

MATH INTERVENTION

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Data Used To Determine Who

- Screening Data (Aimsweb)
Early Numeracy Probes (K-1)
Math Computation Measure (2-5)
Concepts and Applications Measure (2-5)
- Report Card Data (1st through 5th)
- MAP Scores (4th and 5th)
- Teacher Recommendation

Data Used To Determine Who

- After the data is gathered, building-level and grade-level teams meet to consider which students will receive intervention.
- Classroom teachers are involved in the process.
- Decisions are data-driven.

Instructional Strategies

- Pre-Teaching
- Re-Teaching
- Gradual Release
- Essential Content
- Visual Models
- Repeated Practice
- Fact Fluency

Pre-Teaching

- Parts of a lesson are pre-taught to expose students to the math concepts and to specific strategies. During the pre-teaching key questions that will be asked during the lesson in the classroom are discussed and vocabulary is introduced and reviewed.

Re-teaching

- Concepts or lessons are broken down into small chunks and re-taught to a small group or to individual students.
- A different strategy is used to teach the concept than first presented in the lesson.

Gradual Release

This is a possible format for a week-long plan.

- Day 1:
The teacher begins by directly modeling the concept and recording the mathematical representation.
- Day 2:
The teacher models the concept again while eliciting responses from the students.

Gradual Release

- Day 3:
The students work in pairs.
- Day 4:
The students work independently while the teacher monitors and supports.
- Day 5:
Students continue independent work and complete formative assessments .

Essential Content

- Instruction focuses on the essential content of each unit or concept.
- Grade level expectations (GLEs) and district curricula are helpful in determining essential content.

Visual Models

- Students benefit from seeing and creating visual representations of mathematical ideas.
- Visual models help students bridge concrete examples to abstract concepts.

Repeated Practice

- Activities are repeated several times so students can get the full benefit from the activities. If they continue to repeat the activity, they can then master the embedded skill.

Fact Fluency

- Small amounts of time are dedicated daily to developing fact fluency.
- As students develop fact fluency, they can spend more time and energy understanding complex concepts.

Progress Monitoring

- Students receiving Tier III intervention are monitored weekly.
- Students receiving Tier II intervention are monitored biweekly.
- Students that are not receiving intervention may be strategically monitored.

Data Meetings

- The graphs from Aimsweb are reviewed about every six to eight weeks.
- Building level and grade level meetings are held to share the data and problem solve around what the data tells about what is and is not working for individual students.
- Interventions are changed based on the data.

Confidence Increased

“Well I think I feel a lot smarter, and not so self conscious about wrong answers. I think this class helped me a lot.” - Student

“It made me braver to raise my hand (in my classroom) and ask questions.” - Student

“I have seen terrific gains in (her) confidence and skills. She raises her hand to participate and shares strategies learned in intervention.” - Teacher

Next Year

- Continue to refine our diagnostic skills
- Continue to make changes in interventions when a student is not responding
- Continue to develop the expertise of our math specialists and spread this expertise to our classroom teachers through modeling, co-planning, co-teaching, video lessons, and other professional development opportunities
- Strengthen Tier II interventions that can occur in the classroom

Your Turn

- Currently...

Your Turn

- The next step is...