

School Response to Intervention Inventory for Mathematics

Hard Copy Supplemental Mathematics Curricula Interventions

List all *supplemental* curricula that are “hard copy” (that is, not primarily computerized curricula, for example, *Algebra 1 Rescue!* and *Saxon Math*). Note the grade range and the areas or subjects for each. Include curricula used by every teacher within the school, including curricula used by particular teachers within specialized programs. Note who is using these and for what group. Also remember to consider any curricula that may be unused in the media center or storage areas in the building.

Computerized Supplemental Curricula Interventions

List all *supplemental* curricula software (for example, *Academy of MATH*). Note the grade range and the areas or subjects for each. Include curricula used by every teacher within the school, including curricula used by particular teachers within specialized programs. Note who is using these and for which students.

Hard Copy Assessments for Universal Screening

List all individual assessments that might be appropriate for universal screening or repeated assessment for performance monitoring (for example, the Number Knowledge Test). Note the grade range and the areas or subjects for each. Include curricula used by every teacher within the school, including curricula used by particular teachers within specialized programs. Note who is using these and for which students.

Curricula Recommended for Specific Tiers

Are there reasons for recommending particular curricula for specific tiers? For example, a limited site license for a certain computerized curriculum may suggest use of that curriculum only as a Tier 3 intervention. Explain.

Specialized Training

Have teachers received specialized training for particular supplemental curricula (for example, for *Everyday Mathematics*) or in particular learning strategies (such as *STAR* or *RIDD*, or project-based learning instructional tactics)? Can or will these teachers be responsible for certain tiers of intervention or prepare other teachers for such intervention? Can other teachers receive such training, as necessary?

Source: Adapted from Bender, 2009a, pp. 197–198.