

Intervention Practices

Directions: Use the following prompts to guide team discussion of your current team intervention practices.

Purpose of a team intervention:

1. Why do you need a team response when designing interventions for essential learning standards?

Plan for team intervention:

2. How do you identify students in need of intervention?
3. How do you determine the targeted content and skills to address through Tier 2 interventions?
4. Who provides the Tier 2 interventions for students in your class or across your team? When? How do you and your colleagues share the responsibility of interventions for students across your grade level or course?
5. How are your interventions a just-in-time required opportunity for growth in learning?
6. How do students move in and out of interventions? How often?

Effectiveness of interventions:

7. How do you know if your interventions are effective?
8. How do students know their time spent learning in an intervention is effective?

The questions on this page aim to help you and your team understand one another's perspectives related to your systematic Tier 2 interventions as a team. In other words, how does your team respond when common assessment data, during or at the end of a unit, reveal some students have learned the essential learning standards and others have not? Your professional response as individual teachers and as a teacher team reveals your current beliefs about the need for interventions and the plan for making those interventions effective.

The intent of your mathematics interventions should be to provide students with the additional time and support necessary to learn your grade-level or course-based essential learning standards.