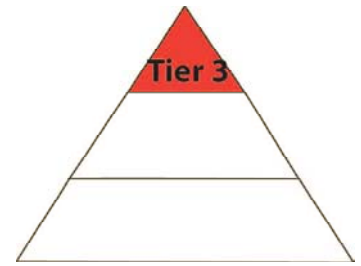


K-6 Tier 3 Intensive Supplemental Targeted Instruction

Tier 3 instruction is for students who have not responded successfully to Tier 2 interventions. This small percentage of students has severe deficiencies in specific mathematics skills. Diagnostic and weekly progress monitoring assessments check progress and identify problems. Teachers use this information to provide targeted interventions to support Tier 1 instruction. Tier 3 instruction replaces Tier 2 and is in addition to Tier 1. If progress monitoring and diagnostic assessments show a student is not making progress, he/she may be referred for further evaluation and additional services.



Tier 3 Essential Elements of Instruction

| Component | Instruction |
|--------------------|---|
| Curriculum | <ul style="list-style-type: none"> • Emphasis on student needs within the Utah Mathematics Core Curriculum • Essential knowledge and skills for individual student success • Emphasis on number sense and operations • Development of mathematics vocabulary |
| Instruction | <ul style="list-style-type: none"> • Explicit, intense, targeted instruction on specific conceptual components for individuals or small groups • Use of manipulatives and technology for accommodations, conceptual development, and individualized skill practice • Guided practice to develop specific skills and strategies • Instructional methods that explicitly link concepts and skills with physical, visual, and abstract representations |
| Assessment | <ul style="list-style-type: none"> • Formative assessments • Diagnostic assessments • Weekly progress monitoring for making targeted instructional decisions • Communication within the school regarding student progress • Communication with parents regarding student progress and needs |
| Resources | <ul style="list-style-type: none"> • Evidence-based programs/materials that remediate specific mathematics skills and concepts • Intervention and content materials that support Tier 1 instruction • Differentiated curriculum materials • Manipulatives • Use of technology for accommodations |
| Teacher Quality | <ul style="list-style-type: none"> • Elementary mathematics intervention specialist, special education teacher, or ESL-endorsed teacher each with a mathematics endorsement or specialization • Ongoing professional development and collaboration in content and pedagogy |
| Scheduling | <ul style="list-style-type: none"> • Minimum of 20-30 minutes daily in addition to Tier 1 instruction |
| Setting | <ul style="list-style-type: none"> • Appropriate specialized instructional setting within the school |
| Community and Home | <ul style="list-style-type: none"> • Parent training and access to materials • Home practice and support • Encouragement of home/school and business/school partnerships • Teacher collaboration • Mathematically trained, community-based tutors • Frequent communication of clear expectations and student progress |