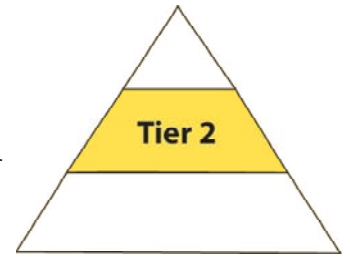


## K-6 Tier 2 Supplemental Targeted Instruction

The purpose of Tier 2 intervention is to provide supplemental instruction for students whose needs have not been met through Tier 1 instruction. Tier 2 is targeted instruction given in addition to Tier 1 instruction, by or under the direction of the general education teacher. This instruction remediates the specific conceptual and skill deficits of students who fail to meet Tier 1 core objectives in one or more critical areas of mathematics. Tier 2 instruction is systematic, explicit, and aligned with Tier 1 instruction. Instructional interventions are more intense and differentiated based on the needs of individual students as determined by assessment data.



### Tier 2 Essential Elements of Instruction

Component	Instruction
Curriculum	<ul style="list-style-type: none"> <li>Emphasis on student needs within the Utah Mathematics Core Curriculum</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>Targeted, systematic, explicit instruction</li> <li>Differentiated instruction in small groups</li> <li>Explicit connections between physical, visual, and abstract representations</li> <li>Additional conceptual development of core mathematics ideas and skills</li> <li>Guided practice to develop skills for independent practice</li> <li>Manipulatives and technology for instruction and individual skill practice</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>Formative assessments</li> <li>Diagnostic assessments and progress monitoring every two to three weeks for making targeted instructional decisions</li> <li>Communication within the school regarding student progress</li> <li>Communication with parents regarding student progress and needs</li> </ul>
Resources	<ul style="list-style-type: none"> <li>Intervention and content materials that support Tier 1 instruction</li> <li>Utah Mathematics Core materials that target one or more student needs</li> <li>Content materials that support the Intended Learning Outcomes</li> <li>Content materials that support the Five Strands of Mathematical Proficiency</li> <li>Pacing guides</li> <li>CRT Reference Sheets (grades 4-6)</li> <li>Utah Test Item Pool (UTIPS)</li> <li>USOE Assessment Accommodation Manual</li> <li>Access to content support personnel</li> <li>Manipulatives and technology</li> <li>Highly trained paraprofessionals and trained volunteers</li> </ul>
Teacher Quality	<ul style="list-style-type: none"> <li>Highly qualified elementary classroom teacher with support from a 504 specialist, special education teacher, or English as a Second Language (ESL) endorsed teacher</li> <li>Ongoing professional development and collaboration in content and pedagogy</li> </ul>
Scheduling	<ul style="list-style-type: none"> <li>Recommended four to five times per week, for an additional 15-20 minutes beyond Tier 1 instruction</li> <li>Majority of time in targeted conceptual development and skill acquisition</li> <li>Application of skills and strategies in other content areas</li> </ul>
Setting	<ul style="list-style-type: none"> <li>General education classroom</li> <li>Before- and/or after-school programs</li> <li>Summer programs</li> </ul>
Community and Home	<ul style="list-style-type: none"> <li>Parent training and materials</li> <li>Home practice and support</li> <li>Encouragement of home/school and business/school partnerships</li> <li>Teacher collaboration</li> <li>Community-based volunteers</li> <li>Frequent communication of clear expectations and student progress</li> </ul>