



## Guidance for Constructing Successful Interventions

*The goal of interventions to bring all students' achievement to at least grade level.*

- Interventions are targeted instruction that address a range of student need through prescriptive steps
- All students require targeted instruction to increase their achievement
- Content and scope of the interventions are determined by the classroom teacher
- Targeted instructional groups are constructed through analysis of assessment data and/or classroom performance
- Interventions or targeted instruction must include instructional strategies that differ from the regular classroom instruction. Different materials may be used within the groups.
- Targeted instructional groups are flexible and are based on real time student performance
- Teachers must keep records of intervention/ differentiation attempted and the impact of student achievement
- Intervention cycles typically last 4-6 weeks depending upon the unit of study
- Interventions may occur in the regular classroom or in specialized settings
  - Classroom groups based on achievement/skill level
  - Grade level groups based on achievement/skill level

- Intervention blocks are an effective way to deliver targeted instruction. Consideration for designing intervention blocks:
  - During the block all students' instructional needs must be addressed
  - "Platooning" staff is an effective way of delivering targeted instruction to small groups of students

Cautionary note: differentiation must take place all instruction on a daily basis. An intervention block or classroom support in either reading or math is does not relieve classroom teachers from differentiating instruction during their regular classroom time in all subjects.