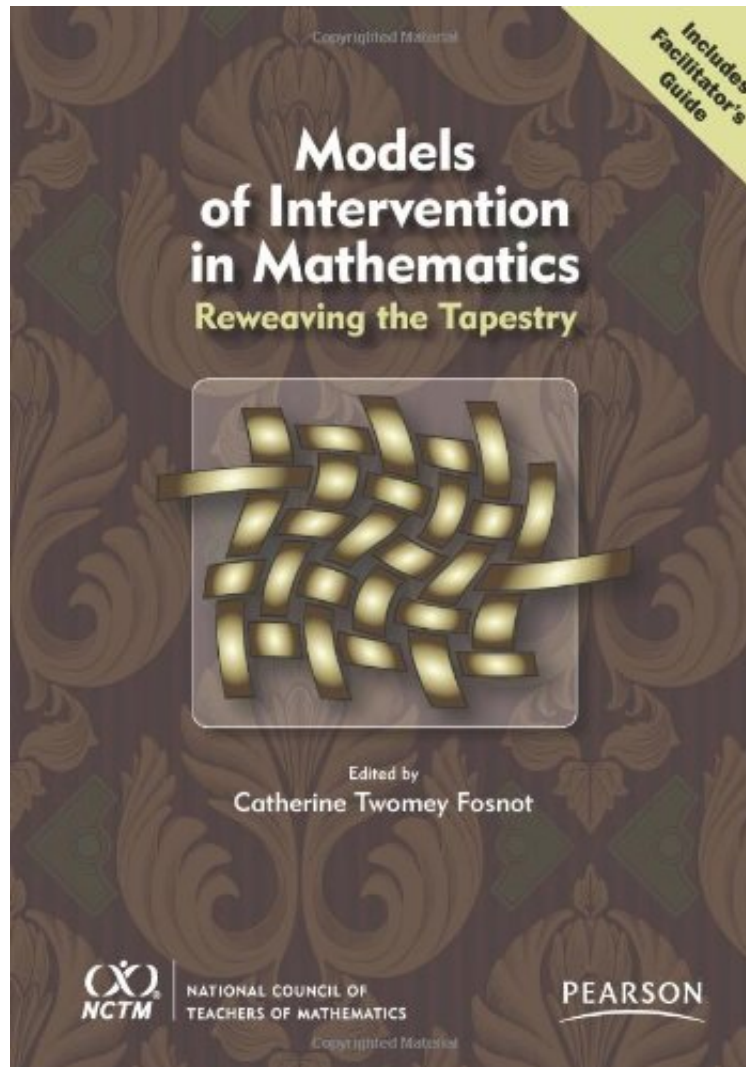


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(Read and download) Models of Intervention in Mathematics: Reweaving the Tapestry

Models of Intervention in Mathematics: Reweaving the Tapestry

Catherine Twomey Fosnot : Models of Intervention in Mathematics: Reweaving the Tapestry before purchasing it in order to gage whether or not it would be worth my time, and all praised Models of Intervention in Mathematics: Reweaving the Tapestry:

Explore successful models of intervention. No Child Left Behind has set the high expectation that every child meet grade level expectations. This publication synthesizes the research on intervention programs and best practices related to mathematical instructional pedagogy and differentiation to assist teachers, schools, and school districts in improving the manner in which they serve children with challenges in mathematics. **BONUS: Includes Professional Development**

Facilitator's Guide.

What teachers do in the classroom every day clearly has to change. This book could not have come at a better time. *Models of Intervention in Mathematics: Reweaving the Tapestry* gives readers insight into using mathematical and pedagogical understanding to enable meaningful intervention for students. The book's models inspire teachers, administrators, and school district personnel to think and act creatively and flexibly to meet the needs of struggling students. It demonstrates how the refined art of questioning, listening, and understanding mathematics supports teachers' ability to offer equitable access to the core ideal of education: looking at students as individuals with unique needs, learning styles, and strengths. This concept embodies the true art of responsive teaching. *Reweaving the Tapestry* vividly describes what every teacher should aspire to be and what every administrator should support a teacher to become. --Dina Alicia Williams, Elementary Math Expert, Los Angeles Unified School District Local District 7, Los Angeles, California

Models of Intervention in Mathematics: Reweaving the Tapestry captures the very nature of intervention. The authors' insight on strength-based intervention is straightforward, is inspiring, and addresses needs that I hear from teachers daily. Each chapter covers an integral part of the many layers of intervention including in-classroom, small-group, and one-on-one intervention that are crucial to the success of all children. Sharing the journey of school districts from Massachusetts and Kentucky offers entry points for all readers. If every reader were to take to heart and implement even a portion of what is read, our students would be more successful in an area that is essential to postsecondary pursuits. *Reweaving the Tapestry* will play a fundamental part in upcoming professional development within my district. --Tricia Gessele, Coordinator for Special Education in Instruction, Curriculum, and Assessment, Spokane Public Schools, Spokane, Washington

Standards-based instruction has spread, bringing with it calls for intervention and remediation that too often leave children experiencing more of the approaches that didn't work before. *Models of Intervention in Mathematics: Reweaving the Tapestry* proposes a powerful alternative. The book focuses on intervention as prevention and identifies the characteristics of successful learners of mathematics. *Reweaving the Tapestry* guides teachers in using children's emergent ideas and strategies as a basis for developing understanding. Intervention must take a broader view than that of simply supplying repetitious skill practice. To succeed in the years ahead, learners need a solid conceptual base, ways to model their thinking, and a repertoire of strategies. *Reweaving the Tapestry* promotes a framework that encapsulates this broader view of intervention and fills a crucial gap in the literature, offering teachers an alternative to today's dominant deficit-based approaches. --Bill Jacob, Professor of Mathematics, University of California, Santa Barbara, Santa Barbara, California