Reading and Mathematics Interventionist

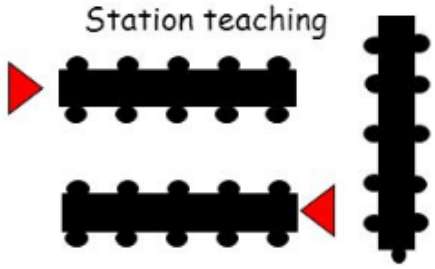
Overall Expectations

1. Builds a positive relationship with students
2. Provides a risk free environment for students
3. Plans intervention lessons for students using data
4. Co-plans with the general education teacher to ensure lessons are seamless (if applicable) and instruction is driven by student data
5. Provides intervention instruction daily
6. Delivers small group or one-to-one instruction with students who are struggling in reading or mathematics
7. Provides step-by-step demonstrations and modeling of reading or mathematics instruction
8. Explains the reasoning behind each step, using the "think aloud" process
9. Provides immediate corrective feedback to students to clarify misconceptions
10. Reteaches immediately when students misunderstand
11. Summarizes key concepts and closure to the lesson
12. Uses manipulatives or visual representations to teach concepts
13. Allows students to practice independently when ready
14. Uses FORMATIVE and summative assessment to guide instruction
15. Uses appropriate researched based intervention materials with students
16. Progress monitors students according to RCSS schedule
17. Attends professional learning sessions
18. Keeps current on the most recent research in the area of reading or mathematics
19. Communicates with parents concerning the progress of students

Daily Expectations of the Interventionist in Co-Taught Environments

Option A: Station Teaching

Co-taught/Push-In



Overview: Students are split up into small groups around the room. Some stations may be run by a teacher, some may be independent, and some may use technology. Each group rotates through each station.

Use This Model For…

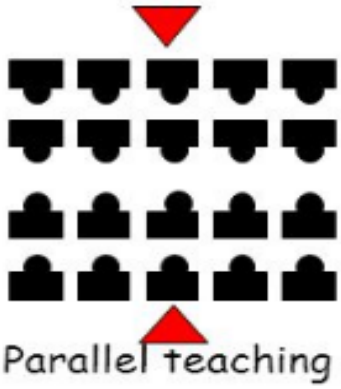
- Differentiating by learning preference (auditory, visual, kinesthetic)
- Differentiating by math/reading strategy preference (invented algorithms, base 10 blocks, tens/ones drawings, party ladder, QRA, etc.)
- Differentiating by reading level but keeping the content of the passage/article the same
- Differentiating by math problem solving ability (one-step word problems; two-step word problems; mixed one- and two-step word problems)

Pros…

- Teacher parity: All students go to both teachers in order to reinforce their parity in the classroom. Therefore, no student thinks one of teacher is more important or central to his/her learning than the other.
- Each teacher has a clear teaching responsibility.
- Each group can receive instruction on their own level without

Option B: Parallel Teaching

Co-taught/Push-In



Overview: The class is divided in half. Each teacher teaches half of the class. Both teachers are teaching the same information with scaffolds based on student data.

Use This Model For…

- Differentiating by learning preference (auditory, visual, kinesthetic)
- Differentiating by math/reading strategy preference (invented algorithms, base 10 blocks, tens/ones drawings, party ladder, QRA, etc.)
- Differentiating by reading level but keeping the content of the passage/article the same
- Differentiating by math problem solving ability (one-step word problems; two-step word problems; mixed one- and two-step word problems)

Pros…

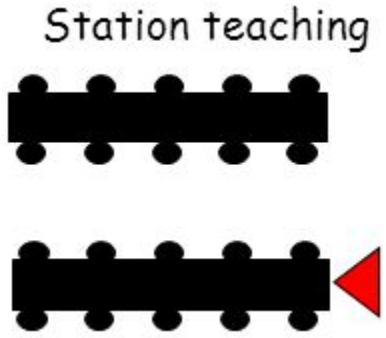
- Two teachers which means two different teaching styles which, in turn, can reach a larger range of learning styles.
- Preplanning provides better teaching.
- It allows teachers to work with smaller groups.
- Each teacher has the comfort level of working separately to teach the same lesson.

Source: https://ictmodels.wordpress.com/about/station-teaching-model/

Daily Expectations of the Interventionist in Co-Taught/Self Contained Environments

Option C: Station Teaching

Pull-Out/Self-Contained



Overview: Students are split up into small groups around the room. Some stations may be run by a teacher, some may be independent, and some may use technology. Each group rotates through each station.

Use This Model For…

- Differentiating by learning preference (auditory, visual, kinesthetic)
- Differentiating by math/reading strategy preference (invented algorithms, base 10 blocks, tens/ones drawings, party ladder, QRA, etc.)
- Differentiating by teaching prerequisite skills not yet mastered in math/reading
- Differentiating by reading level but keeping the content of the passage/article the same
- Differentiating by math problem solving ability (one-step word problems; two-step word problems; mixed one- and two-step word problems)

Pros…

- All students go to the teachers in order to reinforce their parity in the classroom.
- Each group can receive instruction on their own level without the other groups noticing the differentiated instructional level.

Source: https://ictmodels.wordpress.com/about/station-teaching-model/