

Responsive Math Instruction

Step One: Classroom-based Intervention within Instruction (Tier 1)

- Pre-assess students using screeners or Sask Common Math Assessment to determine each student's level of prerequisite skills, conceptual understanding, fluency and readiness to move forward.
- Plan instruction based on student needs; this may mean full group review, or review and re-teaching for only some students. Stations may be useful to address gaps before moving to new material.
- Implement powerful instructional approaches: Explore, modeled math, guided math, and independent practice. Keep learning target concise and refer to it to check progress.
- Monitor progress through ongoing formative assessment.
- Adjust instruction as needed.
- Confer and set learning goals with students, parents, (and interventionists if necessary).
- Document strategies used and their impact on student learning.
- Document conversations and observations as well as written work records.
 - If student growth is not evident, proceed to targeted group intervention.

Step Two: Targeted Group Intervention

- Review documentation and strategies implemented in classroom instruction.
- Develop a plan for targeted group instruction based on the needs of the students, identified through screeners, pre-assessments, and teacher observation.
- Communicate with families and learning teams. Plan to keep students in tier two intervention for at least 4 weeks, with intervention happening every day if possible.
- Implement the plan, ensuring daily intervention occurs in addition to regular math class time. Topics addressed during intervention may not be aligned with classroom instruction, but rather chosen based on gaps identified by screeners.
- Monitor and assess students continually through running records that include conversations, observations, and formative assessments.
- Document strategies used.
 - If intervention is successful, student keeps up with class in regular tier 1 instruction.
 - If student growth and independence is not evident, proceed to planning for intensive individual intervention.

Step 3: Individual Intervention (Tier Three)

- School and division-based team may consider diagnostic testing such as Key Math. Key Math essential resources can be a useful intervention resource.
- Is the student on an IIP? Is there a Record of Adaptation?
- Teacher and SST, in consultation with administrators and family, set learning goals that are challenging but not overwhelming to the student.
- Make curriculum decisions based on reasonable goals for the student's academic success.
- Monitor and document strategies and impact on learning.