Tier 2 Intervention Cycle Overview

For small, flexible groups of students using Delta Math intervention lessons. *(30 minutes per session)*

Session 1 – Reengagement	Session 2 – Build It	Session 3 – Draw It	Session 4 – Write It

Begin with all students
• Get to know student thinking. **(Guided Review)**
 	
Middle with all students
• Reflect **(Self-reflection questions)**
 	
End with all students
• Assess **(Quick Check – Form A)**
• Chart progress **(Growth Chart)**
• Celebrate Learning
 	
Create sub-groups (Optional)
• Group 1 - Students who did not meet the learning goal on **Quick Check – Form A**.
 	
• Group 2 - Students who met the learning goal on **Quick Check – Form A**.
	Begin with all students
	• Review the learning target and have each student set a goal.
	Middle
	• Group 1
	  o **Model** Problem Solving
	  o **Guided Practice**
	• Group 2 Options
	  o **Independent Practice** activity
	  o **Online Practice** activity, or
	  o **Pair** with Group 1 students during Guided Practice.
	
	End with all students
	• Reflect **(Self-reflection questions)**
	• Assess **(Quick Check – Form B)**
	• Chart progress **(Growth Chart)**
	
	Regroup Option
	• Promote students who met the learning goal on their Quick Check to group 2.
		Begin with all students
		• Review the learning target and have each student set a goal.
		Middle
		• Group 1
		  o **Model Problem Solving**
		  o **Guided Practice**
		• Group 2 Options
		  o **Independent Practice** activity
		  o **Online Practice** activity, or
		  o **Pair** with Group 1 students during Guided Practice.
		
		End with all students
		• Reflect **(Self-reflection questions)**
		• Assess **(Quick Check – Form C)**
		• Chart progress **(Growth Chart)**
		
		Regroup/Exit Options
		• Promote students who met the learning goal to group 2.
		• Exit students who met the learning goal for a third time.
			Begin with all students
			• Review the learning target and have each student set a goal.
			Middle
			• Group 1
			  o **Model Problem Solving**
			  o **Guided Practice**
			• Group 2 Options
			  o **Independent Practice** activity
			  o **Online Practice** activity, or
			  o **Pair** with Group 1 students during Guided Practice.
			
			End with all students
			• Reflect **(Self-reflection questions)**
			• Assess **(Quick Check – Form D)**
			• Chart progress **(Growth Chart)**
			
			Regroup/Exit Options
			• Promote students who met the learning goal to group 2.
			• Exit students who met the learning goal for a third time.

Session 5 – Draw It	Session 6 – Draw It	Session 7 – Write It	Session 8 – Write It
Begin with all students • Review learning target/set goal Middle • Group 1 - **Guided Practice** • Group 2 - **Independent/Online Practice** End with all students • Reflect **(Self-reflection questions)** • Assess **(Quick Check – Form E)** • Chart progress **(Growth Chart)** Regroup/Exit Options • Promote students who met the learning goal to group 2. • Exit students who met the learning goal for a third time.	Begin with all students • Review learning target/set goal Middle • Group 1 - **Guided Practice** • Group 2 - **Independent/Online Practice** End with all students • Reflect **(Self-reflection questions)** • Assess **(Quick Check – Form F)** • Chart progress **(Growth Chart)** Regroup/Exit Options • Promote students who met the learning goal to group 2. • Exit students who met the learning goal for a third time.	Begin with all students • Review learning target/set goal Middle • Group 1 - **Guided Practice** • Group 2 - **Independent/Online Practice** End with all students • Reflect **(Self-reflection questions)** • Assess **(Quick Check – Form G)** • Chart progress **(Growth Chart)** Regroup/Exit Options • Promote students who met the learning goal to group 2. • Exit students who met the learning goal for a third time.	Begin with all students • Review learning target/set goal Middle • Group 1 - **Guided Practice** • Group 2 - **Independent/Online Practice** End with all students • Reflect **(Self-reflection questions)** • Assess **(Quick Check – Form H)** • Chart progress **(Growth Chart)** Exit/Extend/Assess Options • Exit students who met the learning goal. • Extend support for students close to meeting the learning goal using the **Additional Guided Practice**, **Quick Checks**, and **Growth Chart**. • Schedule the **Tier 3 Screener** for students not close to meeting the goal.

Tier 2 Intervention Cycle Planning Guide

For small, flexible groups of students using Delta Math intervention lessons. *(30 minutes per session)*

	Session 1 Get to Know Student Thinking → Reflect → Assess → Chart Progress	**Sessions 2 through 8** Set Goal → Model → Practice → Reflect → Assess → Chart Progress	

Beginning	*(15 min.)*
	▪ <u>Get to know student thinking</u> using the **Guided Review**.
	  ○ Read the learning target and share why it is important for future learning.
	    (See page 1 of the teacher packet, "Readiness for ___".)
	  ○ Ask students to try to solve each **Guided Review** problem.
	  ○ Ask student volunteers to share their solutions.
	    ▪ Students take turns thinking aloud as you write and document their thoughts on the **Guided Review** in the **Teacher Copy**.
		(5 min.)
		▪ Re-introduce the learning target and ask each student to <u>set a personal goal</u> for the next **Quick Check**.	

Middle	*(5 min.)*
	▪ Ask students to <u>reflect</u> on their progress towards the learning target.
	  ○ What did I remember about the learning target?
	  ○ What did I learn today about the learning target?
	  ○ How confident do I feel about doing the learning target on my own?
	
	▪ Another option includes asking students to reflect on common errors and potential barriers.
	  ○ Why do you think students chose one or more of the answer choices?
	  ○ Why do you think this problem was more difficult as compared to other questions?
		(15 min.)
		Group 1
		▪ **Modeling Problem**
		  ○ The teacher models problem solving using a think-aloud strategy.
		▪ **Guided Practice: We Do Together**
		  ○ The teacher and students work together.
		▪ **Guided Practice: You Do Together**
		  ○ Students take turns leading.
			(15 min.)
			Group 2 Options
			▪ Option A – **Intentional Grouping**
			  ○ Pair students who met the learning goal with students who did not.
			▪ Option B – **Differentiated Practice**
			  ○ Students who met the learning goal work in pairs on the **Independent Practice** or **Online Practice** activities while group 1 work on the **Modeling** and **Guided Practice** problems.

End	*(10 min.)*
	▪ <u>Assess</u> each student's progress using **Quick Check – Form A**.
	▪ Guide students to self-correct their **Quick Check – Form A**.
	▪ Guide students to <u>chart their progress</u> by recording the date and Quick Check score in their **Growth Chart**.
	▪ Collect each student's **Quick Check – Form A** and **Growth Chart** or **Student Packet** that includes the **Growth Chart, Quick Checks** and **Guided Practice** problems.
		(10 min.)
		▪ Bring the students back together.
		▪ Ask students to <u>reflect</u> on their progress towards the learning target.
		  ○ What did I learn today about the learning target?
		  ○ How confident do you feel about meeting the learning target on my own? (Thumbs up, down, or sideways)
		▪ <u>Assess</u> each student's progress using the next **Quick Check**.
		▪ Guide students to self-correct their **Quick Check**.
		▪ Guide students to <u>chart their progress</u> in their **Growth Chart**.
		▪ Collect each student's **Quick Check – Form B** and **Growth Chart** or **Student Packet** that includes the **Growth Chart, Quick Checks** and **Guided Practice** problems.	

After	**Create sub-groups (Optional)**
	▪ Group 1 - Students who did not meet the learning goal on **Quick Check – Form A**
	▪ Group 2 - Students who met the learning goal on **Quick Check – Form A**
		Regroup/Exit/Extend/Assess (Optional)
		▪ Regroup students to differentiate the middle of the remaining sessions.
		  ○ Promote students who met the learning goal to group 2.
		  ○ Exit students who met the learning goal for a third time.
		▪ Next steps for students who did not meet the learning goal after session 8.
		  ○ Extend support for students close to meeting the learning goal using the **Additional Guided Practice**, **Quick Checks**, and **Growth Chart**.
		  ○ Schedule the **Tier 3 Screener** for students not close to meeting the goal.	