

**Education Innovation and Research Program (EIR)
Project Abstract**

Applicant Name: The Curators of the University of Missouri Special Trust

Project Title: Amplify Literacy Learning: Research-based PD that Comes Alongside Classroom Teachers to Increase the Impact of Evidence-based Literacy Instruction

Type of Grant Requested: (select one) Mid-Phase Expansion

Absolute Priorities the Project Addresses: (select all that apply)

Absolute Priority 1-- Field-Initiated Innovations: Promoting Evidence-Based Literacy

Competitive Preference Priorities the Project Addresses: (select all that apply)

Competitive Preference Priority 1— Returning Education to the States

Competitive Preference Priority 2— Education Choice (High-Impact Tutoring)

Total number of students to be served by the project: 6,720 students

Grade level(s) to be served by the project: 4th and 5th grade

Definition of high-need students: Students in grades 4–5 who attend rural and small-town schools with elevated rates of economic disadvantage, low access to high-quality PD, and below-state-average ELA performance. This includes English learners and students with disabilities served in inclusive classrooms.

Brief description of project activities: Amplify delivers a hybrid professional development model (asynchronous modules + ECHO virtual coaching) grounded in Evidence-Based Literacy Instruction (EBLI), a teacher-leader coaching structure, and AI-supported lesson planning tools. Activities include PD for teachers and administrators, teacher-leader micro-credentialing, classroom implementation with Swivl-supported observation/feedback, and an RCT with continuous improvement cycles.

Summary of project objectives and expected outcomes: Objectives are to (1) implement Amplify with high fidelity across 80 schools; (2) increase teacher EBLI knowledge, self-efficacy, and instructional quality while reducing burnout; (3) improve student literacy (MAP ELA scale scores and reporting categories) and engagement; and (4) build district capacity via a sustainable teacher-leader model at a cost $\geq 20\%$ lower than comparable PD. Expected outcomes include statistically significant gains in student ELA, improved writing portfolio quality, $\geq 90\%$ teacher fidelity thresholds, certified teacher-leaders, and evidence of cost-effectiveness and sustainability.

Summary of how the project is innovative: Amplify combines an evidence-based literacy framework with scalable delivery: AI-enhanced lesson planning, virtual ECHO coaching to overcome rural access barriers, video-enabled feedback with Swivl, and a

teacher-leader micro-credential to localize expertise. A built-in data dashboard and fidelity matrix drive rapid iteration while containing per-teacher costs.

Other studies related to the proposed project: The project builds on the Early-Phase Talk to Read initiative and aligns with rigorous PD evidence (e.g., eMINTS validation studies) and the Science of Reading literature. Prior work by the team demonstrates feasibility of speech-recognition and technology-supported literacy instruction, informing Amplify's AI-supported planning and coaching design.

Proposed implementation sites: Rural schools in the state of Missouri

Organizations partnering with this project: The organizations partnering with this project include the University of Missouri, The Missouri Prevention Science Institute, Galena R-II School District, the MU Partnership for Educational Renewal, Kansas City Audio-Visual, and Swivl