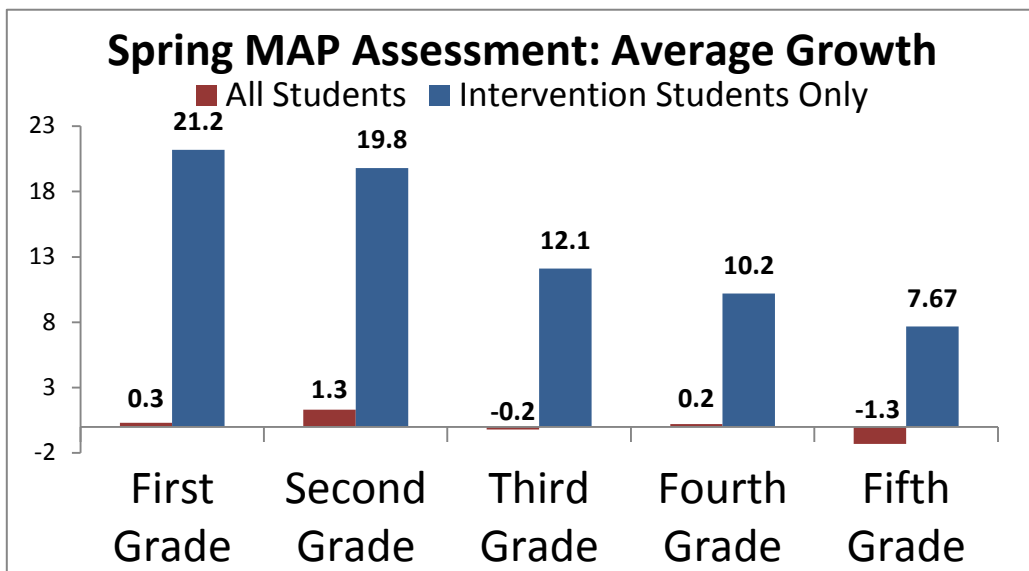




## Mathematics Intervention Teachers “Just Have to Share”

Mathematics intervention is making an immense difference for students in Spencer County. In just one year, the students receiving mathematics intervention services have made outstanding gains compared to the averages of the entire student body on the MAP (Measures of Academic Progress) Assessment.

Mathematics Intervention Teacher (MIT) Rick Reinle (pictured below) has a lot to say about why he thinks the gains of intervention students have been so significant. “I think they are successful because of the time we have spent developing those early numeracy skills.” Furthermore, students are now taking what they learn in mathematics intervention and applying it to the regular classroom, “this has been a defining moment” says Reinle.

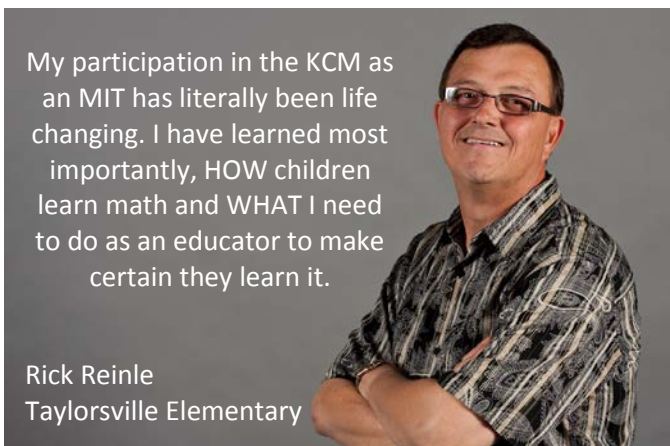


The graph on the left compares the growth of students receiving intervention (Response to Intervention) to all students for each grade at Taylorsville Elementary.

On average, first grade students in mathematics intervention had gains that were more than 20 points higher than the entire first grade student population.

Reinle believes in the importance of sharing his knowledge with others in the state. He says, “The professional development opportunities have been the driving force behind me becoming a better and more effective mathematics teacher.”

Professional networking and sharing is an essential backdrop of the KCM’s Primary Mathematics Intervention Program. Reinle says “We can’t keep what we have learned to ourselves. The KCM and MITs in this state are energized and enthusiastic about the work we do and we just have to share.”



My participation in the KCM as an MIT has literally been life changing. I have learned most importantly, HOW children learn math and WHAT I need to do as an educator to make certain they learn it.

Rick Reinle  
Taylorsville Elementary