Tier 1, Whole class core intervention—Student Numeracy Assessment Progression (SNAP) is an individual student folder system for graphing progress on the numeracy assessment profile and includes assessment probes and instructional guidance for number sense, addition, and subtraction. The two-day SNAP training for teachers, assistants, or volunteers with materials is $295 per person.

Tier 2, Small group strategic intervention—Add+Vantage MR is a diagnostic intervention program that develops teachers’ practical knowledge and abilities to pinpoint student progress and design appropriate instruction using the Math Recovery frameworks. The four day course (focused on number sense, addition, and subtraction) with materials is $900 and the two day course 2 (focused on multiplication and division and place value) with materials is $495.

Tier 3, Intensive intervention—Math Recovery Specialist Certification allows teachers to gain extensive expertise in diagnosing student difficulties and designing instruction geared to an individual’s zone of proximal development.
Increased family involvement in a child’s education is one of the best indicators of student achievement and success. One way a school can increase family involvement is by conducting Family Math Nights. Family Math Nights can improve students’ and parents’ attitudes toward learning math, can give parents and students a risk-free environment in which to experience math activities, allow parents to see how something fun can also be concept building and educational, and give students opportunities to see that their parents value mathematics. Family Math Nights help parents gain insight into your mathematics program and help parents realize that being good in mathematics isn’t “genetic” (Kaidy Educational Resources, www.kaidy.com).

“The only requirements in implementing a Family Math Night is the belief in the importance of family involvement in education and the desire to share mathematics in a non-threatening and enthusiastic way”. (Thompson, Virginia. Family Math - The Middle School Years. 1998).

No two Family Math Nights look the same, but how do you begin planning for a Family Math Night? One starting point is getting others in your building interested in conducting a Family Math Night. If that is not achievable, consider having one just for your students’ parents; you never know – it might motivate others to join you! With that in mind, here is a general outline and some pointers to assist you when planning:

- Get to know your parents – take a survey to gather information on their concerns, needs, attitudes, convenient times.

(continued on page 3)
The world is at your fingertips. With just a few clicks of a mouse you are linked with every other math teacher. One of my favorite resources is the Kentucky Math listserv. If you haven’t signed up for this ongoing meeting that shares ideas you haven’t heard opportunity knocking. Granted, everything that comes through the listserv doesn’t apply to me and when that happens, I cherish my delete button, but there are often strands of thought about math topics that I didn’t realize I needed to know. Sometimes the conversations remind me that I’m on the right track, while other times they are food for thought. I don’t always agree, but I always close my email having grown professionally.

In today’s fast paced world the listserv is a place where you can ask for help. Starting a new unit and out of fresh ideas? One question on the listserv will often serve up several ideas. Want to know what research-based materials are being used by other math teachers? One question on the listserv will supply many ideas. From counting to fractions to algebra, it’s all there for the asking. If you want to subscribe to KYMATH, the LISTSERV for the Kentucky Math Teachers, go to http://www.uky.edu/Education/kylists.html

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TECHNOLOGY

I have two problems when it comes to using technology in the classroom. 1. The time required to discover it, evaluate it and implement it. 2. The cost.

To solve the first problem I had to remember that I was not the only teacher out there looking for solutions through technology. A teacher down the hall, across the county or on the listserv may already be using what you are thinking about. Colleagues can send you in the right direction or help you steer clear of costly or time consuming mistakes. Don’t hesitate to contact other groups such as your regional special or regular educational cooperative or the Kentucky Center for Mathematics. Ask around before you reinvent the wheel.

On the topic of cost, I recently learned that if you don’t ask, they can’t say no. “They” might be a community member or corporate sponsor willing to help. (Always check with your administration before going down this road.) “They” might be the people reviewing a grant application. You will never know until you ask.

The solution to both problems is simple—just ask!
Kentucky’s Special Education Cooperative Math Consultants
Kentucky’s Special Education Cooperative Math Consultants are here to serve you. Contact your district’s Director of Special Education if you need assistance from a math consultant. The math consultants and math contacts for each Cooperative are listed below.

- Tammy Wall—Big East Educational Cooperative
- Liz Brewer—Caveland Educational Cooperative
- John Beardsley—Central Kentucky Cooperative
- Connie Wilson—Jefferson County Exceptional Child Educational Services
- Gwen Morgan—Kentucky Valley Cooperative
- Marinell Kephart—Northern Kentucky Cooperative
- Carrie Bearden—Ohio Valley Cooperative
- Karen Campbell—River Region Cooperative
- Cheryl Lancaster—Western Kentucky Cooperative
- Belinda Bowling—Wilderness Trail Cooperative
- Connie Brookins—Upper Cumberland Cooperative
- Connie Hunt—Upper Cumberland Cooperative

MATH INTERVENTION — CONTINUED FROM PAGE 1

Training consists of 10 full days, 3 in-person coaching visits from a leader, at least 3 three-hour collegial team meetings, 100 hours of videotaped instruction, 100 hours of video analysis, an assessment project, and a case study. The cost of training and materials is $5500 and fulfills a prerequisite for becoming a Math Recovery leader who can train others in SNAP, Add+Vantage, and Math Recovery Specialist Certification.

The series of three books by Dr. Robert Wright, et. al. (2006) that provide a comprehensive overview of the Math Recovery intervention system are Teaching Number in the Classroom with 4—8 year olds, Teaching Number: Advancing Children’s Skills and Strategies, and Early Numeracy Assessment for Teaching and Intervention. For more information on bringing Math Recovery training to your school or district, see http://mathrecovery.org. To join the Kentucky Center for Mathematics intervention teacher training program, including Math Recovery, see Intervention/Training Details at http://kentuckymathematics.org.

Math Night—from pg 3
- Evaluate your Family Math Night
- Send follow up letters home
- Have FUN

This list is not complete! There is no ONE way to organize a Family Math Night—just keep in mind that you are the EXPERT on what will work best in your community and school.

Two good Family Math Night resources include:
The Family Math Series by Jean Kerr Stenmark, Grace Davila Coates, and Virginia Thompson. Equals. Lawrence Hall of Science

Some good Family Math Night websites include:
http://www.kaidy.com/FamilyMathNight.htm
http://techtachers.com/mathweb/familymathnights.htm
http://orion.math.iastate.edu/danwell/MathNight/oldhomepage.html#intro

Family Math Night—yes, it really is this much fun!
Thanks to Knox County District, Owsley County Elementary and Whitely Central Primary for the pictures of their recent Math Nights.