

Mathematics Intervention Toolkit: Resources for Toolkit Success

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Implementing the [Mathematics Intervention Toolkit's](#) professional development course requires several key resources. The table below lists each required resource, along with the quantity needed and a brief description. The list assumes the use of the full course, which consists of six modules, completed over one school year. Other options include implementing the course over two school years, using a shorter version of the course, or using individual modules. The [Leader Guide](#) provides detailed information on different implementation models.

Resources needed to implement the *Mathematics Intervention Toolkit's* professional development course

Resource	Quantity	Description
Time for instruction, professional learning, and supporting staff		
Educator professional development (PD) time	Per educator, total of 28 hours, including time to: <ul style="list-style-type: none"> Attend 10 sessions: <ul style="list-style-type: none"> 1 kick-off session 9 professional learning community (PLC) sessions Complete online learning activities (asynchronous) Complete wrap-up activities for each module 	Time for participating educators to attend 10 sessions and complete the other professional learning activities. Participants are teachers of mathematics intervention such as interventionists, Title I teachers, math specialists, general educators, and special educators.
Educator instructional time	Per educator, time to apply their learning in the modules by using mathematics routines in the classroom	Time for educators to implement recommended strategies with students. This can include time educators already use for mathematics instruction.
Facilitator time for one PLC group	About 45–55 hours per facilitator, including time to: <ul style="list-style-type: none"> Prepare for 10 sessions: 16–22 hours Facilitate 10 sessions: 15–20 hours 	The facilitators' main tasks are planning and leading the sessions and communicating with participants. They also complete online sessions to build background knowledge. The facilitator could be a school or district mathematics leader,

	<ul style="list-style-type: none"> • Communicate with participants: about 5 hours • Complete four online learning sessions to build background knowledge: 4–8 hours <p>These times are estimates and will vary by facilitator.</p>	<p>mathematics coach, district PD provider, or teacher leader. It is recommended that facilitators have prior experience in elementary mathematics and facilitating PD activities.</p> <p>There can be one facilitator or two co-facilitators. Two co-facilitators can divide preparation tasks, which will decrease the total time.</p>
Materials, equipment, and facilities		
<p>Materials to access toolkit or toolkit implementation materials</p>	<ul style="list-style-type: none"> • Computer or tablet • Internet connection • Printer <p><i>Note: Not intended to indicate the need for a new computer, tablet, or printer; simply access to a computer or tablet with internet connection and a printer</i></p>	<p>Access to a computer or tablet with internet connection to access the online toolkit materials and attend virtual meetings, if applicable; printer for printing hard copies of toolkit materials or other implementation materials, including the session handouts.</p>
<p>Materials for PLC sessions</p>	<p><i>For in-person sessions:</i></p> <ul style="list-style-type: none"> • Meeting room (such as a classroom or conference room) • Projector to display PowerPoint slides and videos • Materials for activities (e.g., fraction tiles), and chart paper or whiteboard to record notes • Printed versions of the session handouts <p><i>For virtual sessions:</i></p> <ul style="list-style-type: none"> • Virtual meeting space (such as video conference set up) • PowerPoint slides and instructional videos to share during the session • Materials for activities (e.g., fraction tiles) for participants to use during the session • Printed versions of the session handouts, shared in advance 	<p><i>PLC sessions are intended to be delivered either in person or virtually.</i></p> <p>In-person sessions require a room that can accommodate the intended number of in-person participants plus accompanying materials (e.g., projector, chart paper, sticky notes) to display course slides and lead small-group discussion activities.</p> <p>Virtual meetings require space for delivering online sessions plus participant access to physical materials to be used while participating in the online session.</p> <p>Will need printed versions of the session handouts, shared in advance, for each session. This is preferable instead of electronic file versions so that participants do not have multiple windows open on their device while participating in the sessions.</p>