



## Response to Intervention

Response to Intervention (RTI) is described as a multi-tiered approach to identify and assist students who need additional help in grasping a concept to avoid failure. Three generally acknowledged levels of prevention include these tenets:

1. Provide high-quality instruction to meet the needs of all students;
2. Focus evidence- or research-based interventions of moderate intensity on at-risk students; and
3. Pursue individualized interventions of higher intensity for those students who respond minimally to the second level.

The approach uses students' prior knowledge, teachers' mathematics content knowledge, and various teaching strategies. In line with equity accountability issues, states are mandating that an RTI model be used in school districts as students progress through the curriculum.

The Editorial Panel of *Mathematics Teaching in the Middle School* invites you to share your ideas about interventions in the middle grades mathematics

classroom. The Panel is interested in manuscripts that address innovative strategies and their effectiveness, including algebra readiness. These additional topics may facilitate your thinking on RTI in the mathematics classroom:

- Describe and discuss a district RTI model that includes using student work in formative assessment.
- Identify screening measures to find students who are at risk. Which measures are used? How do those measures help inform the intervention needed to help students succeed?
- Discuss strategies or interventions that were used successfully.
- Provide the measurement of success of an implemented RTI approach.

The manuscript should be no more than 2500 words. Send submissions to this open-ended call for manuscripts by accessing **mtms.msubmit.net**. On the Keywords, Categories, Special Sections tab, select this specific call from the list in the Department/Calls section.



NATIONAL COUNCIL OF  
TEACHERS OF MATHEMATICS

mathematics  
teaching in the MIDDLE SCHOOL