

Making
TIME
at Tier 2

**Creating a Supplemental Intervention Period
in Secondary Schools**

FACILITATOR'S GUIDE

Mike Mattos

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Reproducible pages are in italics.

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Notes to the Facilitator

This workshop is based on the work of response to intervention (RTI) expert Mike Mattos and will help educators develop and implement enrichment and Tier 2 intervention periods within the regular school schedule. Participants learn from their counterparts in other schools across North America.

The workshop features a video program (approximately forty-nine minutes in length) that shows educators from real professional learning communities (PLCs) engaged in the strategies highlighted in the workshop.

This workshop is divided into twelve components.

1. **How Much Time Is Needed for Effective Intervention?:** Each school must determine the learning that needs to be addressed and find a way to carve out a period of time to focus on intervention without lengthening or disrupting the school day. This workshop begins with a thirty-minute intervention, two days a week.
2. **Creating the Block of Time Within the School Day:** Schools evaluate their schedules to find minutes they can cull to create an extra period. For example, two days a week students can leave their classes two minutes early and cut their transitional times by one minute each. This adds up to about thirty minutes to schedule an intervention period during which students can focus on relearning concepts to meet their individual needs.
3. **The Need for Systematic Interventions:** Systematic interventions provide a structured time for teachers and students to review concepts. The structured period provides a suitable alternative to after-school tutoring or additional homework. Structured intervention gives students opportunities to relearn a concept until they grasp it.
4. **Determining What Interventions to Offer:** This section discusses ways teacher collaboration can determine student needs. Teachers identify classroom students

who may need intervention and then determine which teachers on the team will reteach specific concepts. Teachers discuss teaching methods, such as repetition; concepts from different teachers; and individualized reteaching.

5. **Assigning Students for Reteach of Concepts:** Teacher teams determine which student or students need intervention. A team tutorial is planned for reteach. The teacher team shares the responsibilities of assigning students and teaching the individualized interventions.
6. **Intervention in All Subject Areas:** Educators discuss ways intervention classes evolve. Their original intention was to bring all students to grade level; then they were expanded to provide reinforcement for advanced placement (AP) or honors classes. The teacher team can plan to focus on different disciplines for each intervention. Some students are prescribed to attend; other students request interventions.
7. **Types of Interventions:** Teachers have identified two general reasons students may fall behind: “I don’t know how to do it,” and “I don’t want to do it.” They pinpoint strategies to address each type of learner and to provide motivation where necessary.
8. **Assigning Students Who Need to Do Make-Up Work:** The teacher team develops an internal system to identify student issues. It assigns interventions accordingly. When the team notes issues such as poor attendance or disruptive behavior, it plans study halls to supervise and provide help while students catch up with their assignments.
9. **Keeping Track of Students During Intervention:** To ensure attendance, and for student safety, the teacher team needs to devise a way to keep track of attendance. Schools that have bar code systems use them for tracking interventions. Teachers may notice that a student has learned the concepts and lost interest in the class. Teacher teams determine ways to enforce attendance and compliance while meeting student needs.
10. **Intervention Is Not a Punishment:** The purpose of all schools and intervention programs is to teach students to take responsibility for their achievement. This section discusses strategies for motivating students without making them feel singled out. Some programs offer choices for students who have met their criteria. In this section, students talk about ways intervention programs have helped them.
11. **Extensions for Students Who Have Mastered Essential Concepts:** Once students have met the criteria of an intervention program—complete assignments, earn a grade of C or better, and a teacher does not request them to attend—they have the option to attend any open session. It may be a supervised study hall or an enrichment program.

12. **Recognizing the Impact of Targeted Interventions:** This section provides testimonials from teachers and students about the value of intervention programs. According to one teacher in the video, “The objective is *that* you learn, not how quickly you learn.” This segment concludes with teacher and student testimonials and charts and graphs about the positive effects on student grades.

Conducting the Workshop

This workshop is designed to last about three to three and a half hours. All the professional development materials you need to conduct this workshop—facilitator’s guide with detailed teaching suggestions, reproducible handouts and masters, as well as the video resources—are provided in this package.

To conduct a successful learning event, please consider the following issues.

- **Preparation:** Please view the entire video program, read all materials, and complete all activities yourself before leading the workshop.
- **Location:** The workshop should take place in an area that is large enough for individual, small-team, and whole-group work.
- **Equipment:** You will need a DVD player, and ideally, you will have one video monitor for every ten to twelve participants. You will also need an overhead projector or computer projector to show handouts.
- **Reproducible handouts and masters:** Reproducible handouts are included with this guide (starting on page 20 and on the compact disc). The reproducible handouts should be duplicated before the workshop begins and distributed to participants according to the workshop instructions. The reproducible masters in this guide (starting on page 18 and on the compact disc) can be projected from your computer onto a screen or duplicated prior to the workshop.
- **Additional equipment:** You will also need flip charts, chalkboards, or whiteboards with appropriate writing materials to conduct the workshop.
- **Refreshments:** The agenda for the three- to three-and-a-half-hour workshop should include one or more breaks during which beverages are offered. Snacks are optional, but water should be available throughout the workshop.

Video Program

This workshop incorporates a video program that is approximately forty-nine minutes in length. The video features documentary footage from a diverse group of principals and teachers in their schools, as well as commentary from one of the leading authorities on RTI learning communities. The RTI process is embedded in the culture of these schools. The footage captures the sights and

sounds of effective teacher teams and leaders in action. *There are no scripted scenes in this program!* Participants learn from the real-life experience of successful RTI practitioners and their students.

The RTI Resource Continuum

This resource is designed to reinforce RTI concepts and build shared knowledge. The video describes the research-based need for student intervention and details policies and practices that have proven effective in addressing the needs of all learners.

Print

Simplifying Response to Intervention: Four Essential Guiding Principles by Austin Buffum, Mike Mattos, and Chris Weber

Video

Pyramid Response to Intervention: Four Essential Guiding Principles by Austin Buffum, Mike Mattos, and Chris Weber

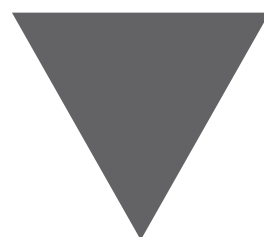
Web

allthingsplc.info

go.solution-tree.com/plcatwork

go.solution-tree.com/rtiatwork





Workshop Overview at a Glance

Time (in minutes)	Video Segment	Reproducible Handouts and Masters
15-20	Welcome and Opening	
10-15	How Much Time Is Needed for Effective Intervention?	“Venn Diagram” “Creating Flexible Time Worksheet: Critical Considerations”
20-25	Creating the Block of Time Within the School Day	“Making Time for Supplemental Intervention: Critical Considerations”
10	The Need for Systematic Interventions	
10	Determining What Interventions to Offer	
10	Assigning Students for Reteach of Concepts	
10-15	Intervention in All Subject Areas	“Sample: Closed Tutorials” “Sample: Open Tutorial Schedule”
10	Types of Interventions	
35-40	Assigning Students Who Need to Do Make-Up Work	“Planning for Weekly Intervention Offerings” “Closed Tutorials” “Open Tutorial Opportunities”
10	Keeping Track of Students During Intervention	
10	Intervention Is Not a Punishment	
20-25	Extensions for Students Who Have Mastered Essential Concepts	“Creating Enrichment Opportunities”
10	Recognizing the Impact of Targeted Interventions	“Tutorial Flow Chart”