**Plymouth School District Intensive Intervention Checklist**

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Intervention:  **Pearson focusMath**  Evaluator: [ ] self

Time: 30-45mins, 4-5x/wk, 20 wks [ ] Administrator

 [ ] other \_\_\_\_\_\_\_\_\_\_\_\_\_

[ ]  Classroom teacher is the person implementing this intervention

[ ]  Other person:

|  |  |  |
| --- | --- | --- |
| focusMath Lesson Component | **Evidence of Implimentation (Yes/No)**  | **Comments/Notes** |
| **Pre-work** |   |   |
| Teacher previews all steps within each topic prior to implementation. Teachers should read the green shaded area prior to each lesson, making sure they have the required materials for implementation and are familiar with the requirements necessary for each step. |   |   |
| **Lesson Set-Up: (2-3 minutes)** |   |   |
| Teachers will post the vocabulary words (not definitions) for the daily step somewhere in the room. (e.g., post on whiteboard, display easel, or small write on/off board) Teachers should refer students to these vocabulary words at the beginning of the lesson and let students know these words will be covered in the step for the day. Teachers should ensure that materials needed for the lesson (e.g., teacher’s edition, manipulatives, student books) are out and within easy reach. |   |   |
| **Concept Development (15-20 minutes)** |   |   |
| Teachers will follow this section like a script. Begin with setting the purpose, followed by posing the problem and modeling the concept. For “Pose the Problem,” teachers will need to give students time to think about the problem and work through it. |   |   |

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| focusMath Lesson Component | **Evidence of Implimentation (Yes/No)**  | **Comments/Notes** |
| **Guided Practice and Independent Practice (take 15-20 minutes together)** |   |   |
| Teacher is responsible for splitting up time appropriately between Guided and Independent Practice. On some occasions, Guided Practice may take more time and at other times, Independent Practice will take more time.  |   |   |
| Guided Practice |   |   |
| • Guided Practice is meant to be group work. |   |   |
| • Teacher leads with guided questions that put the burden back on students to solve. |   |   |
| • Students need to have conversations with each other and the teacher during this section. |   |   |
| • Guided Practice conversations are part of the teacher’s informal monitoring for assessment. |   |   |
| • ELL Vocabulary must be used by everyone regardless of ELL status. Within the math lesson, all students are language learners of academic math vocabulary. |   |   |
| • Within the Quick Check, teachers will specifically ask the questions within this section. If the student incorrectly responds, then they are not ready to move on to independent Practice. If this occurs, teachers should revisit the problems or Guided Practice before moving on to the next section. |   |   |
| Independent Practice |   |   |
| • These are located in the student book, so these should be completed within the student book and not torn out or removed. |   |   |
| • Teachers should check to make sure students completed all steps. |   |   |
| **Assessments**:  |   |   |
| The *focusMATH* embedded assessments should be used as a formative assessment data incorporated into the knowledge of the instructor. Pretests and Posttest may be used to determine need and growth specific to the instruction of this program.  |   |   |