

Math Recovery® Intervention Specialist

Author(s): Dr. Robert Wright, professor of mathematics education Southern Cross University

Developer: Dr. Robert Wright

Purpose: The overarching objective for Math Recovery® is to provide a robust intervention Framework for teachers working with elementary students to help in the construction of numeracy skills, through assessment, which incorporates a strong analysis component and individualized teaching.

Relevance	
Grade band(s)	K-5
Format	Multi-Tiered System of Supports
Content Focus	General & special education mathematics curriculum
Practice Focus	Intervention
Research-based practices	Yes
Aligned with teacher evaluation and/or student curriculum standards	Yes
Specifically for sp. ed. and gen. ed.	Yes

Research

Type(1): A 2-year experimental design research evaluation of Math Recovery® was conducted from 2007-2009 in 20 elementary school across five school districts in two states (Smith et al., 2013). In all, 343 children received one-on-one Math Recovery® intervention over the two years.

Findings (1): As a diagnostic program, effect sizes were found to be between +0.30 and +0.40 for students participating in Math Recovery® intervention.

Type(2): A longitudinal study of the effects of Mathematics Recovery from 1999 - 2004 at Roye-Williams Elementary School (RWES), a Title 1 school in Harford County, Maryland.

Findings (2): Prior to the implementation of Math Recovery®, only 30-40% of children scored proficient or better in mathematics on the Maryland state assessment program (MSPAP). In 2004, the fifth year of implementation, 76.6 % of fifth grade children were proficient or better in mathematics on the Maryland State Assessment (MSA); 82.9% of fourth grade children scored proficient or better with 22.9 % scoring advanced; and 72.8 % of third grade children scored proficient or better.

The Mathematics Recovery program is grounded in over 40 years of education research. For detailed descriptions of additional research please visit <http://www.mathrecovery.org/> to read the USMRC White Paper under the *How It Works* tab.

Synopsis

Structure:

Math Recovery® Intervention Specialist course is a yearlong experience which consists of 4 initial days of professional development that prepares teachers to administer and analyze Math Recovery® assessments used to identify students for intervention. There are six days of additional professional development that prepare teachers to provide Math Recovery® intervention. It is appropriate for general education teachers, special education teachers, math coaches, and math interventionists.

Learning Activities:

During the courses participants explore the Learning Framework in Number, a model of young children's numerical learning. Participants engage in short readings, discuss video excerpts illustrative of each aspect of the Learning Framework in Early Number and work in collaborative groups. Requirements include assessment administration and analysis, lesson planning time, 1-1 intervention lessons, 4 personal coaching sessions, 4 video nights and 2 course projects.

Learning Outcomes:

Participants will...

- learn a structured & objective assessment system that identifies current student understanding
- learn a research based framework consisting of 30 key teaching topics and more than 180 instructional procedures for intensive , individualized teaching to help advance low attaining students.
- receive tools to provide timely and targeted instructional support.

Michigan Reviews

[A Michigan Mathematics and Science Partnership \(MSP\) Grant](#)

Closing the Achievement Gap - [Muskegon Area ISD Annual Report pg. 7](#)

[Muskegon Implementation of Math Recovery](#)