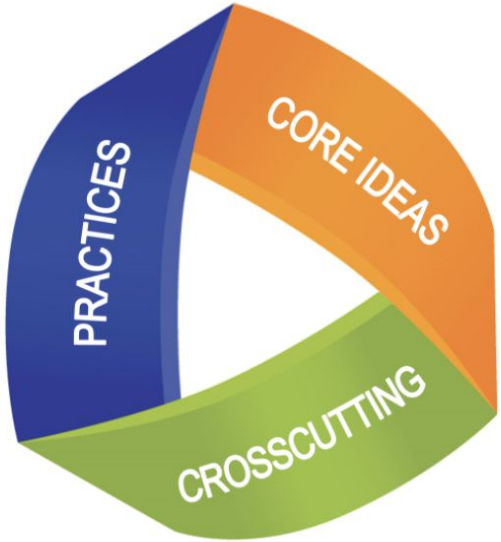


What is Amplify Science?



Next Generation Science Standards (NGSS)



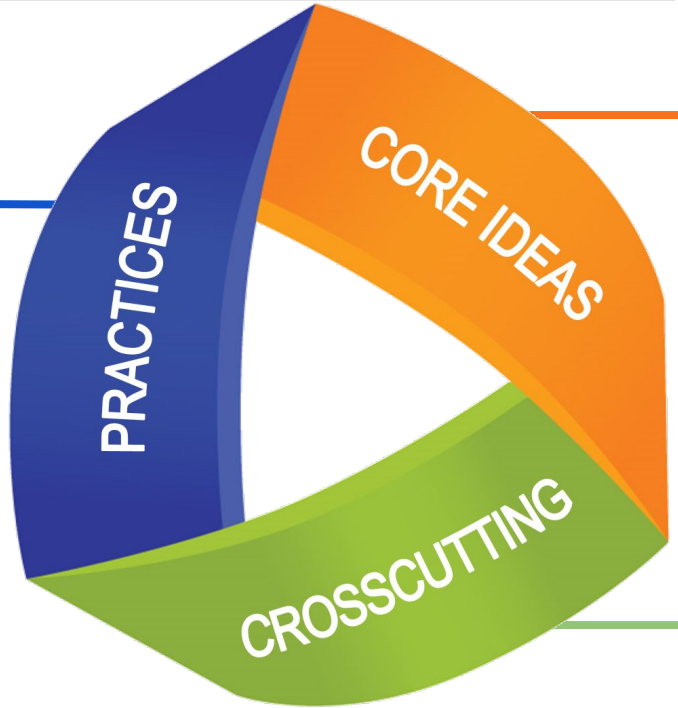
Standards as three-dimensional performance expectations that integrate disciplinary core ideas, science and engineering practices, and crosscutting concepts

New York State Science Learning Standards

Designed to help students build a cohesive understanding of science

What scientists do

Science and Engineering Practices



What scientists want to know

Disciplinary Core Ideas

How scientists think

Crosscutting Concepts

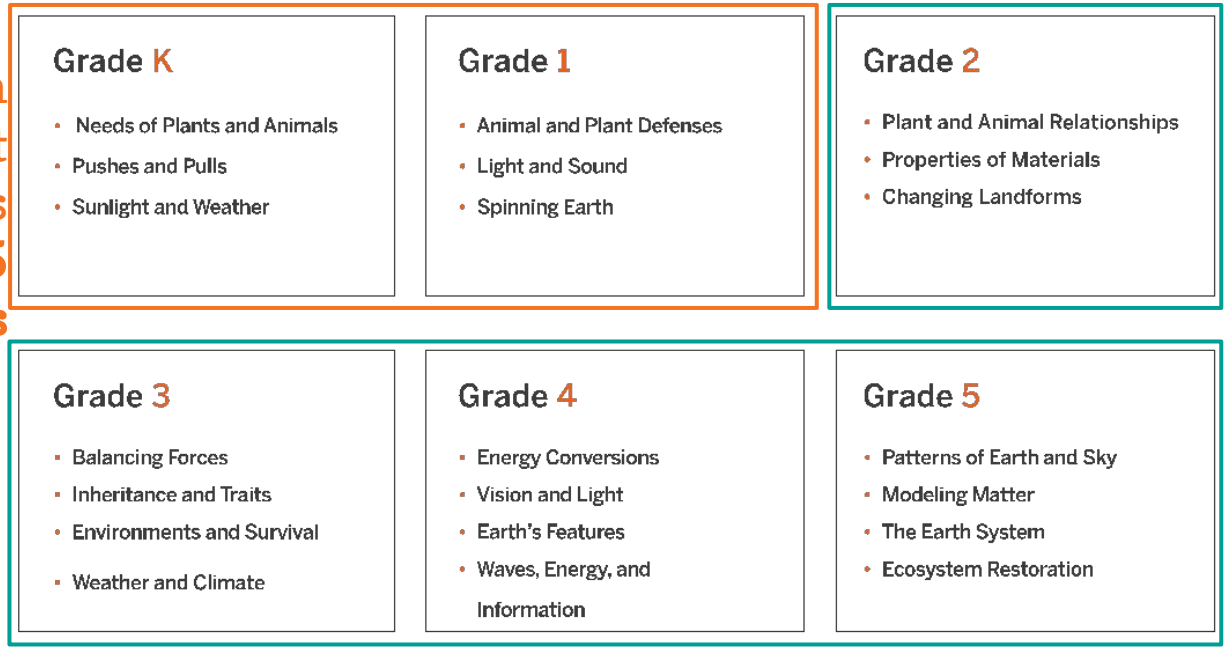
THE LAWRENCE HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

+ Amplify.

Amplify Science

Elementary school course curriculum structure

Kindergarten and first grade lessons are **45 minutes**



Second - fifth grade lessons are **60 minutes**

ALL units have 22 lessons

 PRIMARILY LIFE SCIENCE

 PRIMARILY PHYSICAL SCIENCE

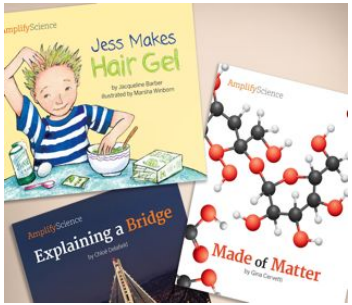
 PRIMARILY EARTH SCIENCE

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Minutes per lesson
K	Needs of Plants and Animals			Pushes and Pulls				Sunlight and Weather			45
1	Animal and Plant Defenses			Light and Sound				Spinning Earth			45
2	Plant and Animal Relationships				Properties of Materials			Changing Landforms			60
3	Balancing Forces			Inheritance and Traits			Environments and Survival			Weather and Climate	60
4	Energy Conversions			Vision and Light			Earth's Features			Waves, Energy and Information	60
5	Patterns of Earth and Sky			Modeling Matter			The Earth System (26 lessons)			Ecosystem Restoration	60

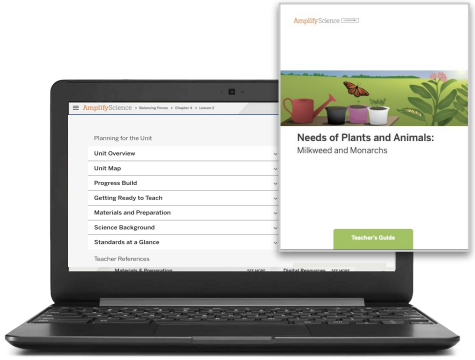
All units have 22 lessons except Grade 5: The Earth System, which has 26 lessons.

Elementary school components

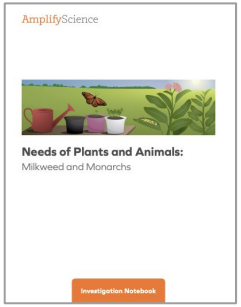
Hands-on materials



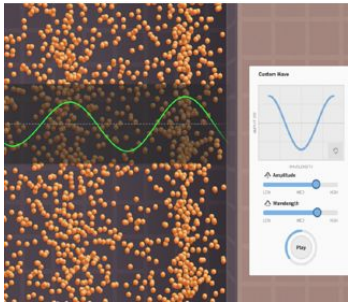
Student books



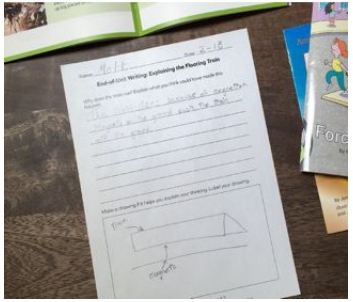
Teacher's Guide (Digital + Print)



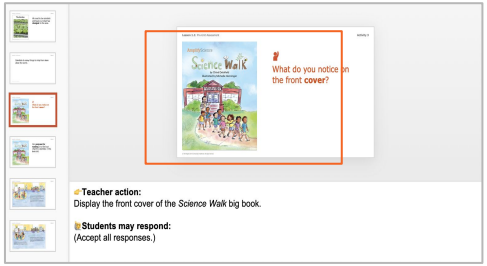
Investigation Notebooks



Digital Applications (grades 2-5)

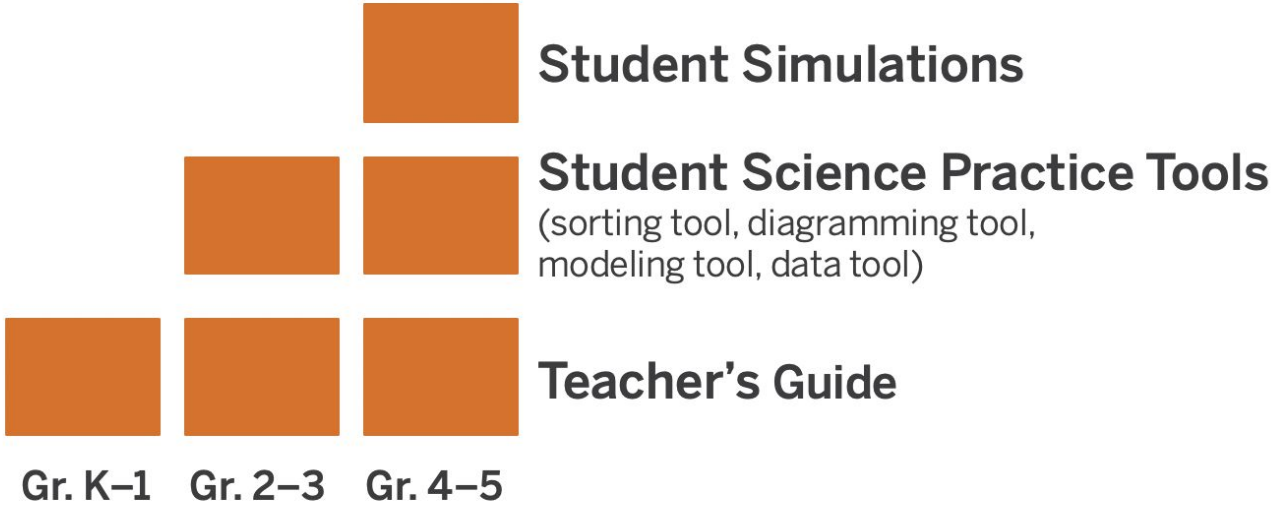


Assessments

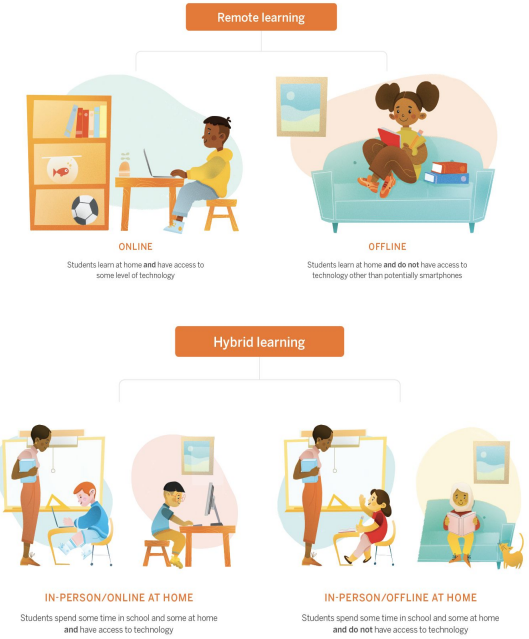


Classroom Slides

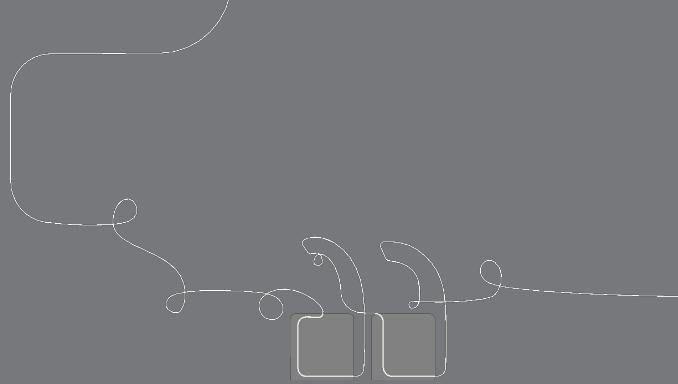
What are the digital components of Amplify Science Elementary?



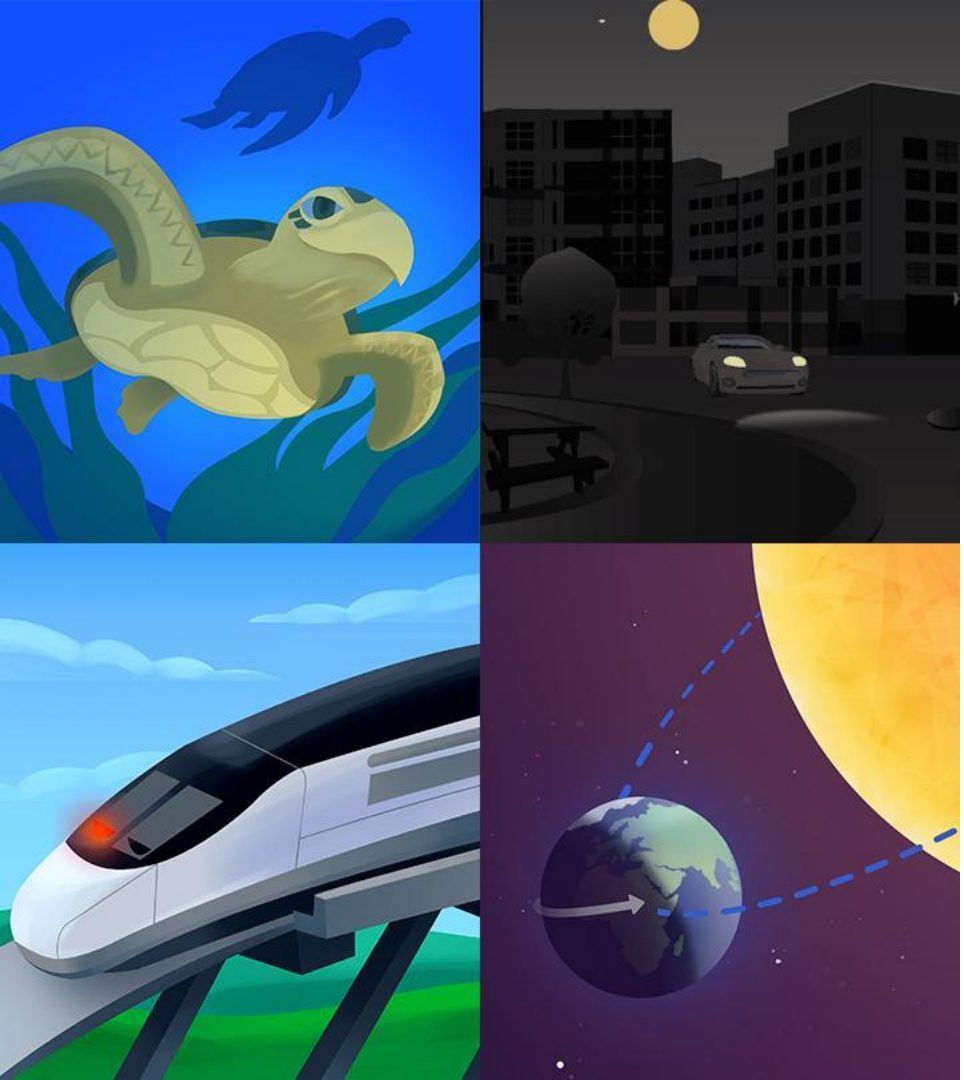
Remote and hybrid



authored by THE LAWRENCE HALL OF SCIENCE UNIVERSITY OF CALIFORNIA, BERKELEY



Questions?



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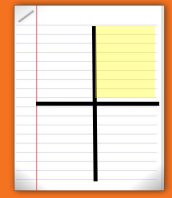
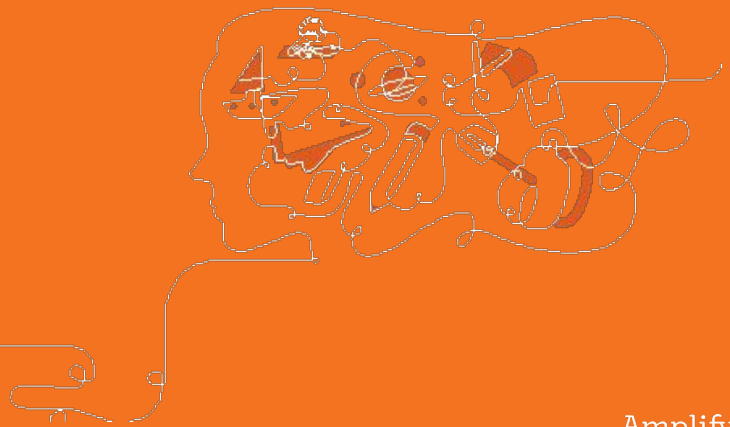


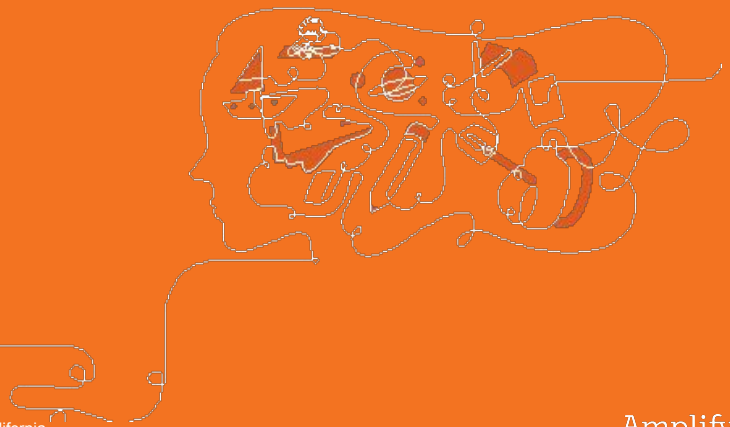
What is phenomenon-based instruction?

A scientific **phenomenon** is an **observable event** that occurs in the universe that we can use science ideas to explain or predict.



Problem-based deep dives

Students inhabit the role of scientists and engineers to explain or predict phenomena. They use what they figure out to solve real-world problems.



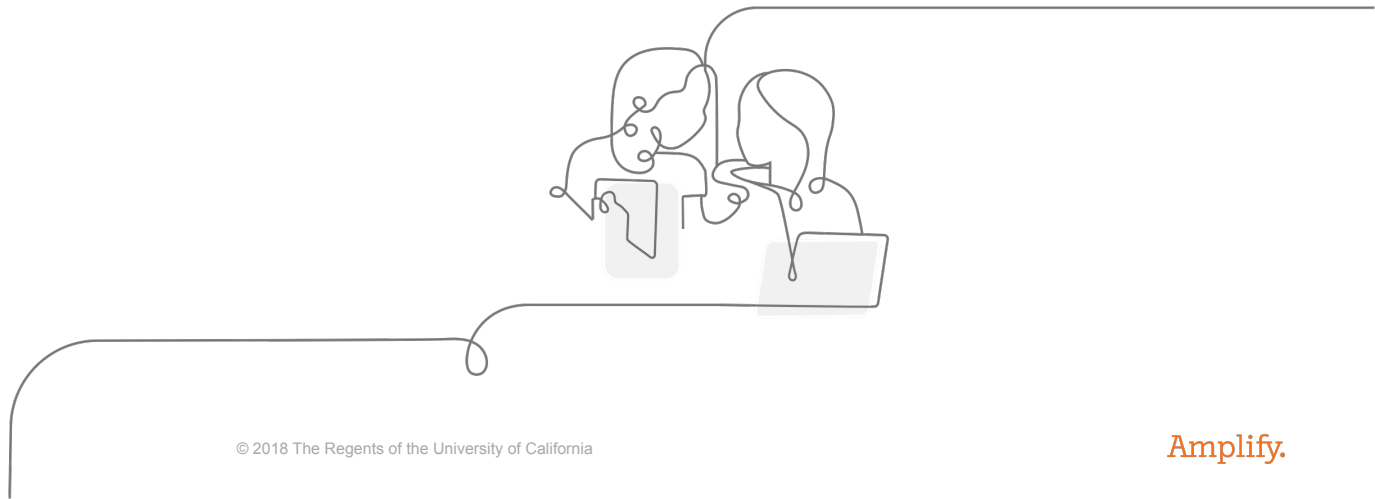
NYSSLS

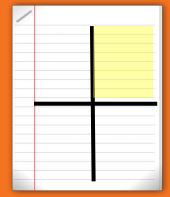
Topic-based	Phenomenon-based
Ocean habitats	**A sea turtle can survive in an ocean habitat where sharks live.**
Electric circuits	**A flashlight won't turn on, even though it used to work.**
Mixtures and solutions	**One substance dissolved in water but another substance didn't.**

Amplify Science: Unit focus on phenomena

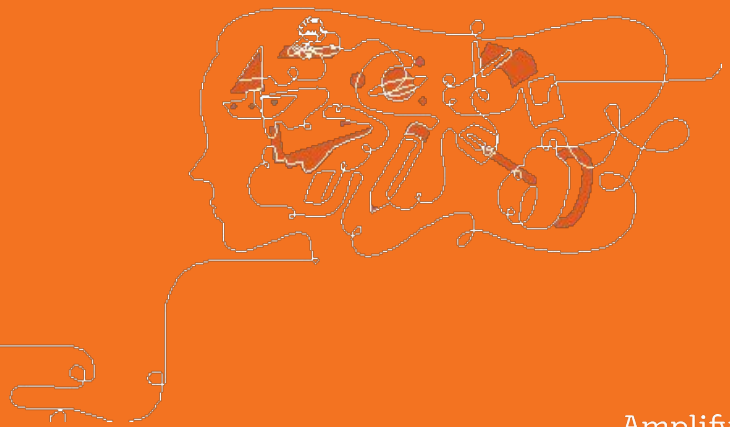
Topics	Phenomena-Based **Questions**
all about sea turtles	**How do sea turtles defend themselves from sharks?**
inheritance and traits	**How do organisms get their traits?**
ecosystem restoration	**How can an ecosystem be restored to its original healthy state?**
all about circuits	**Why does Ergstown keep having blackouts?**

Figure out,
not learn just about

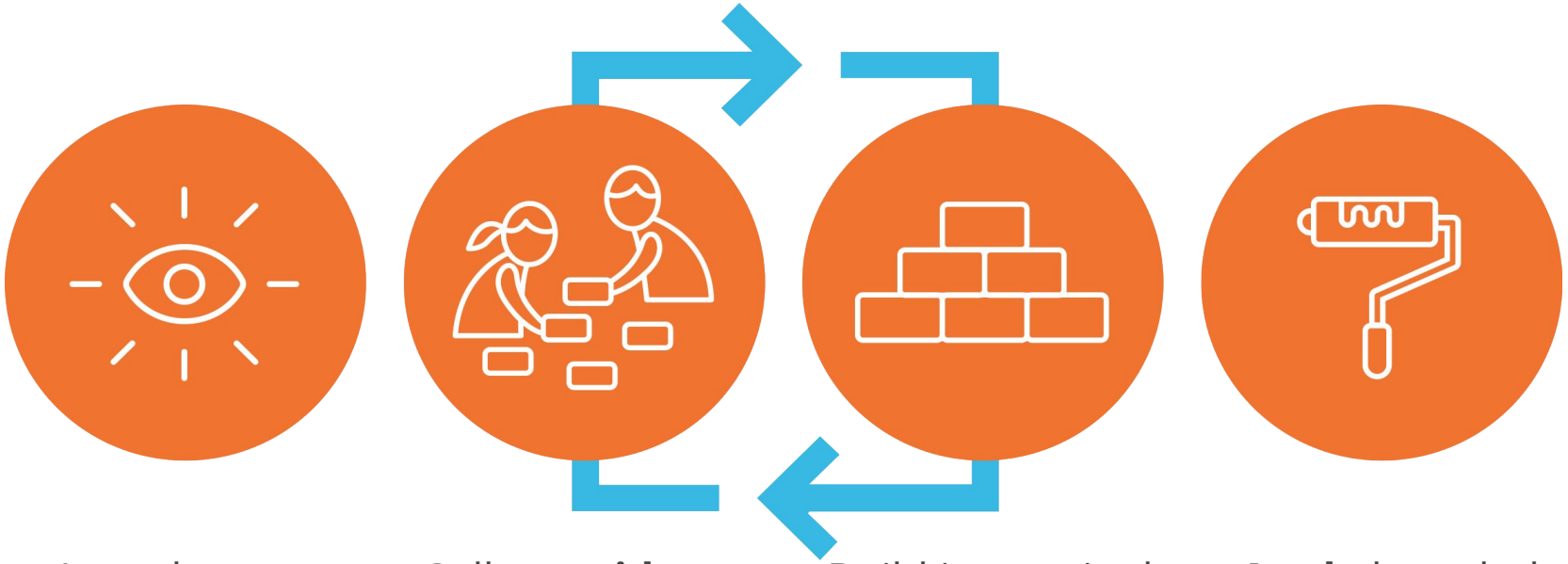




What does phenomenon-based instruction look like in Amplify Science?



Amplify Science Approach



Introduce a **phenomenon** and a related problem

Collect **evidence** from multiple sources

Build increasingly complex **explanations**

Apply knowledge to solve a different problem

The approach

Introduce a phenomenon/real world problem

Collect evidence from multiple sources

Build increasingly complex explanations

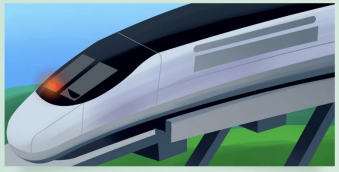
Apply knowledge to solve a different problem

Unit

Chapters

Lessons

Activities

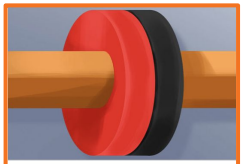


22 Lessons

Balancing Forces

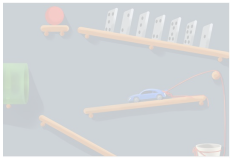
Chapter 1: Why does the train rise?

4 Lessons



Chapter 2: Why does the train rise without anything touching it?

5 Lessons



Chapter 3: Why does the train fall?

4 Lessons

Chapter 4: Why does the train float, even though gravity is acting on it?

4 Lessons

Chapter 5: Why does the train change from floating to falling?

5 Lessons

Lesson 2.1: Discovering Non-Touching Forces

Lesson 2.2: What Objects Do Magnetic Forces Act On?

Lesson 2.3: Investigating Ways Magnetic Force Moves Objects

Lesson 2.4: What My Sister Taught Me About Magnets

Lesson 2.5: Explaining Magnetic Force and the Train

Lesson Brief (3 Activities)

1 HANDS-ON Investigating What Objects Magnetic Forces Act On

2 TEACHER-LED DISCUSSION Discussing What Objects Magnetic Forces Act On

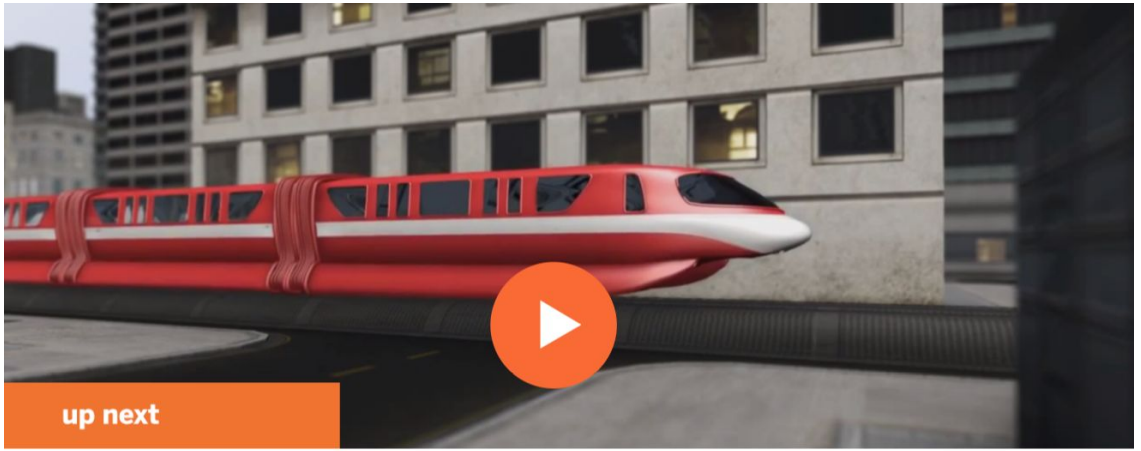
3 READING Reading: Handbook of Forces

Amplify.

Balancing Forces

Instructional sequence

Introduce a phenomenon and related real-world problem



EXPLAINING CONCEPTS:
Floating Train

Chapter 1: Why does the train rise?

JUMP DOWN TO CHAPTER OVERVIEW

Students complete the Pre-Unit Writing.

Amplify Science approach

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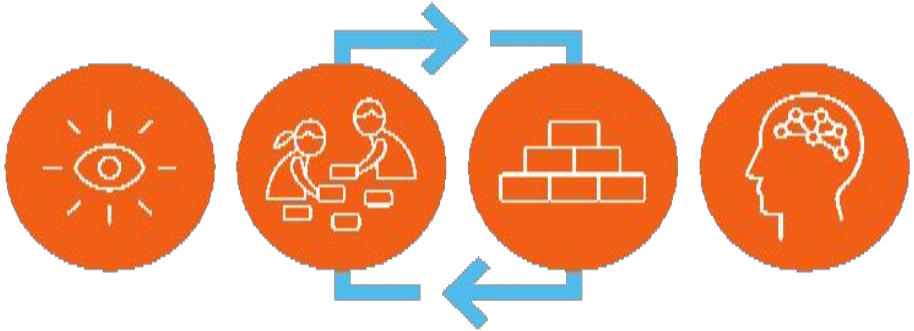


What is the phenomenon or problem in the unit?	*Students gather evidence from multiple sources to lead them to science concepts, which they use to build increasingly complex explanations. How did you gather evidence from multiple sources to construct science concepts?*	*Students apply their knowledge to a different context.*
Students investigate how the floating train works.		
How does multimodal instruction support students in figuring out the solution to the unit problem?		

Chapter 1: Why does the train rise?

JUMP DOWN TO CHAPTER OVERVIEW

Students investigate how to make an object move.

Unit Question

What can make an object move or not move?

Chapter 1 Question

Why does the train rise?

Today, we're going to investigate this question:

What makes an object start to move?

force

Think-Pair-Share Routine

Think
Think silently about the question.

Pair
Turn and talk to a partner about the question.

Share
Share your ideas about the question with the class.

Class Observation Table

Object 1	Object 2	Observation	Push, a pull, or not sure

Name: _____ Date: _____

Making Blocks Move

Directions:
1. With your partner, use the materials in your bag to make a block start moving.
2. In each box, record the object you used to make the block move.
3. In each box, record or draw your observation.

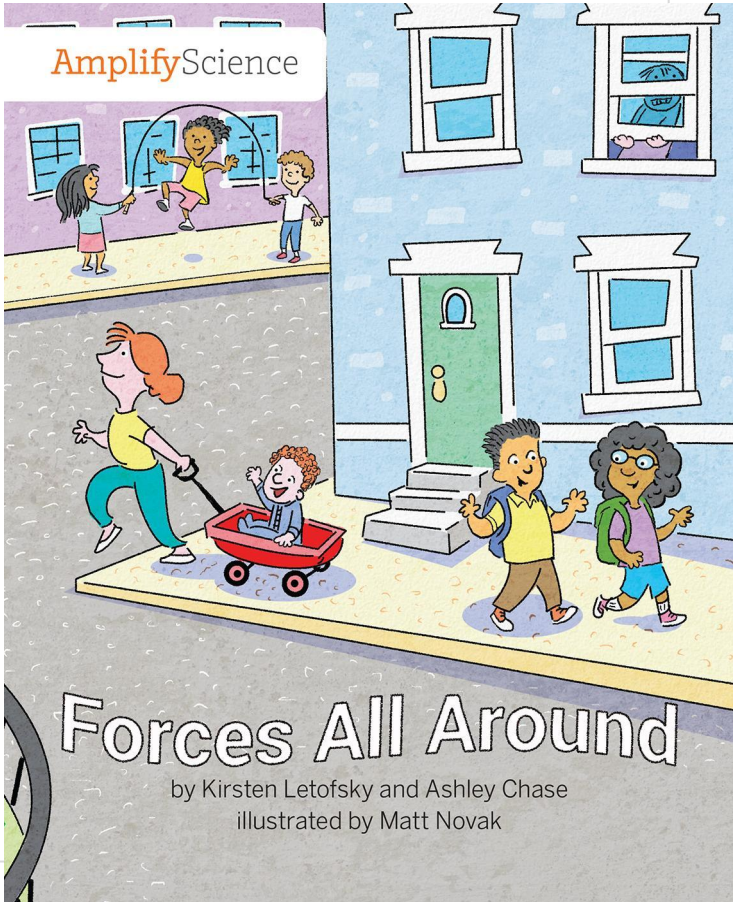
We used _____. We observed:	We used _____. We observed:
We used _____. We observed:	We used _____. We observed:

2 Balancing F

Chapter 1: Why does the train rise?

JUMP DOWN TO CHAPTER OVERVIEW

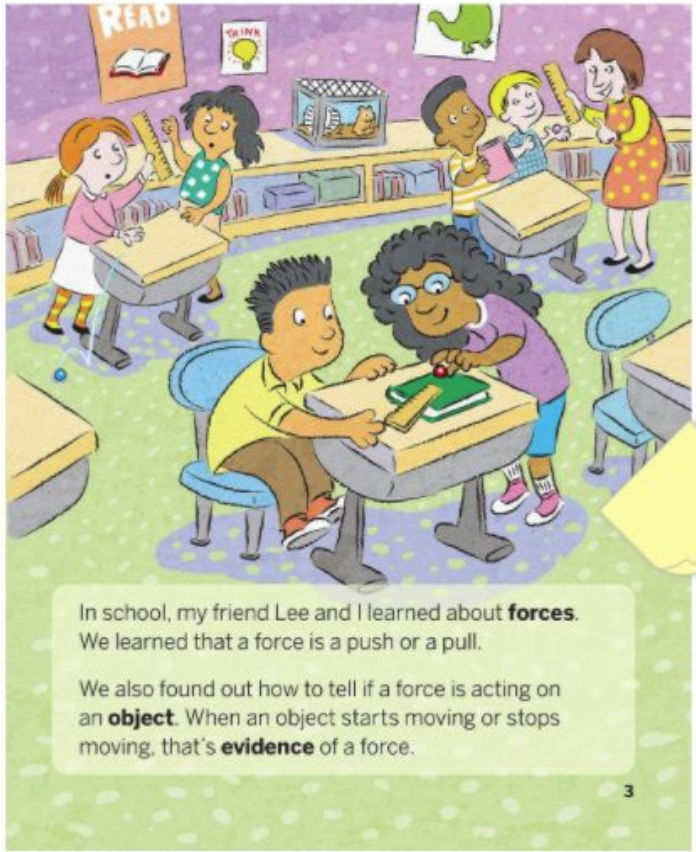
Students are introduced to the unit's first book and the strategy of setting a purpose.

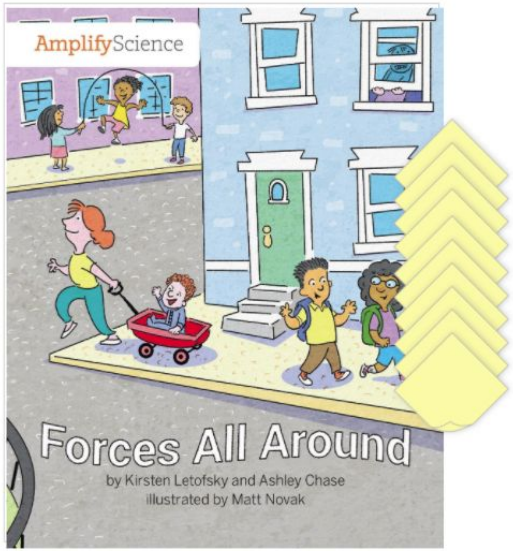


Setting a Purpose for Investigating and Reading

Investigating	Reading
Find out what makes an object start to move.	Find more examples of forces.

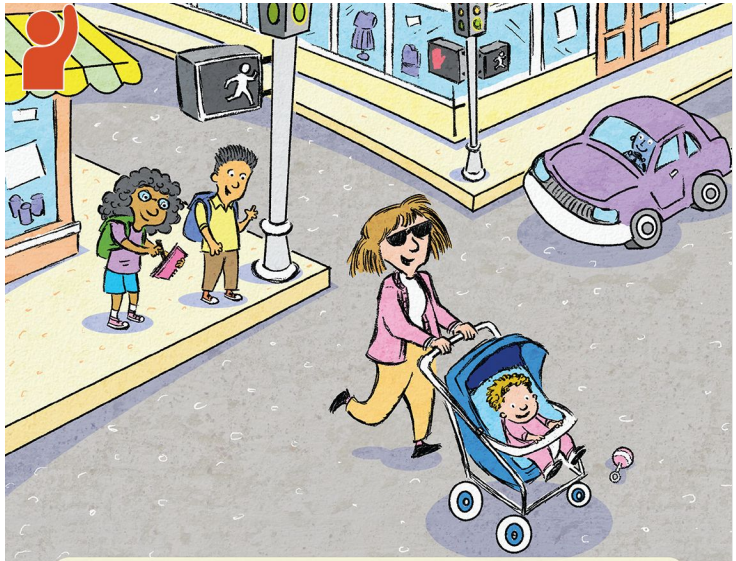
The teacher models how to search for evidence in text.





Read the book and mark examples of forces you find with sticky notes.

ON-THE-FLY



Then we saw a mom waiting to cross the street. She had her baby in a stroller. As soon as the Walk sign turned on, I said: "There's one! She pushed the stroller, and it started moving across the street. That's evidence of a force!"

We noticed that all our evidence so far was from objects starting to move. We wondered if we could find evidence from something that STOPS moving.

7

Students analyze patterns in the chart in order to agree on two key concepts.

Class Observation Table

Object 1	Object 2	Observation	Push, a pull, or not sure

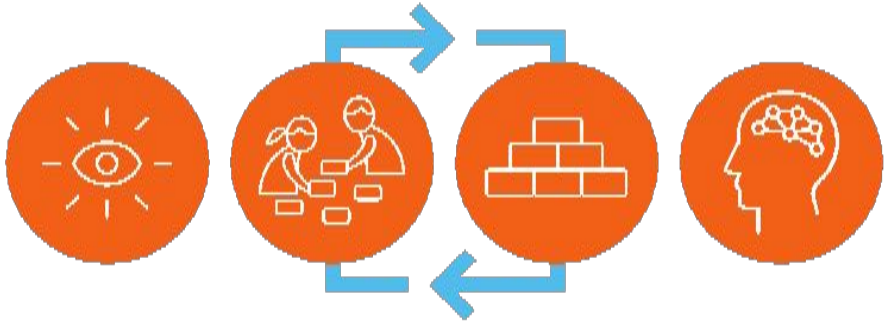
What activities did students engage in to develop an understanding of these key concepts?

A force acts between two objects.

When an object starts moving or stops moving, that is evidence that a force has acted on it.

Amplify Science approach

Pg. 6

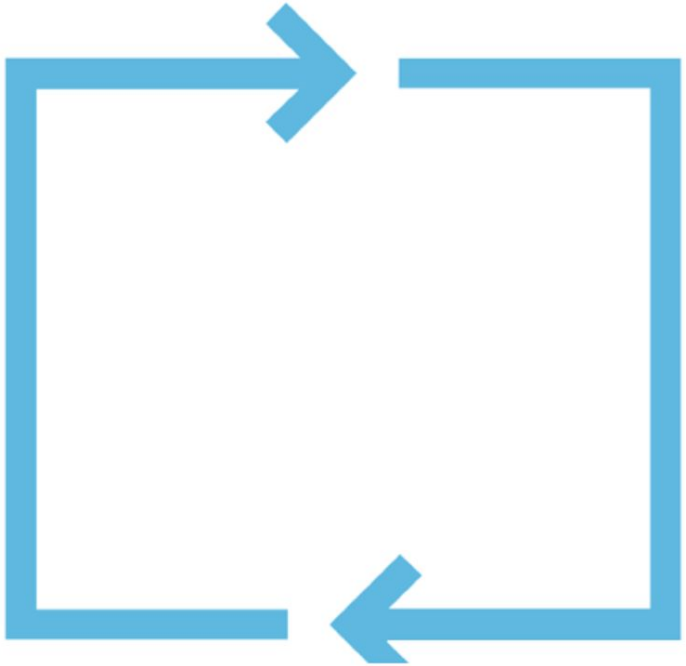


How did we gather evidence from multiple sources to construct science concepts?

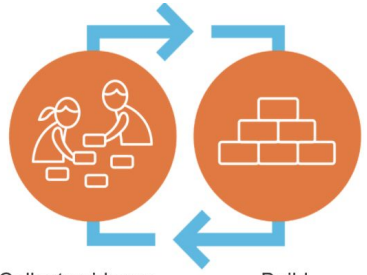
Students investigate how the floating train works.

How does multimodal instruction support students in figuring out the solution to the unit problem?

Multimodal Instruction



Do,
Talk,
Read,
Write,
Visualize



Amplify Science approach

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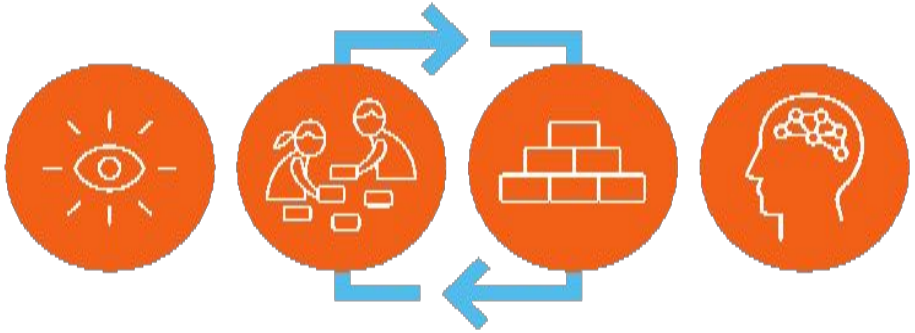


How does multimodal instruction support students in figuring out the solution to the unit problem?

Students investigate how the floating train works.

They read, do hands on investigations, have collaborative conversations, watch videos and record data

Students apply their knowledge to a different context.

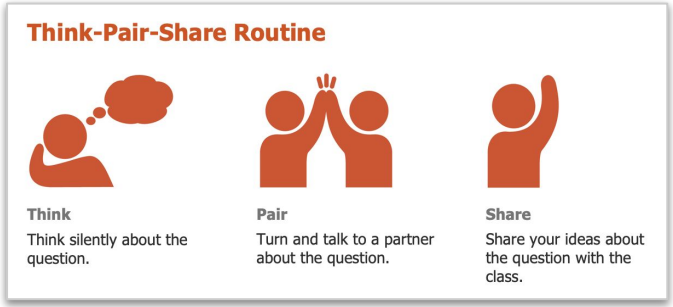
solution to the unit problem?

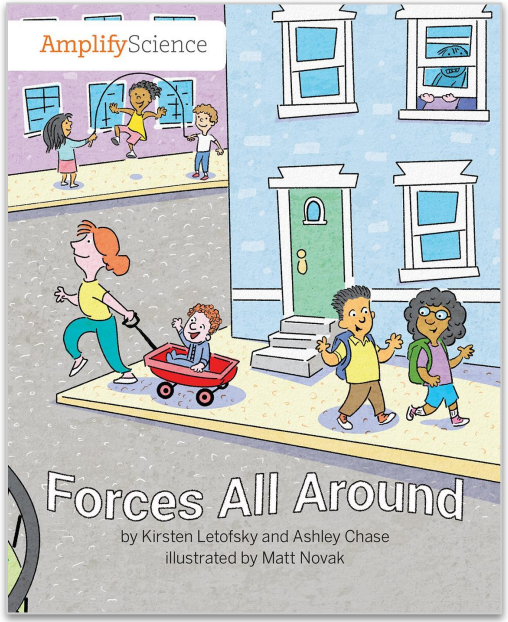
Evidence sources work together

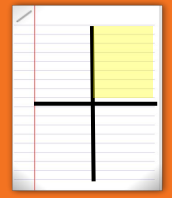
Instructional tips:

- Every evidence source plays an important role in student learning.

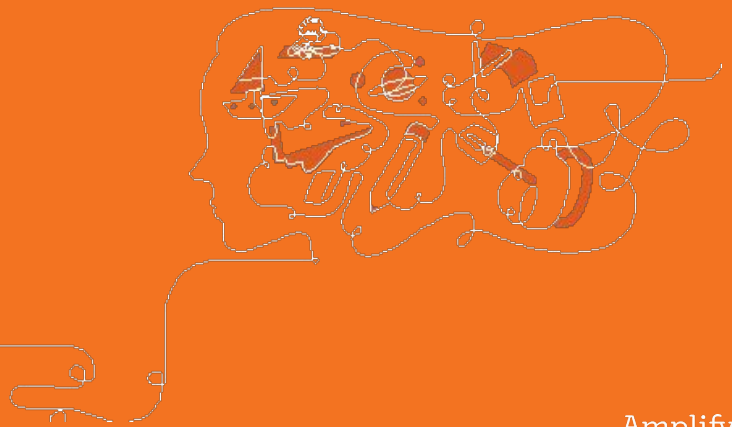
- Activities are meant to be taught in a particular order.







Reflecting on phenomenon-based learning



Multimodal approach

Do

Talk

Read

Write

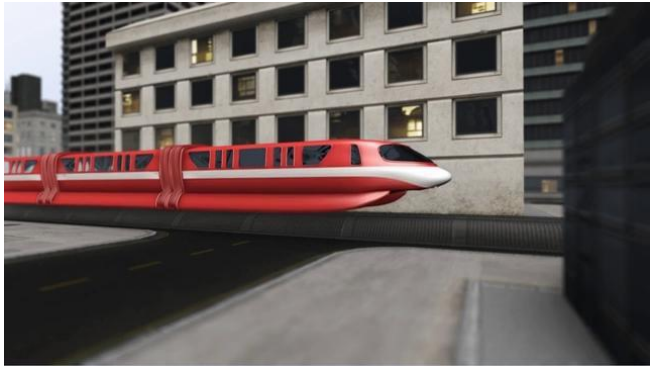
Visualize

Advanced Literacies for Academic Success

- **Hallmark 1:** Work with a variety of texts that feature big ideas and rich content
- **Hallmark 2:** Engage in talk and discussion to build both conversational and academic language and knowledge
- **Hallmark 3:** Write to build language and knowledge
- **Hallmark 4:** Study a small set of high-utility vocabulary words and academic language structures to build breadth and depth of knowledge
- **Hallmark 5:** Use Schoolwide protocols to support reading, writing, speaking and Listening

Example sequence reflection

Think-Type-Discuss

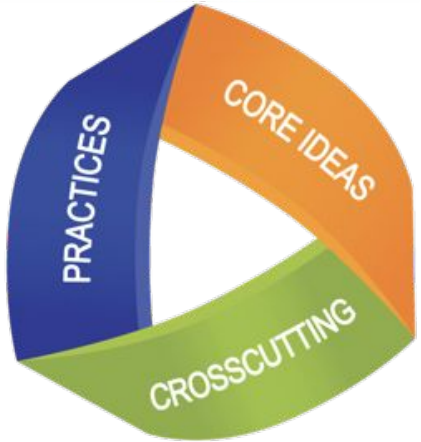


How did students figure out like a scientist?

What connections did you notice to the Advanced Literacies?

- **Hallmark 1:** Work with a variety of texts that feature big ideas and rich content
- **Hallmark 2:** Engage in talk and discussion to build both conversational and academic language and knowledge
- **Hallmark 3:** Write to build language and knowledge
- **Hallmark 4:** Study a small set of high-utility vocabulary words and academic language structures to build breadth and depth of knowledge
- **Hallmark 5:** Use Schoolwide protocols to support reading, writing, speaking and Listening

Three dimensional teaching and learning



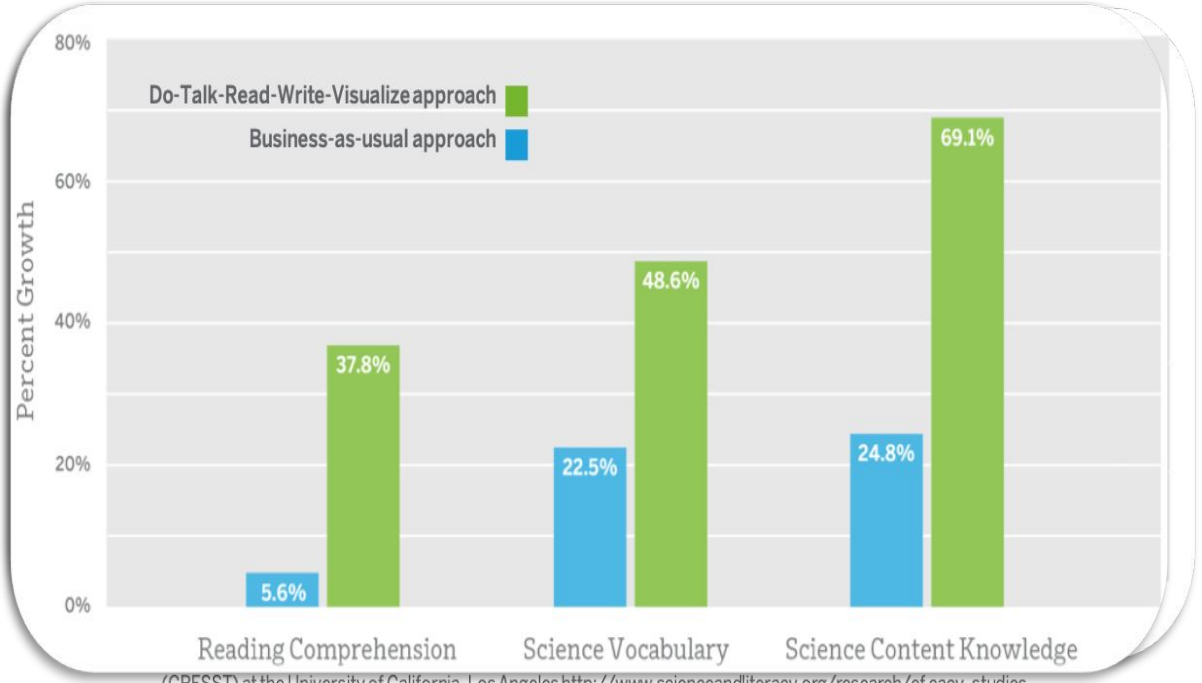
Unit resource: 3-D statements

Lesson 1.3: Evaluating Initial Claims About Elisa

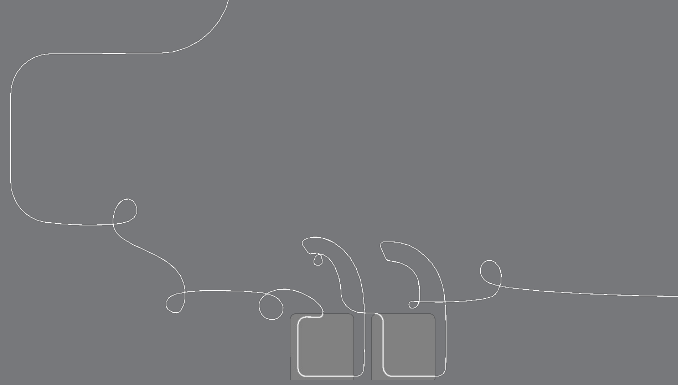
Students obtain information from a digital model and an article in order to determine the molecules that cells need to function in a healthy body (scale, proportion, and quantity).

The approach: Multimodal instruction

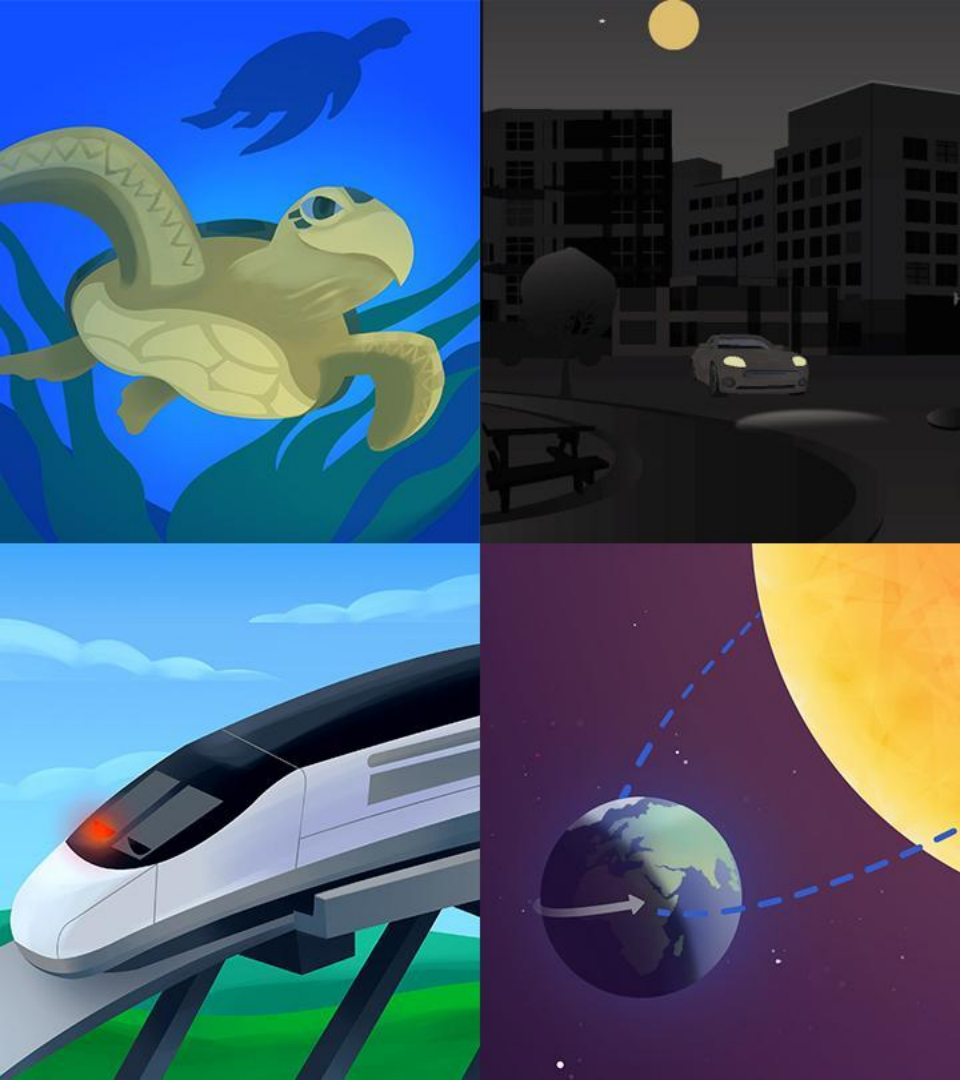
Students English language learners saw literacy



(CRESST) at the University of California, Los Angeles http://www.scienceandliteracy.org/research/efcacy_studies
Full reports available for download at National Center for Research on Evaluation, Standards, and Student Testing
(CRESST) at the University of California, Los Angeles. http://www.scienceandliteracy.org/research/efcacy_studies

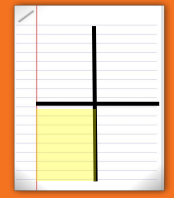


Questions?

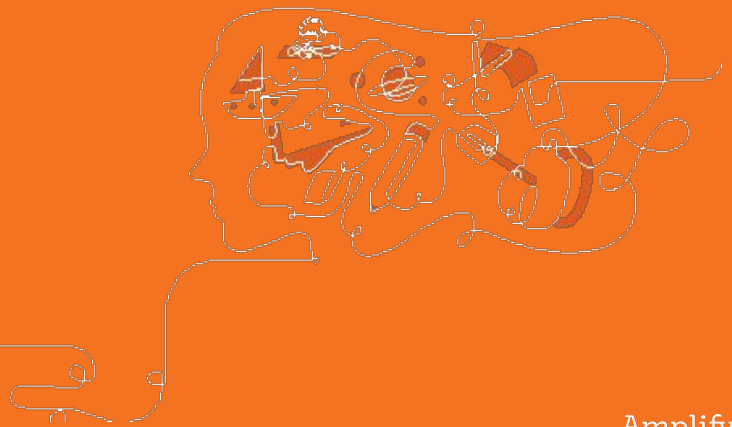


Plan for the day

- **Framing the day**
  - What is Amplify Science?
- **Phenomenon-based learning**
  - What is phenomena-based instruction?
  - What does this look like in Amplify Science?
- **Supporting instruction**
  - Progress builds and assessments
- **Supporting implementation**
  - Administrator resources
  - Remote & hybrid resources
- **Closing**
  - Reflection & survey



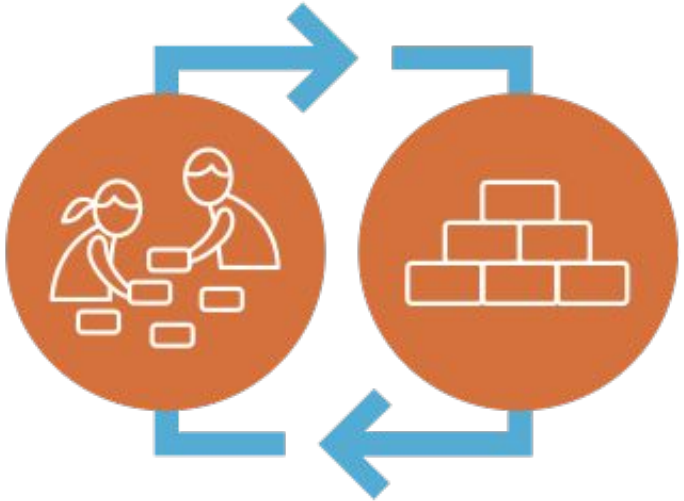
Supporting Instruction: Progress Build and Assessment



Phenomenon-based approach

The anchor phenomenon drives instruction through a whole unit

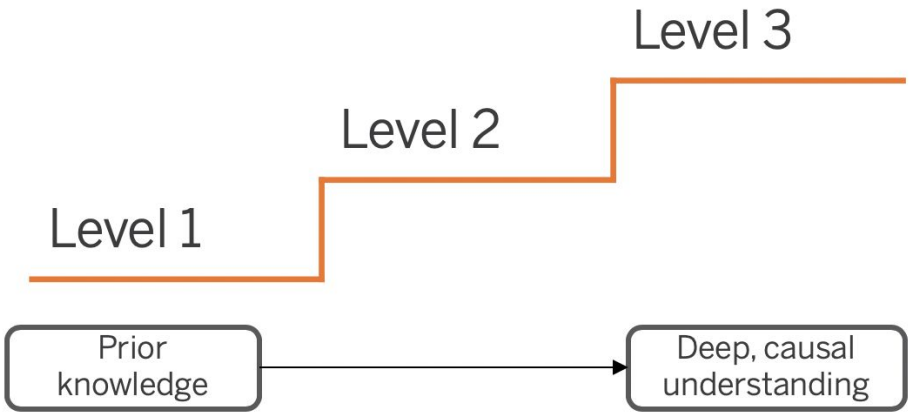
Students gather evidence and use it to build **increasingly complex explanations** about a rich, real-world anchoring phenomenon.



Progress Build

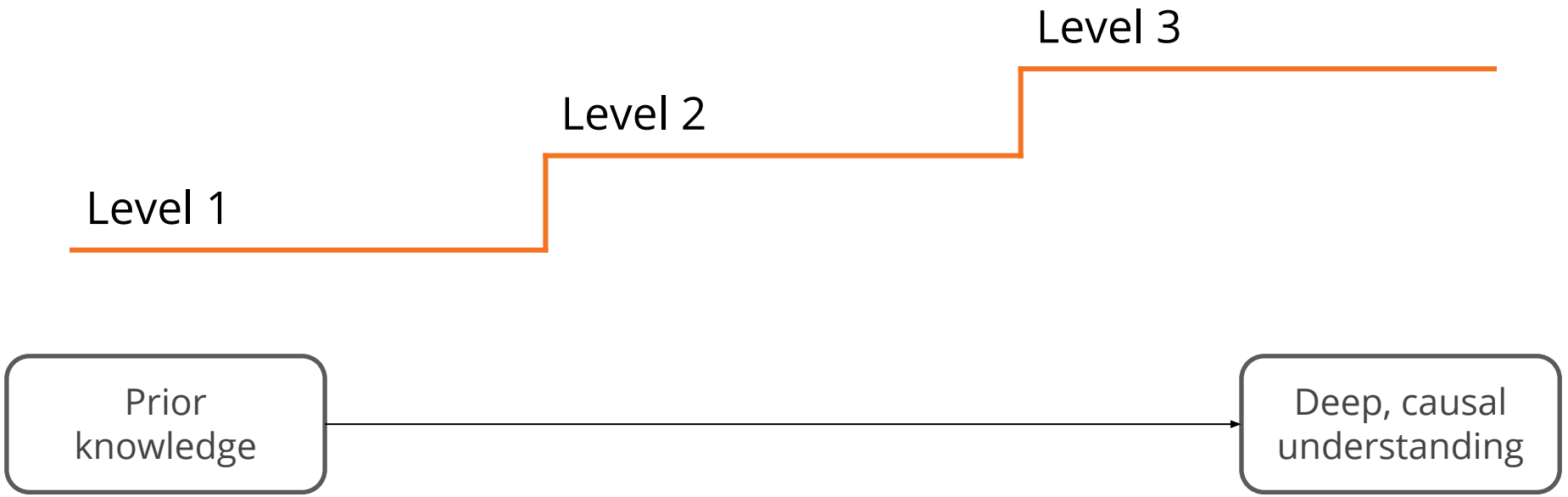
Teaching tip

Being familiar with your unit's Progress Build means you know what's coming. This will help you avoid giving ideas away too early in the unit!

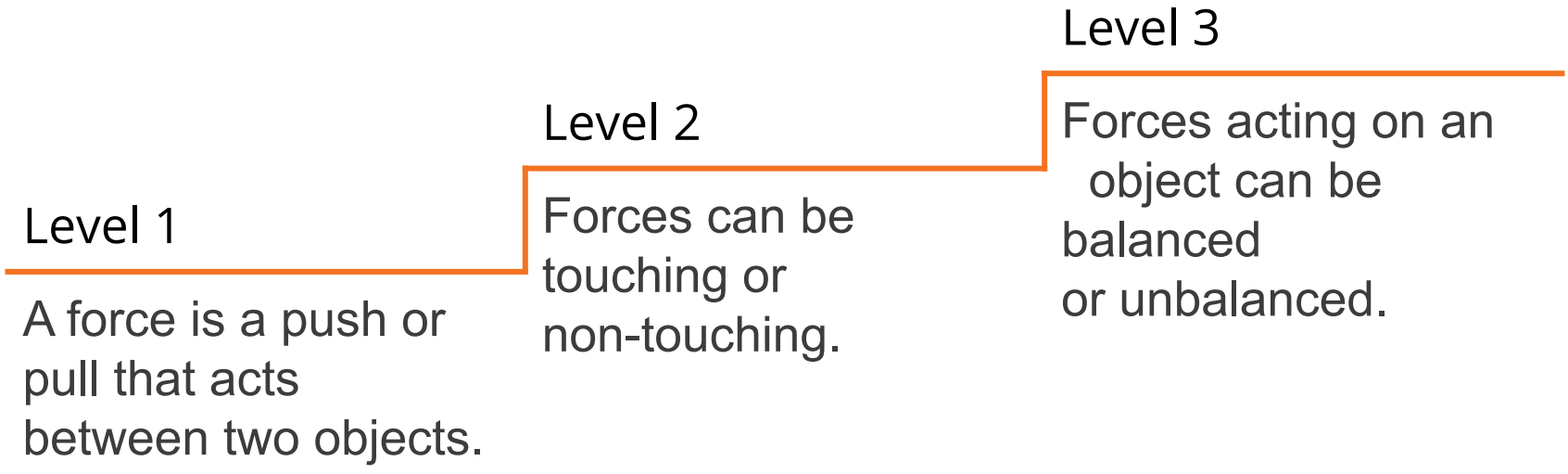


Progress Build

A unit-specific learning progression



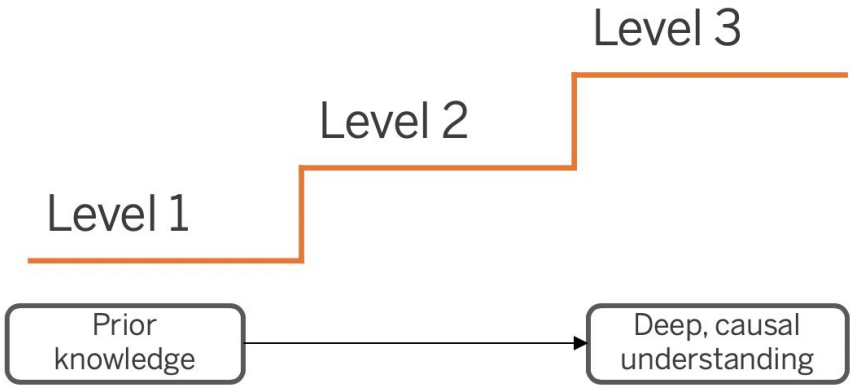
Energy Conversions Progress Build



Prior knowledge → Deep, causal understanding

Capture your thinking!

- How is the Progress Build a helpful tool for a teacher in implementing the phenomenon-based instruction in Amplify Science?
- How can the Progress Build be a useful tool to you as you support phenomenon-based instruction at your school?



Pgs. 10-13

Assessment System reference (grades 2-5)

Assessment type	Description	Student experience	Teacher resources
Pre-Unit Assessment	Formative, 3-D performance assessment meant to gauge students' initial understanding and preconceptions about core ideas in the unit	• Pre-Unit Writing copymaster (available in Digital Resources)	• Assessment Guide (available in Digital Resources)
End-of-Unit Assessment	Summative, 3-D performance assessment to evaluate students' understanding of core ideas in the Progress Build	• End-of-Unit Writing copymaster, Versions A and B (available in Digital Resources) • For select units, End of Unit Writing Part 2 (available in Digital Resources or the Investigation Notebook)	• Rubric and Possible Responses in Assessment Guide (available in Digital Resources)
Critical Juncture Assessments	Embedded formative assessments for assessing students' progress along the Progress Build	• Written task in the Investigation Notebook • For written explanation and argumentation-based tasks, scaffolded version of assessment, provided as a copymaster (available in Digital Resources)	• Full text of assessment includes "Assess Understanding" section and "Tailor Instruction" suggestions accessible in Instructional Guide by clicking the hummingbird icon • All Critical Juncture Assessments are included in Reference: "Embedded Formative Assessments (available in the Unit Guide) • Possible Responses accessible in Instructional Guide by clicking the "Possible Responses tab • For written explanation and argumentation-based tasks, Rubrics and Possible Responses in Assessment Guide (available in Digital Resources)
On-the-Fly Assessments	Embedded formative assessments for noting students' progress with one or more of the following: science disciplinary core ideas, science and engineering practices, crosscutting concepts, sense-making strategies, and collaborative science work	• Activities are embedded into existing instructional activities, leverages for assessment opportunities. Artifacts can include discussion, use of a digital tool, notebook pages, etc.	• Full text of assessment includes what to "look for" and "Now What?" instructional suggestions accessible in Instructional Guide by clicking the hummingbird icon • All On-the-Fly Assessments are included in Reference: "Embedded Formative Assessments (available in the Unit Guide)

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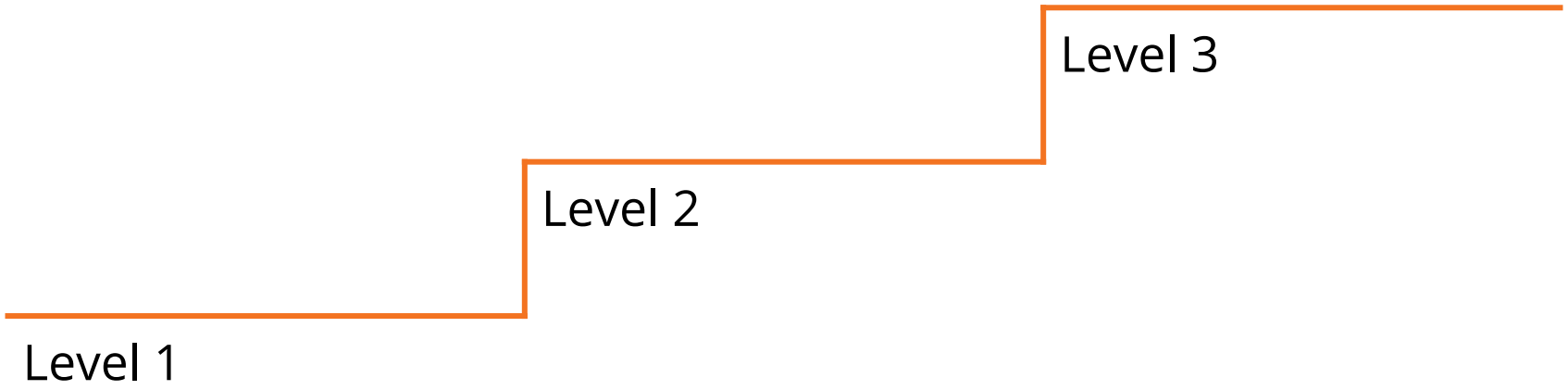
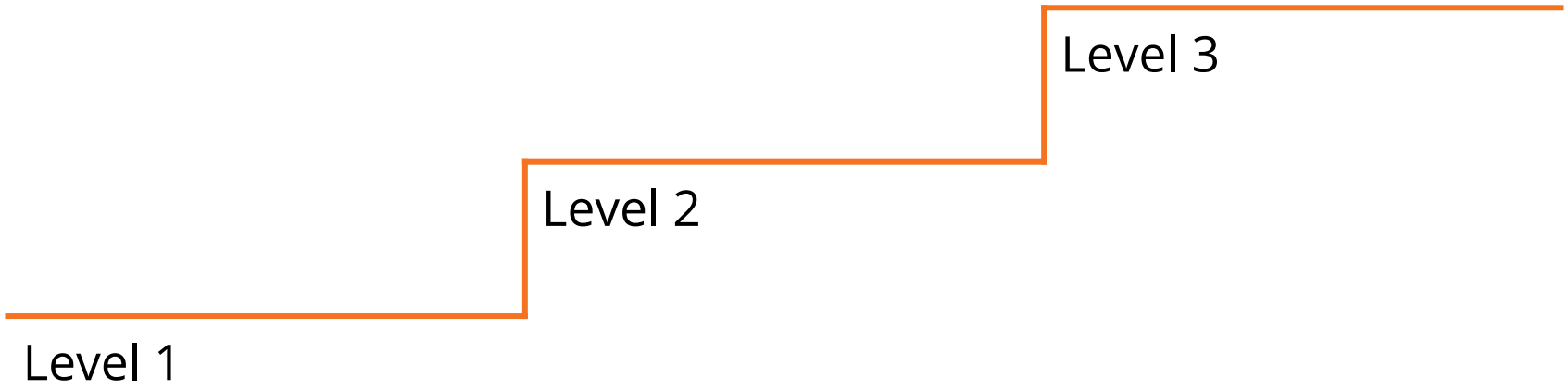
Pre- and End-of-Unit Assessments

Pre-unit assessment

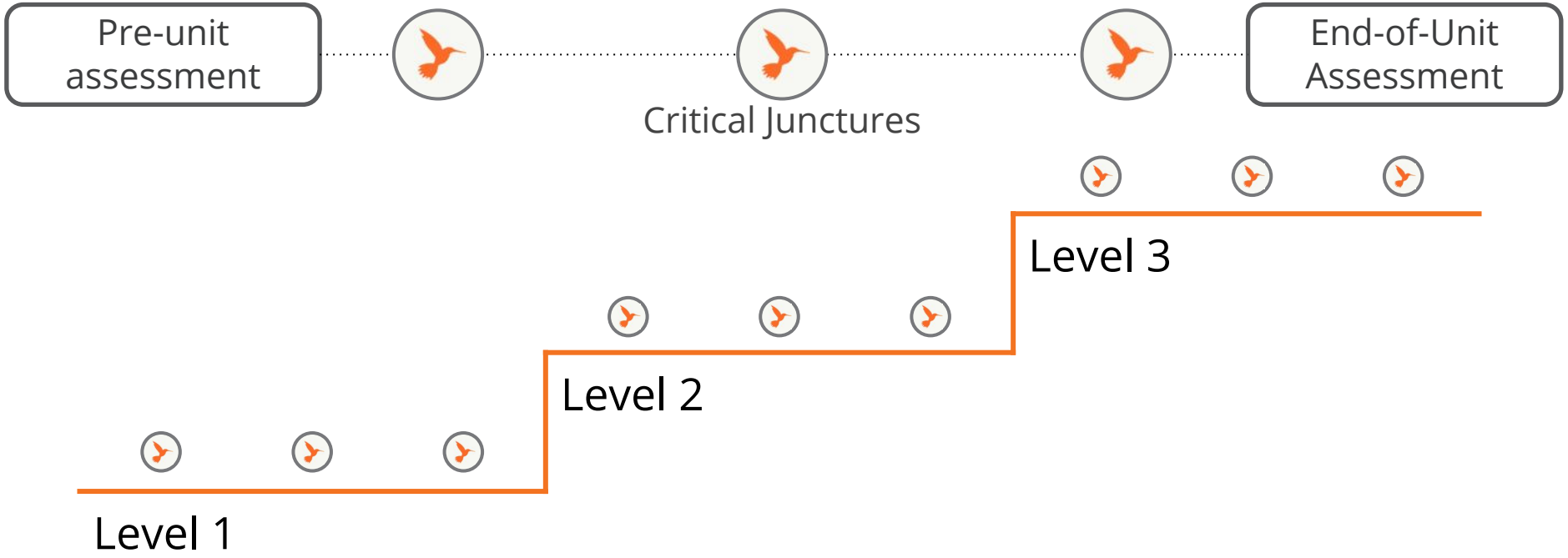
End-of-Unit Assessment



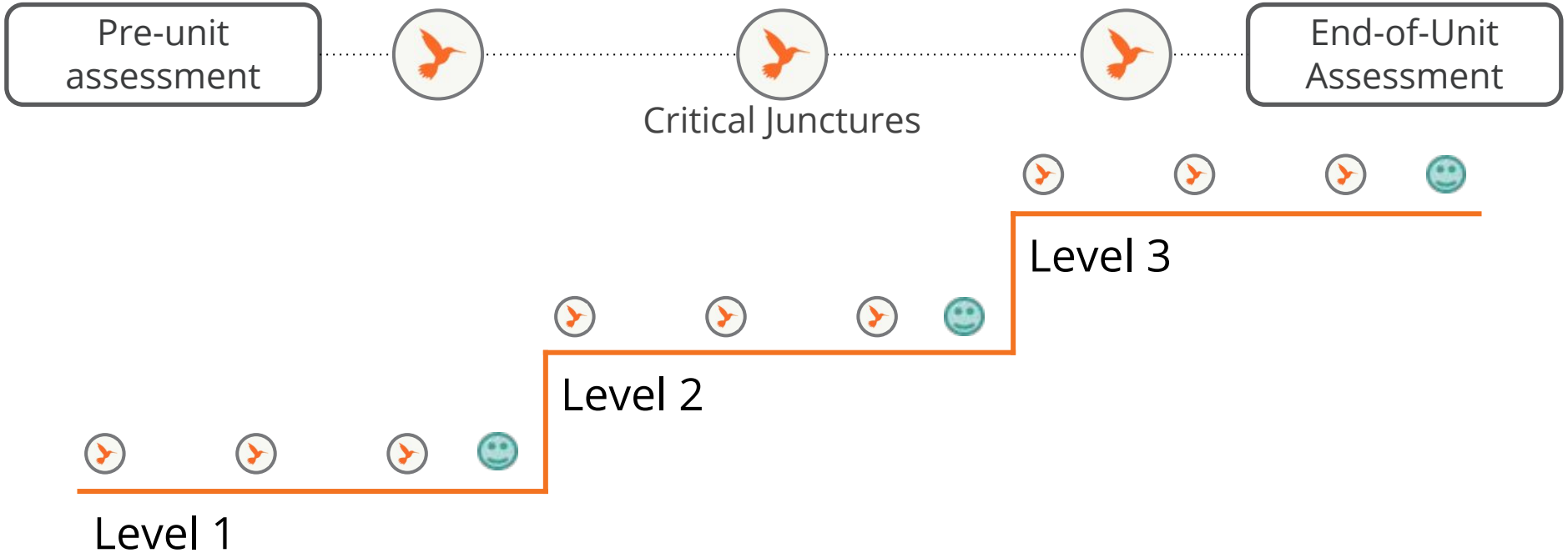
Critical Juncture Assessments



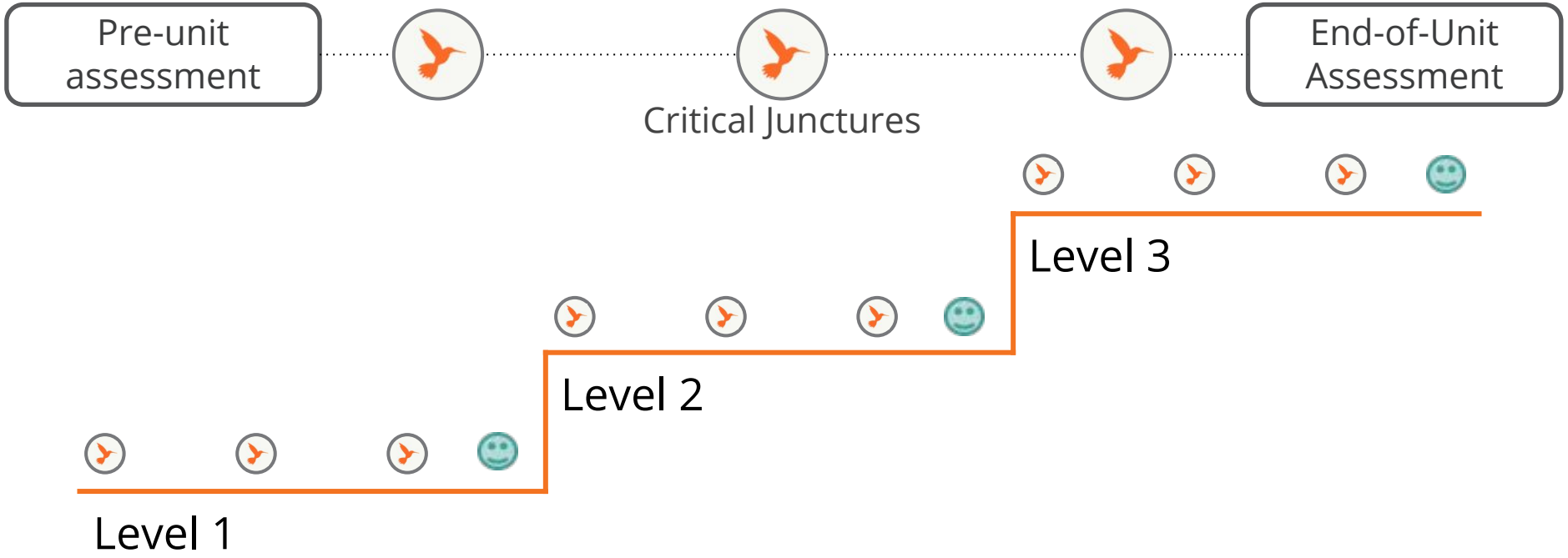
On-the- Fly Assessments



Student Self-Assessments

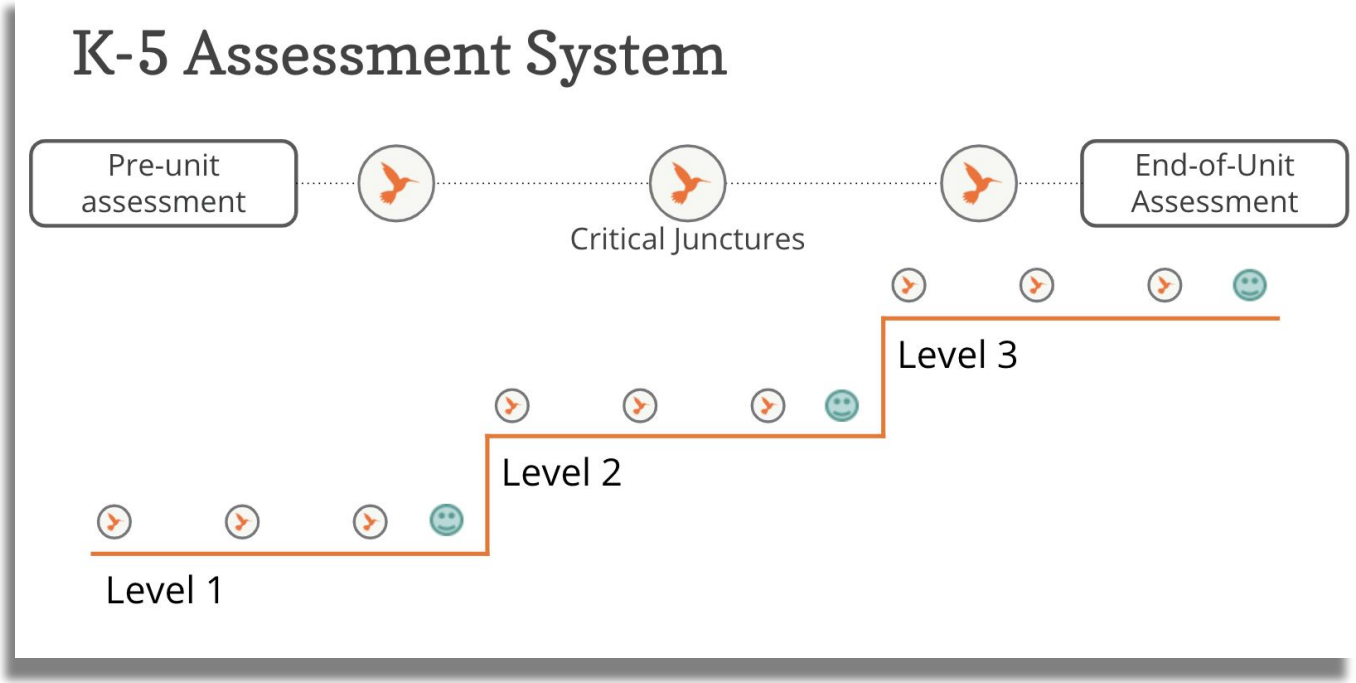


K-5 Assessment System



Capture your thinking!

How can you support teachers in successfully implementing the embedded assessment opportunities?



Investigation Assessments

Grade	Unit Title
Kindergarten	Sunlight and Weather
First Grade	Light and Sound
Second Grade	Plant and Animal Relationships
Third Grade	Balancing Forces
Fourth Grade	Vision and Light
Fifth Grade	Patterns of Earth and Sky

Benchmark Assessments

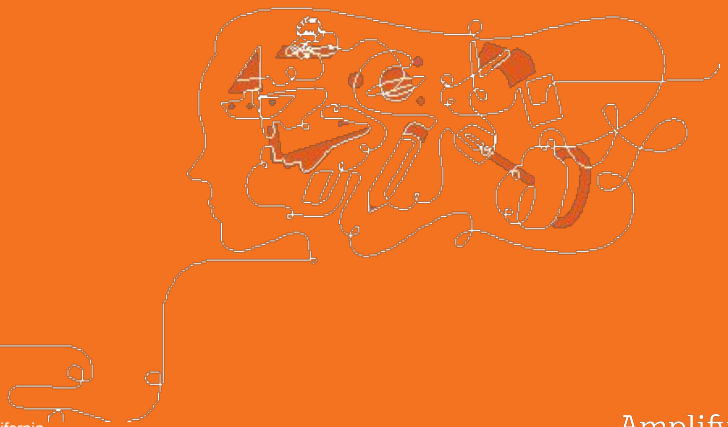
- In conjunction with Amplify Science, teachers can administer benchmark assessments to evaluate students' progress toward meeting Next Generation Science Standards several times each school year.

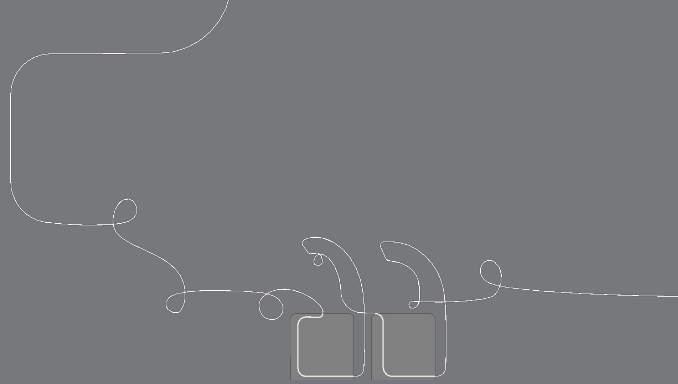
- Designed to test all standards across grades 3-8. The assessment forms are paced to align with the Amplify Science curriculum sequence.

Grades 3-5	4 benchmarks per grade	14-15 items per form

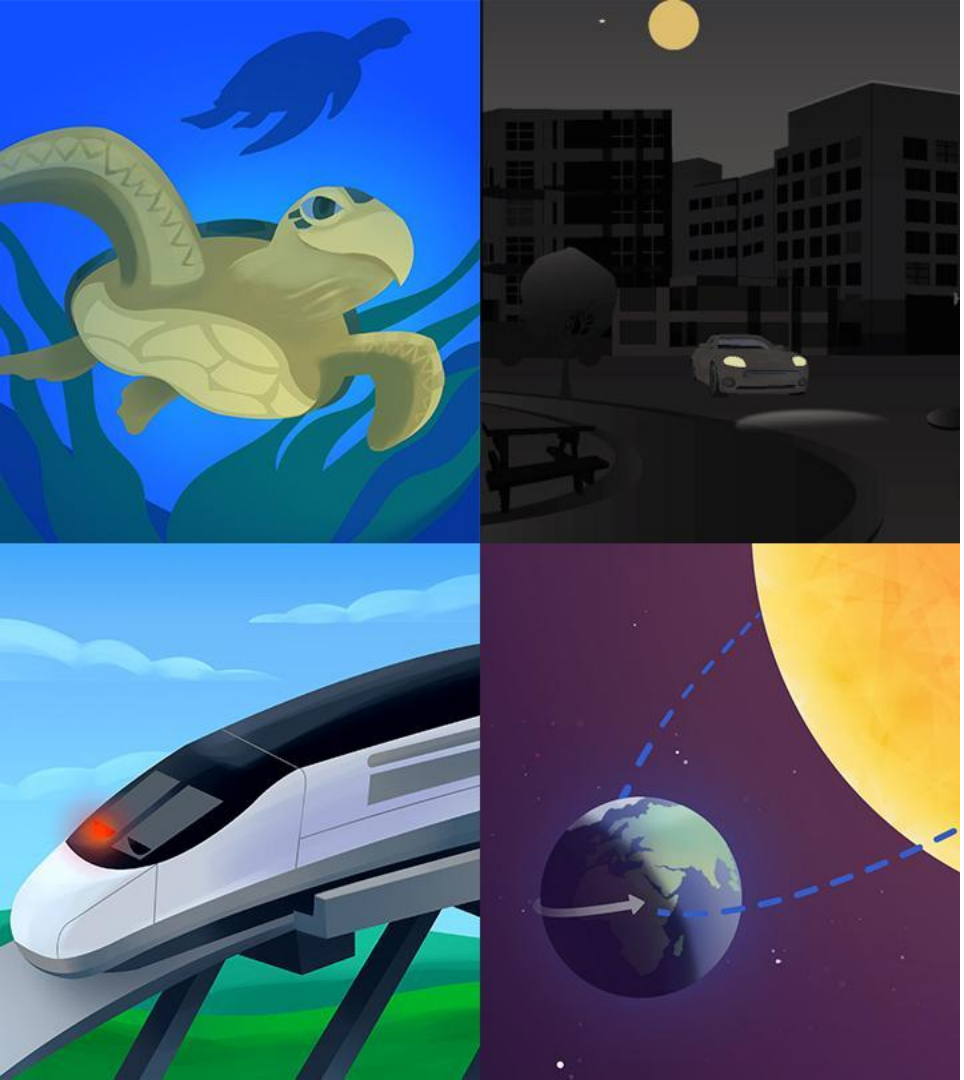
How have you supported teachers in implementing assessments in the past?

What can you use to support teachers in successfully implementing the opportunities comprised in the Amplify Science assessment system?



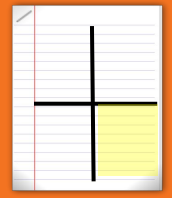


Questions?

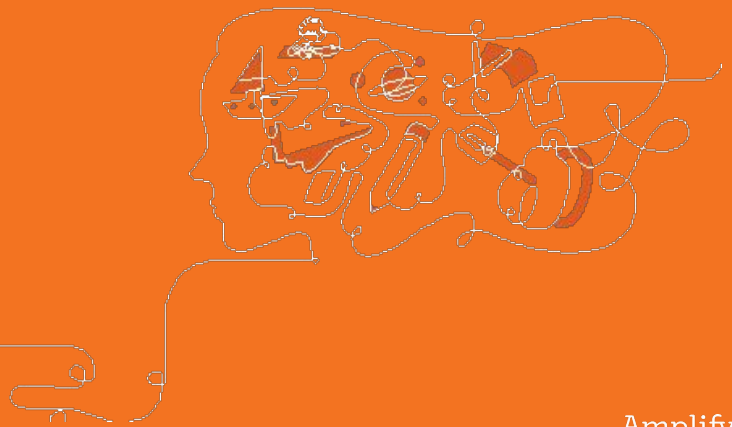


Plan for the day

- **Framing the day**
  - What is Amplify Science?
- **Phenomenon-based learning**
  - What is phenomena-based instruction?
    - coherent activity sequence
- **Supporting instruction**
  - Progress builds and assessments
- **Supporting implementation**
  - Administrator resources
  - Remote & hybrid resources
- **Closing**
  - Reflection & survey

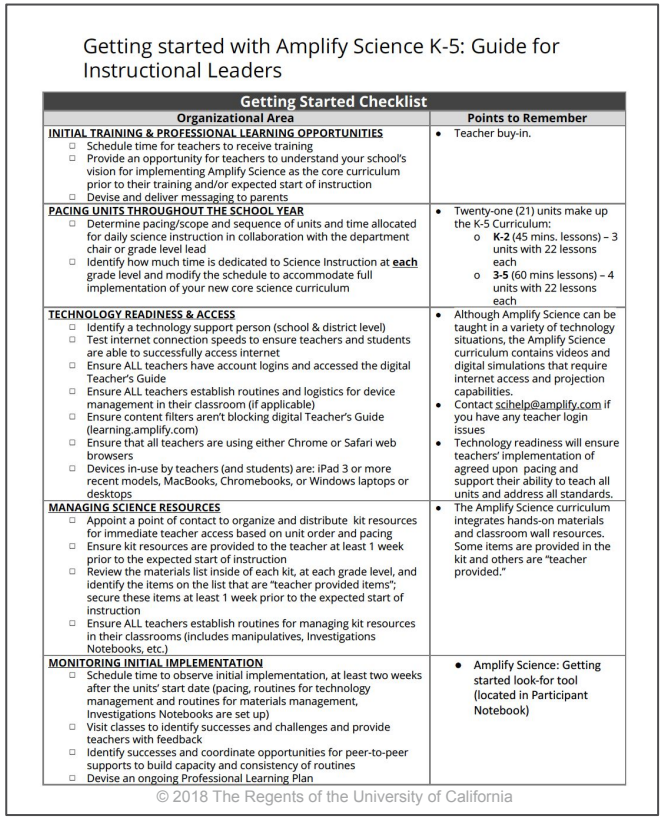


Administrator Resources



Getting started with Amplify Science: Guide for Instructional Leaders

Pg. 15



Getting started with Amplify Science K-5: Guide for Instructional Leaders

Getting Started Checklist

Organizational Area	Points to Remember
INITIAL TRAINING & PROFESSIONAL LEARNING OPPORTUNITIES ☐ Schedule time for teachers to receive training ☐ 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	• Teacher buy-in.
PACING UNITS THROUGHOUT THE SCHOOL YEAR ☐ Determine pacing/scope and sequence of units and time allocated for daily science instruction in collaboration with the department chair or grade level lead ☐ Identify how much time is dedicated to Science Instruction at **each** grade level and modify the schedule to accommodate full implementation of your new core science curriculum	• Twenty-one (21) units make up the K-5 Curriculum: o **K-2** (45 mins. lessons) – 3 units with 22 lessons each o **3-5** (60 mins lessons) – 4 units with 22 lessons each
TECHNOLOGY READINESS & ACCESS ☐ Identify a technology support person (school & district level) ☐ Test internet connection speeds to ensure teachers and students are able to successfully access internet ☐ Ensure ALL teachers have account logins and accessed the digital Teacher's Guide ☐ Ensure ALL teachers establish routines and logistics for device management in their classroom (if applicable) ☐ Ensure content filters aren't blocking digital Teacher's Guide (learning.amplify.com) ☐ Ensure that all teachers are using either Chrome or Safari web browsers ☐ Devices in-use by teachers (and students) are: iPad 3 or more recent models, MacBooks, Chromebooks, or Windows laptops or desktops	• Although Amplify Science can be taught in a variety of technology situations, the Amplify Science curriculum contains videos and digital simulations that require internet access and projection capabilities. • Contact scihelp@amplify.com if you have any teacher login issues • Technology readiness will ensure teachers' implementation of agreed upon pacing and support their ability to teach all units and address all standards.
MANAGING SCIENCE RESOURCES ☐ Appoint a point of contact to organize and distribute kit resources for immediate teacher access based on unit order and pacing ☐ Ensure kit resources are provided to the teacher at least 1 week prior to the expected start of instruction ☐ Review the materials list inside of each kit, at each grade level, and identify the items on the list that are "teacher provided items"; secure these items at least 1 week prior to the expected start of instruction ☐ Ensure ALL teachers establish routines for managing kit resources in their classrooms (includes manipulatives, Investigations Notebooks, etc.)	• The Amplify Science curriculum integrates hands-on materials and classroom wall resources. Some items are provided in the kit and others are "teacher provided."
MONITORING INITIAL IMPLEMENTATION ☐ Schedule time to observe initial implementation, at least two weeks after the units' start date (pacing, routines for technology management and routines for materials management, Investigations Notebooks are set up) ☐ 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 ☐ Devise an ongoing Professional Learning Plan	• Amplify Science: Getting started look-for tool (located in Participant Notebook)

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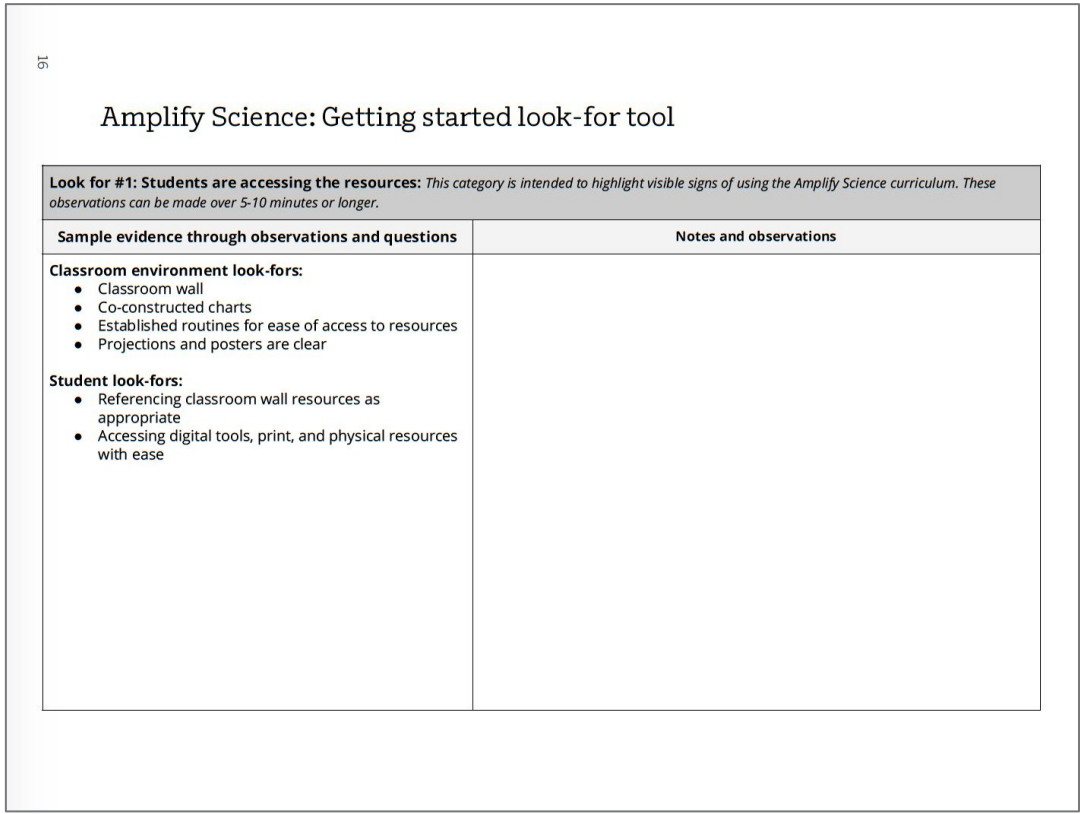
Getting started with Amplify Science: Getting Started Look-For Tool

Pgs. 16-18



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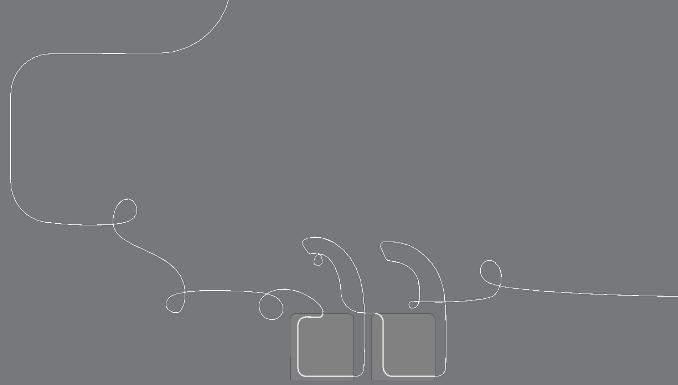
Amplify Science: Getting started look-for tool

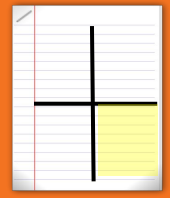
Look for #1: Students are accessing the resources: *This category is intended to highlight visible signs of using the Amplify Science curriculum. These observations can be made over 5-10 minutes or longer.*	
Sample evidence through observations and questions	**Notes and observations**
Classroom environment look-fors: • Classroom wall • Co-constructed charts • Established routines for ease of access to resources • Projections and posters are clear **Student look-fors:** • Referencing classroom wall resources as appropriate • Accessing digital tools, print, and physical resources with ease	

Additional Resources for Self Study

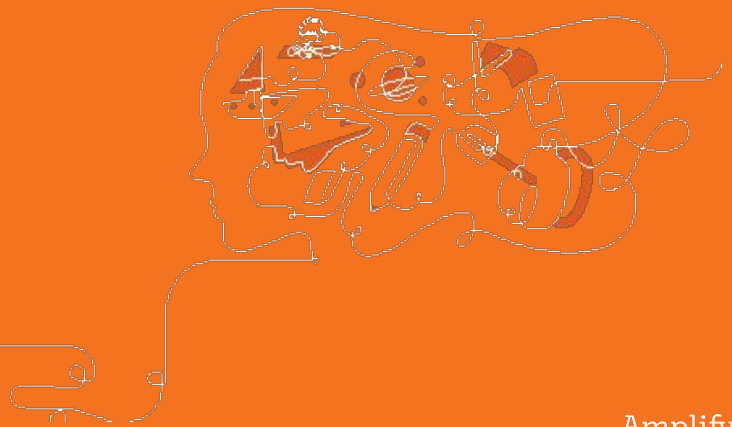
- Amplify Science guided tour (pg. 19)
- Navigation within a lesson (pgs. 20-22)
- Unit Guide resources (pg. 23)
- Unit essentials reference (pgs. 24-25)



Questions?



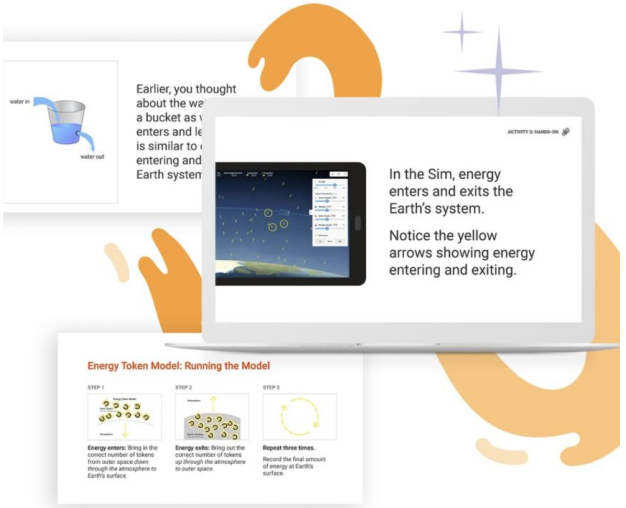
Hybrid learning resources



Amplify @home

amplify.com/science-coming-soon/

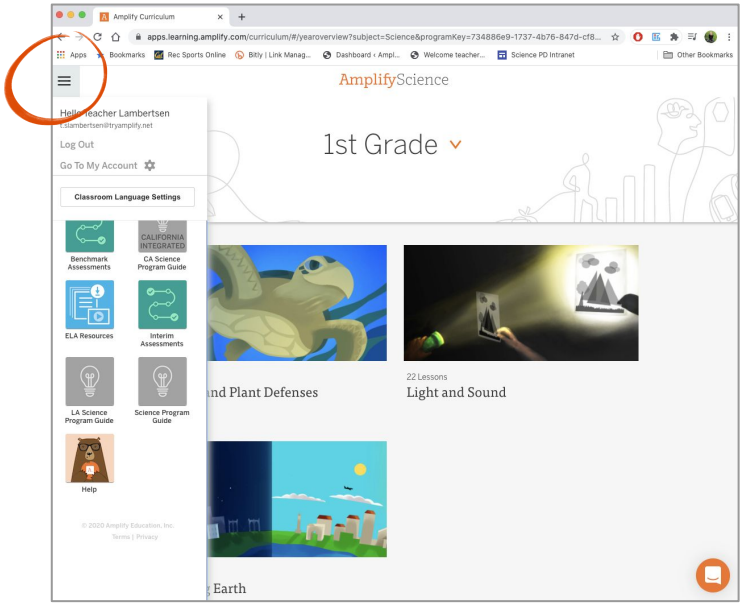
Amplify is launching several new and exciting features for Amplify Science that will save you time, extend your reach, and support your efforts to deliver the types of rigorous and riveting learning experiences in remote and hybrid settings.



Amplify Science Program Hub

A new hub for Amplify Science resources

- Videos and resources to continue getting ready to teach
- Amplify@Home resources on August 10 (samples ready now)
- Keep checking back for updates



science.amplify.com/programhub

Remote learning guidance: two options

Amplify Science@Home Units

- **Condensed** Amplify Science units
- Options for a **digital** student experience (@Home Slides) or a **print-only** student experience (@Home Packets)
- Suggestions for enhancing if you have **in-person** or **synchronous time**

Amplify Science@Home Videos

- Videos of Amplify Science lessons **adapted for remote learning**
- Taught by real **Amplify Science teachers**
- Option to **send to students** or **use as a model** to record your own videos

Selecting remote learning resources

First, ask yourself...

- How much **time** do students have to learn science in the upcoming school year?

- Do your students have **access to technology** at home, or do you need a **print-only solution**?

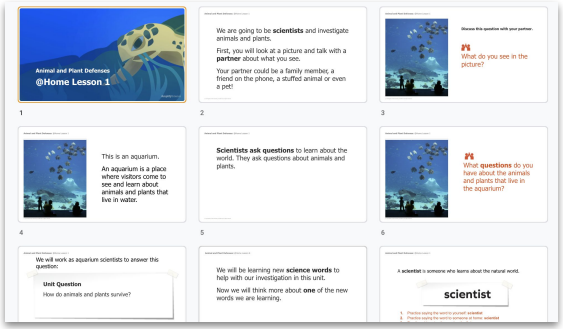
Selecting remote learning resources

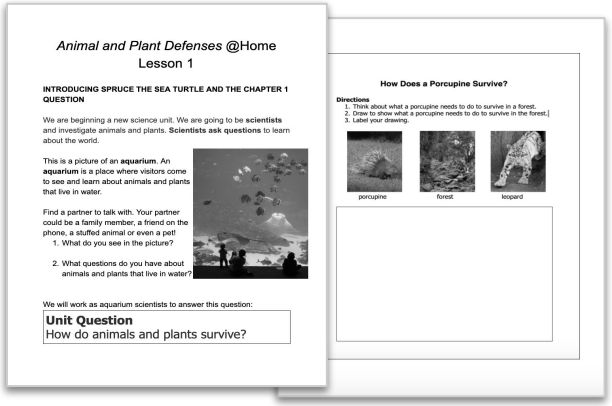
Use Amplify Science @Home Units if

- You have **significantly less time** to teach science than you usually do.

You can choose from two different @Home Units formats, based on your students' tech access:

- **@Home Packets:** print-only version
- **@Home Slides:** digital version, integrating digital slide decks and print or .pdf packets

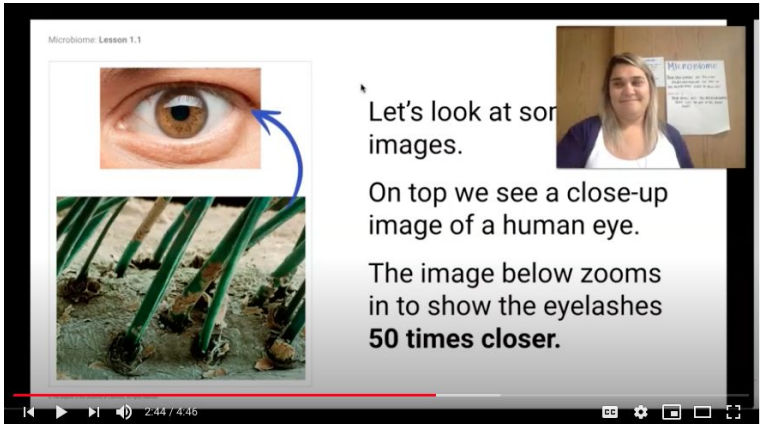




Selecting remote learning resources

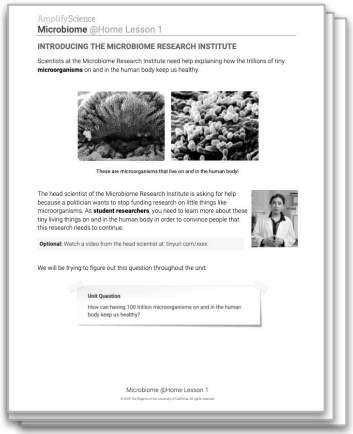
Use Amplify Science@Home Videos if

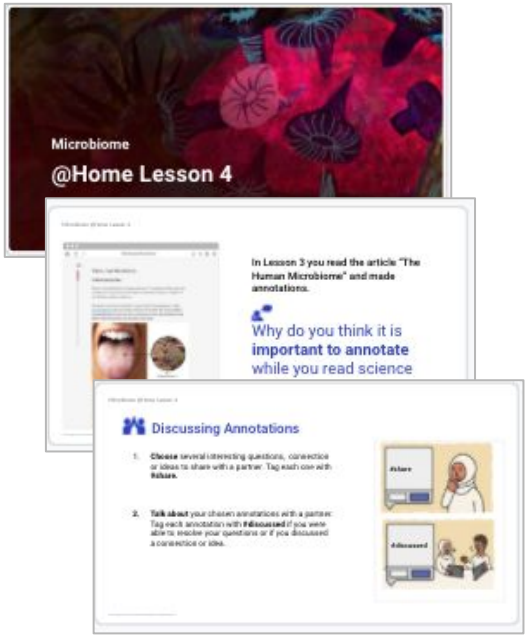
- Your students have **consistent access to digital devices** at home, and
- You have about the **same amount of time** for teaching science as you normally would



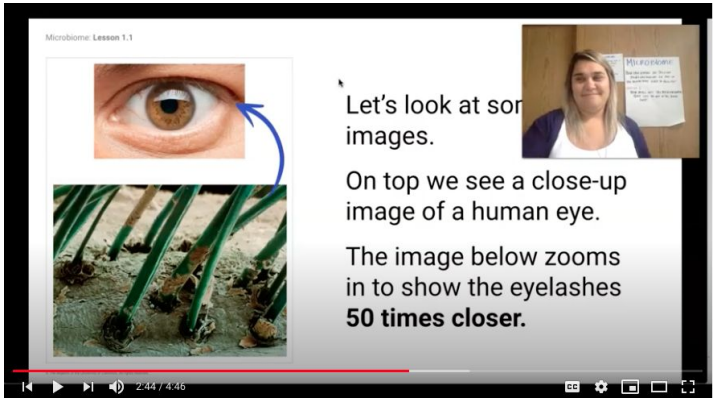
The @Home Resources can be used in tandem.

@Home Units
(packets or slides)


Amplify Science
Microbiome @Home Lesson 1
INTRODUCING THE MICROBIOME RESEARCH INSTITUTE
Scientists at the Microbiome Research Institute need help explaining how the trillions of tiny microorganisms on and in the human body keep us healthy.
These are microorganisms that live on and in the human body!
The head scientist of the Microbiome Research Institute is asking for help because a politician wants to stop funding research on little things like microorganisms. As student researchers, you need to learn more about these tiny living things on and in the human body in order to convince people that this research needs to continue.
Optional: Watch a video from the head scientist at: tinyurl.com/xxxx
We will be trying to figure out this question throughout the unit:
Unit Question
How can having 100 trillion microorganisms on and in the human body keep us healthy?
Microbiome @Home Lesson 1



@Home Videos



@Home Resources example use case

Hybrid Model: remote asynchronous and live in person teaching

Monday
Remote

Assign: @Home Lesson 1 (slides or packet)

Tuesday
In-person

Teach: @Home Lesson 2 using guidance for in-person instruction*

Wednesday
Remote

Assign: @Home Lesson 3 with @Home Video clips to support

Thursday
Remote

Assign: @Home Lesson 4 with @Home Video clips to support

Friday
In-person

Revisit @Home Lessons 3-4 using guidance for in-person instruction*

*Ideas for in-person instruction includes hands-on or discourse-based activities

@Home Resources example use case

Remote Model: with synchronous & asynchronous learning

Days 1 & 2

Asynchronous

Assign: @Home Lesson 1 (slides or packets) supplemented with @Home Videos.

Day 3

Synchronous

Teach: @Home Lesson 2 (slides or packet) using synchronous suggestions.

Day 4

Asynchronous

Assign: @Home Lesson 3. Supplement with @Home Videos.

Day 5

Synchronous

Revisit @Home Lesson 3, using synchronous suggestions.

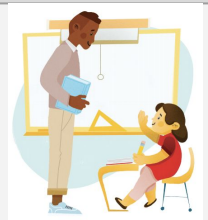
Sample instructional scenario

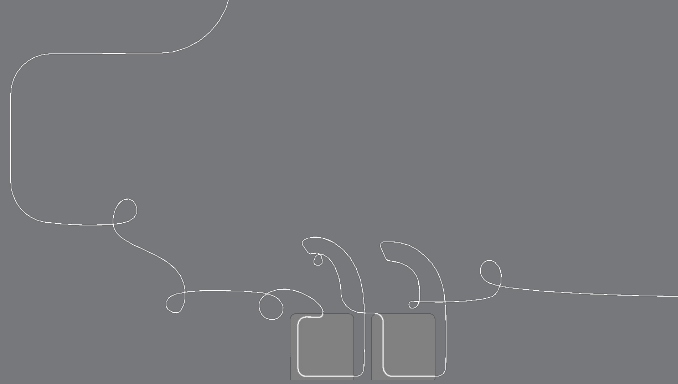
Hybrid pod model

	M-T	W	Th-F
Pod 1	In class 	Remote online class 	Remote 
Pod 2	Remote 		In class 

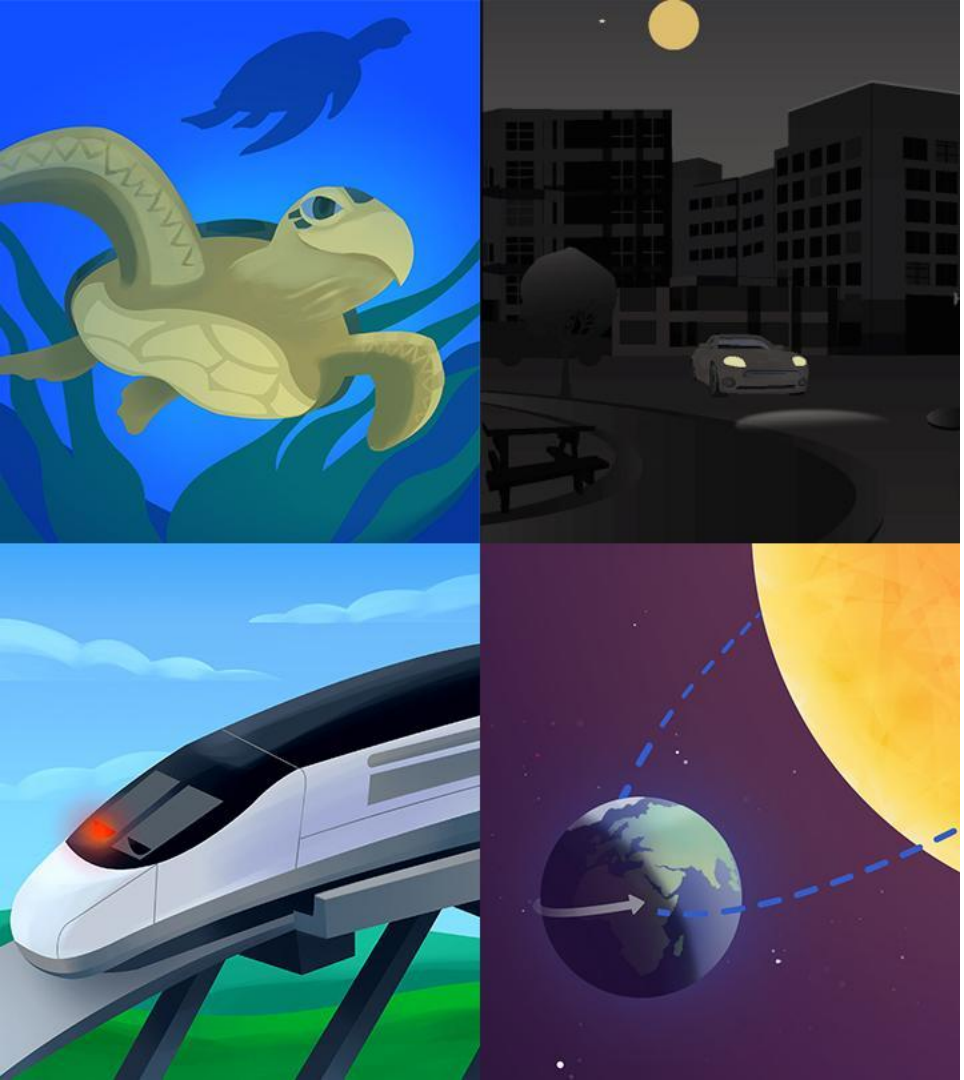
Sample instructional scenario

Hybrid pod model

Select 1-2 lessons for the week and decide the best instructional format for the different parts of the lesson		
In class 	**Remote online class**   	**Remote** 
• Hands-on investigations (option for teacher demo) • Discourse routines • Class discussions • Physical modeling activities	• Sim demonstrations • Read-alouds • Shared Writing • Co-constructed class charts	• @Home video lessons • @Home Unit activities • Reflective writing • Independently review



Questions?



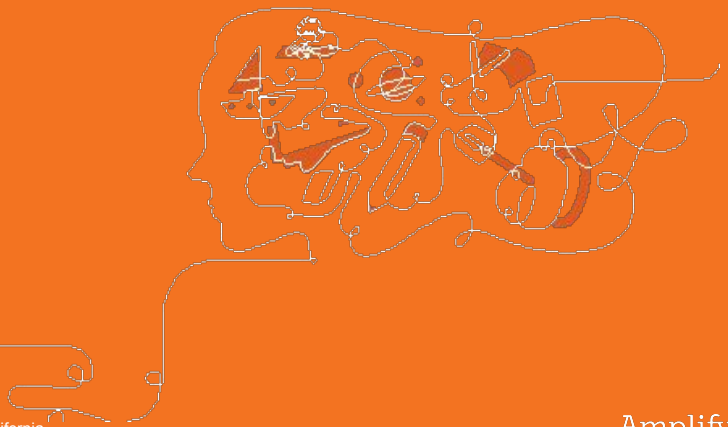
Plan for the day

- **Framing the day**
  - What is Amplify Science?
- **Phenomenon-based learning**
  - What is phenomena-based instruction?
  - What does this look like in Amplify Science?
- **Supporting instruction**
  - Progress builds and assessments
- **Supporting implementation**
  - Administrator resources
  - Remote & hybrid resources
- **Closing**
  - Reflection & survey

Reflection

After today's session, what are you newly excited about with Amplify Science?

What are the new challenges that you are now anticipating?

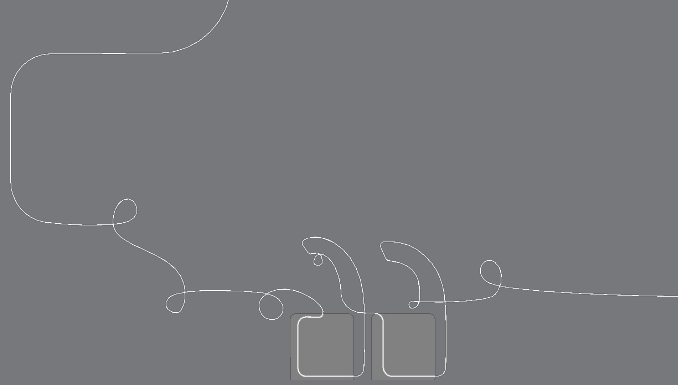


Objectives

By the end of today, you will be able to:

- Understand the effectiveness and implementation of the program's multimodal approach.
- Become familiar with the "look fors" that administrators should see in an effective three-dimensional science classroom.
- Discuss ways in which administrators can support the teaching of science in their schools.

Revisiting our goals



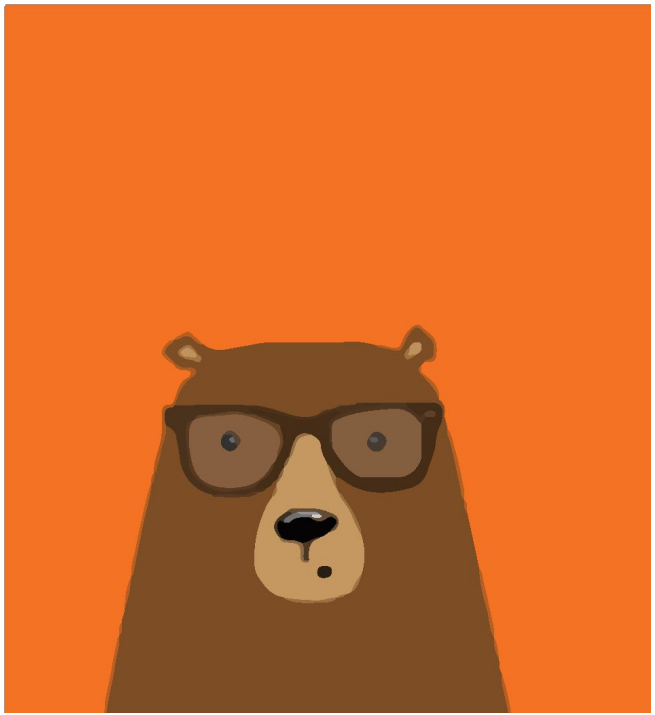
Are you able to:

- Recognize how lessons engage students in three-dimensional learning?
- Understand how the program's multimodal approach supports students in figuring out the unit phenomenon?
- Become familiar with "look fors" that administrators should see in an effective three dimensional science instruction?
- Discuss ways in which administrators can support the teaching of science in the coming school year?
- Make an informed decision about which of the Amplify Science Hybrid Learning Resources (@Home Unit and @Home Videos) will best support their teachers?

NYC Resources site

amplify.com/amplify-science-nyc-doe-resources/

Additional Amplify resources



Program Guide

Glean additional insight into the program's structure, intent, philosophies, supports, and flexibility.

my.amplify.com/programguide

Amplify Help

Find lots of advice and answers from the Amplify team.

my.amplify.com/help

Additional Amplify Support

Customer Care

Seek information specific to enrollment and rosters, technical support, materials and kits, and teaching support, weekdays 7AM-7PM EST.

help@amplify.com

800-823-1969

Amplify Chat

When contacting the customer care team:

- Identify yourself as an Amplify Science user in New York City.
- Note the unit you are teaching.
- Note the type of device you are using (Chromebook, iPad, Windows, laptop).
- Note the web browser you are using (Chrome or Safari).
- Include a screenshot of the problem, if possible.
- Copy your district or site IT contact on emails.

Please provide us feedback!

URL: https://tinyurl.com/AmplifyPD20-21

Presenter name:

Workshop title: Administrator Orientation Workshop (K-5)

Modality: Remote