

Bridges Intervention Observation Guide

for Classroom Teachers, Interventionists, Coaches & Principals

“As teachers, we want to minimize the ‘wait-to-fail’ approach and instead improve math learning through high-quality instruction and interventions.”

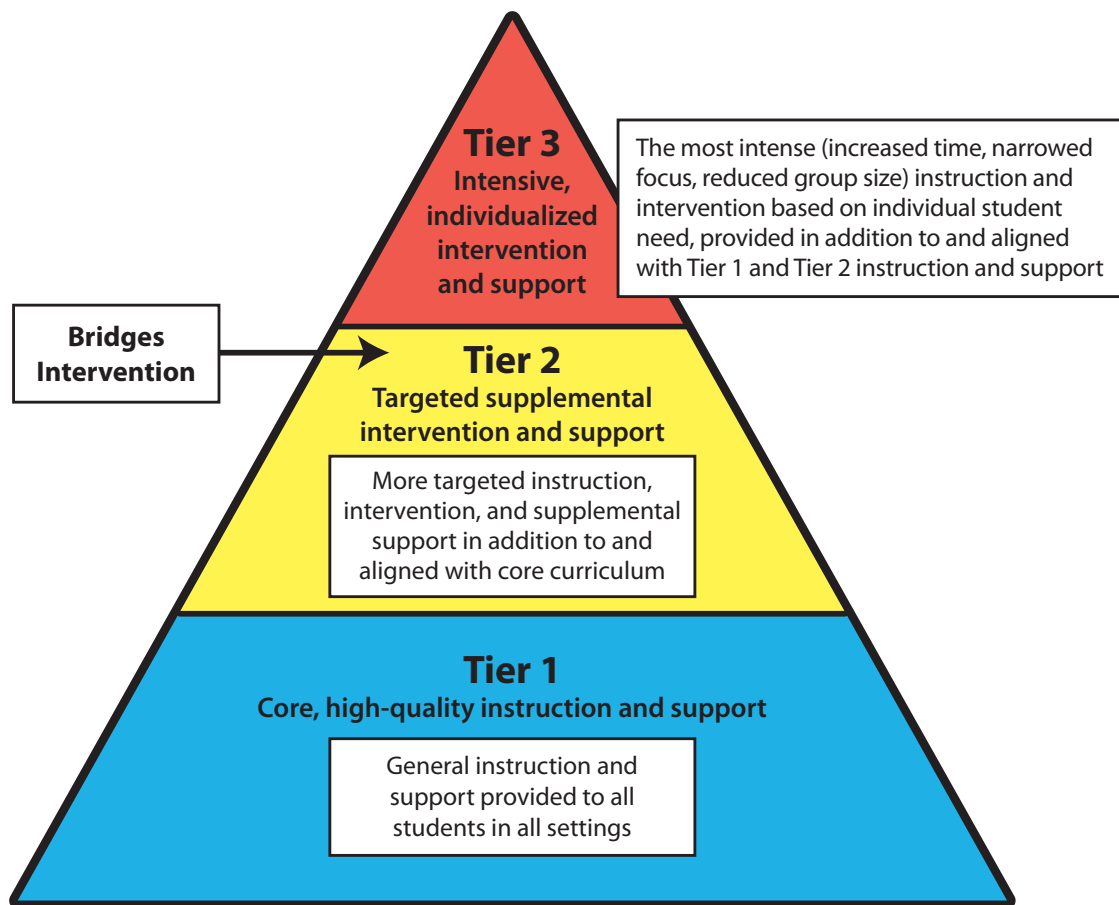
—Gina Gresham and Mary Little. “Rtl in Math Class,” *Teaching Children Mathematics*, 19(1).

Teachers using Bridges® Intervention are implementing a new resource, along with new models, strategies, and assessments. It’s natural that they have questions and wonder what implementation is supposed to look like. This guide is meant to provide teachers, interventionists, coaches, and principals with general information about Bridges Intervention.

The key to meaningful intervention is for teachers at a given grade level to conduct the same assessments, score them the same way, discuss the results with colleagues, and develop a plan that accurately targets and addresses the needs of students. This time-tested recipe for success has been formalized over the past decade, which has seen the rise of professional learning communities, data walls, and Response to Intervention (RtI). At the heart of these developments is the goal of ensuring all students reach their potential.

How Does Bridges Intervention Align with RtI?

RtI models generally describe a three-tiered approach to providing instruction and intervention to students at increasing levels of intensity, as determined by student response. As illustrated in the diagram below, Bridges Intervention provides Tier 2 instruction along with the assessments needed to monitor students’ progress.



Ideally, interventionists would conduct Bridges Intervention sessions several times a week with students designated for Tier 2 support. Such instruction would be offered to these students in addition to regular math instruction in the classroom. This guide was designed with this model in mind; however, we recognize that this is not feasible in all school settings and that resources may be used in other ways, such as for math centers in the regular classroom for selected students or as supports for whole-group instruction. In all instances, this guide offers a vision for high-quality instruction for students.

Additional Resources

General description of Bridges Intervention: <https://www.mathlearningcenter.org/bridges-intervention>

More detailed information about the philosophy and structure of Bridges Intervention:

<https://bridges.mathlearningcenter.org/system/files/publications/bi1-ov.pdf> (Set 1)

<https://bridges.mathlearningcenter.org/system/files/publications/bi2-ov.pdf> (Set 2)

The Math Learning Center provides curriculum support for teachers and leaders at:

bridges.mathlearningcenter.org

MLCsupport@mathlearningcenter.org

800-575-8130

Placement

- A universal screener, along with other information, is analyzed to identify students in need of support outside the regular classroom.

Districts using Bridges curriculum may use the Number Corner Baseline Assessment as your school or district screening instrument to identify those students at risk of potential mathematics difficulties.

- Collaborative discussions are held to group students and select an appropriate volume.

The results of screeners and assessments, the Starting Points section in the introduction to the volume, and the material in Section 3 of the Introduction to each Bridges Intervention Set can all help.

- Placement assessments are administered to decide where in the volume to begin instruction.

Each Bridges Intervention volume includes a placement assessment to help identify a starting point for instruction. Each placement assessment consists of three sections. A student must score at least 70% on each section to advance to the next.

- Students are flexibly placed in groups based on their needs and progress according to district guidelines.

Time Management*

- Adequate time is allocated for instruction.
 - 30 minutes per day
 - 3–5 days per week
- Time is allocated to each part of the session to meet students' needs.
 - Warmup: 5-10 minutes
 - Activities: 15 minutes
 - Practice pages: 5–10 minutes

- Each session is designed for all three parts to be taught in one day. However, sessions may be repeated up to three times with variation, if needed.

**Note: While the session warmups, activities, and practice pages are designed to complement one another, these elements can be used flexibly if 30-minute sessions are not possible. For example, a teacher meeting with an intervention group twice a week for 20 minutes might use a warmup and activity from a session one day and use the second warmup and a practice page later in the week.*

Classroom Organization

- All teacher masters, practice pages, and activity materials are prepared in advance.
- The learning space is organized to facilitate partner and small-group activities and discussions. For example, a whiteboard might be placed near a table where the group meets.
- Student Book pages are assigned for independent practice or used as a formative assessment. These workbooks are available in PDF format or as consumable texts.
- Intervention components and printed materials are organized for ease of access by all users.
- A checkout system or schedule is in place for shared materials.
- Routines for materials distribution, use, care, and cleanup are established.

Communication

- Interventionists and classroom teachers share observations and information related to student progress and engagement.
- Communication pathways are established to help families understand what's happening during intervention time and engage them in student goal setting and progress monitoring.

Warmup (5–10 minutes)

- Each session begins with 2–3 exercises devoted to building number sense with whole numbers, fractions, or decimals.
Boosting students' fluency with basic facts or computation is accomplished by building number sense and developing efficient computational strategies.
- Pacing is brisk to maintain student engagement.
- Warmup activities are teacher-facilitated but highly interactive, with ample opportunity to monitor students' levels of fluency and understanding.

Activities (15–20 minutes)

Teacher role

- The teacher explicitly states the learning goal to make the day's objective intentional and transparent to students.
- Students are offered one or more problem-solving tools during lessons.
Concrete materials and visual models are used to help students build conceptual understanding.
- During the activity, the teacher probes student thinking, using open-ended questioning and prompts to promote efficient strategies, model notation, and develop mathematical practice.
- When necessary, corrective feedback is offered to students. Timely, growth-oriented feedback during instruction helps keep the student on track toward their learning goals.

Student role

- Students are active participants in the learning activities. Engagement is robust.
- Students explain and justify their thinking. They listen carefully and learn from one another's explanations, solutions, and mistakes.
- Students critique the reasoning of others. They assist each other in understanding and correcting errors.
- Students use math language to explain their actions and thought processes while engaging in games and activities.
Some examples of math language appropriate in earlier grades: more/less, sum, and difference. In later grades, students might use terms like estimate, subtrahend, expressions, and dividend.

Practice Pages (5–10 minutes)

- Students complete practice pages at the end of each session to transfer learning from the warmups and activity to a written record.
- The teacher probes student thinking and offers support using the prompts provided in the guide.
- Teachers actively engage with students as they complete their practice pages.
Assigned pages are at the student's instructional level and are not intended to be completed independently, but with supervision, to ensure students are practicing accurately.

Progress Monitoring

- Progress-monitoring tasks are administered during the fifth session of each module.
- The teacher looks beyond correct answers and takes note of students' strategies as well as their confidence and fluency with various tasks.
- Students receive immediate feedback on what they are doing well and on what their personal learning targets are for the following sessions.
- Results are used to determine the next instructional steps for the group. It is recommended that all students in a group score 7 points or better before moving on to the next module.
- If a student is not making adequate progress after 6-8 weeks, other strategies are considered.
Other strategies might include intervention in a smaller group or additional assessment that might lead to a recommendation for Tier 3 intervention.