Amplify Desmos Math K-A1 implementation journey

What it is

The Amplify Desmos Math K-A1 implementation journey lays out what implementation *could* look like. This implementation journey is organized into three categories: **Program materials and classroom procedures**, **Instructional delivery**, and **Assessment and adapting instruction**. These categories are further broken up into bands (the rows of the table) that help to create areas of focus and specificity.

Progress within each band is described across three phases: **Foundational**, **Initial implementation**, and **Full operation** (the columns of the table). Phases build on one another, with the assumption that every phase includes all aspects of the phases before it.

There are no set timelines for progressing through these phases because each individual teacher and classroom progresses at their own pace. Some teachers and classrooms could be in the Foundational phase for a certain band and simultaneously be in the Full operation phase in a different band. The implementation journey is useful for promoting self-analysis, engaging in reflective conversations, and goal-setting for individuals and teams.

What it is not

The Amplify Desmos Math K-A1 implementation journey isn't able to capture all of the wonderful things that happen in Amplify Desmos Math classrooms, and it does not prescribe what Amplify Desmos Math K-A1 implementation *must* look like.

It is not built to evaluate teachers or teaching practices, and therefore, should not be used as an evaluation tool.

This tool is not built in such a way that makes every descriptor visible during classroom walkthroughs. Some descriptors require self-reflection or conversation to recognize.

Engaging with the implementation journey

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The implementation journey provides a vision of implementation over time. To drive growth for individuals or groups of educators, use it as a tool to understand current implementation and plan for providing support. Considering all categories together provides a holistic picture of implementation, but many leaders choose one category to focus on at a time. The information below will help guide you in engaging with the implementation journey.

Situate educators along the journey

Start by reading through the phases for the category/categories of focus to build your understanding of the journey. You might have an idea of where you, or the teachers you support, fall along the journey, or you may want to use the following supplemental resources, listed below, located in the PD Library:

- For **classroom walkthroughs,** the implementation journey is designed to be used in conjunction with Amplify Desmos Math Observation look-for tool. Each category in the implementation journey has a corresponding observation tool, with look-fors aligned with the phases of the implementation journey.
- For **self-reflection,** the Amplify Desmos Math K-A1 Self-reflection protocol can be used to analyze implementation and identify actionable areas of focus to grow.

Plan to provide support

Once you have situated yourself, or the teachers you support, on the journey, you can start planning for growth.

- Use the next phases in each category to engage in **goal-setting**.
- Explore **PD supports from Amplify.** Delve into the Amplify Desmos Math PD Library for on-demand PD resources to support growth in a variety of topics. Browse the Amplify Desmos Math PD Catalog to schedule synchronous PD.

Preparing program materials and classroom procedures

	Foundational	Initial implementation	Full operation
Materials access	Teachers and students can reliably access and actively use physical lesson materials, such as the Teacher and Student Editions, manipulatives, additional print resources, Centers resources for K-5, etc. Teachers and students can reliably access and actively use digital materials for the lesson, such as Presentation Screens or digital Student Screens.	Teachers establish procedures and routines for students to access and manage materials with minimal teacher prompting. Students are familiar with the routines for transitioning between the lesson of the day and the activities beyond the lesson.	Teachers ensure efficient student access to all materials which leads to little or no loss of instructional time. Teachers establish systems to organize and catalog materials year over year.
Classroom setup	Teachers arrange student seating to allow for collaboration with partners as well as a clear view of projected lesson content. Teachers ensure that physical materials, such as workbooks and manipulatives, are accessible to students as needed.	Teachers create a classroom layout that actively promotes student-to-student interaction and collaboration during whole group or small group instruction. Teachers regularly use visual tools, such as anchor charts, to highlight student work and reinforce math thinking.	Teachers intentionally design the physical environment to encourage math discourse and provide flexible spaces for monitoring student thinking. Students transition between whole group, small group, and independent activities with ease due to the intentional design of classroom space.

Instructional delivery

	Foundational	Initial implementation	Full operation
Planning*	Teachers use unit and lesson planning tools such as the *Unpacking a Unit Guide* and the *Lesson Planning Protocol* to internalize content goals and prepare pacing, materials, and facilitation moves.	Teachers revisit planning tools throughout units to make adjustments. Teachers analyze student work from activities and/or Show What You Knows to plan for next steps. Teachers leverage their understanding of how each lesson activity connects to the Key Takeaways and Lesson Takeaway to determine areas of focus and emphasis in a lesson while planning.	Teachers participate in collaborative instructional planning where insights and strategies are shared across classrooms to support student learning.

Note: While formative assessment and adapting instruction are key aspects of planning, they are reflected in the Assessment and adapting instruction band on the last page of this document.

Instructional delivery (continued)

	Foundational	Initial implementation	Full operation
Pacing	Teachers prioritize completing their first unit in full, even if pacing extends beyond suggested time. Teachers follow suggested lesson pacing and activity timing, with in-the-moment adjustments as needed.	Teachers consistently use resources such as the *Unit Calendar Guide* or *Short on Time* guidance to make intentional adjustments and ensure time is prioritized on the most important math of the unit. Teachers acknowledge that the nature of problem-based learning means students are not expected to master every math concept within a single activity or lesson.	Teachers coordinate pacing across lessons and classrooms to maintain progress toward grade-level goals and student understanding. Teachers make pacing adjustments that keep the major work of the unit in mind and do not sacrifice the problem-based structure and inquiry across lessons and units.
Launch, Monitor, Connect	Teachers launch activities to promote engagement and introduce lesson goals. Teachers monitor students during activities to learn more about student thinking while they work on problems individually or with classmates. Teachers conclude lessons with a Synthesis connected to the Lesson Takeaway.	Teachers launch activities efficiently using clear directions and/or routines to get students started without explicitly modeling a specific problem-solving approach or giving away key math ideas. Teachers monitor purposefully, asking questions that clarify confusion and deepen student thinking. Teachers share student work with the class as part of Connect discussions.	Teachers feature ample student voices and opportunities for collaboration throughout all lesson components. Teachers monitor and select student work - both correct and incorrect - to elevate during the Connect discussion, considering the Key Takeaways as well as intentionally elevating the mathematical statuses of all students. Teachers sequence student work to guide Connect discussions that synthesize ideas and highlight key mathematical strategies across lessons.
Teacher Dashboard*	Teachers use facilitation tools, such as Pause, Pace, and Sync to Me, to manage lesson flow. Teachers use guidance in the Teacher Edition to prioritize tool selection and usage of the Teacher Dashboard.	Teachers use dashboard tools, such as the Teacher View and Snapshots, to share student work and elevate student thinking.	Teachers demonstrate fluency with dashboard tools and use them responsively in the moment. Teachers prioritize using student data from the Teacher Dashboard to inform instruction both during and after lessons.

*Note: Teacher dashboard descriptors apply only to lessons with digital Student Screens.

Assessment and adapting instruction

	Foundational	Initial implementation	Full operation
Assessment	Teachers identify the learning goals of lessons and make these visible for students, either orally or in writing. Teachers administer assessments at the lesson and unit levels, such as Show What You Knows and Sub-Unit Quizzes, regularly.	Teachers collect formative assessment data during instruction, making use of tools such as monitoring sheets or annotations to support data collection. Teachers use summative assessments to plan spiral review opportunities and consider impacts on differentiation and intervention in future units.	Teachers analyze student work on assessments using the provided rubrics and respond to student thinking with resources from the Assess & Respond guidance. Teachers create regular opportunities for student self-assessment and reflection aligned to the learning goals.
Differentiation within lessons	Teachers use embedded supports, such as recommended routines and grouping, to ensure access for all learners. Teachers occasionally use additional differentiation suggestions, such as callouts for Accessibility, Multilingual/English Learners, and Math Language Routines, to support students.	Teachers use formative assessment data during lessons to apply suggestions from the activity differentiation tables to support, strengthen, or stretch student thinking.	Teachers anticipate student responses and respond flexibly to student needs during instruction. Teachers strategically use additional resources to support student needs, such as the Math Language Development Resource or Additional Practice. Teachers use data from the Pre-Unit Check to plan intervention and instructional moves within lessons according to the Assess & Respond guidance.
Differentiation beyond lessons	Teachers occasionally use resources, such as Mini-Lessons or Extensions, to differentiate instruction for small groups or individual students beyond the lesson.	Teachers regularly plan for differentiation beyond the lesson by incorporating a range of resources, such as Centers, Lesson Practice, Mini-Lessons, and Extensions. Teachers ensure that students have efficient routines to transition between the lesson of the day and the activities beyond the lesson.	Teachers flexibly group students based on current data to provide differentiated support beyond the lesson. Teachers ensure that student choice and ownership is valued during differentiation.