10.4

Effective Teaching for Students With Special Needs

Instructions to the Coach: Have teacher(s) read the Overview section. For a planning conversation, a teacher can read this in advance and you can talk about how to attach these ideas to the lesson. Then, use this template to record data during the lesson. In a reflecting conversation, map the teacher moves to the four effective strategies and discuss the impact the moves had on the teacher's students with special needs.

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| ***Effective Teaching for Students With Special Needs*** | ***Teacher Moves*** | ***Student(s) Responses to Efforts******(What Student Did, Said, Wrote)*** |
| **Explicit instruction** |  |  |
| **Think-alouds** |  |  |
| **Concrete–representational–abstract (CRA)** |  |  |
| **Peer-assisted learning** |  |  |

Retrieved from the companion website for *Everything You Need for Mathematics Coaching: Tools, Plans, and A Process That Works: Grades K–12* by Maggie B. McGatha and Jennifer M. Bay-Williams with Beth McCord Kobett and Jonathan A. Wray. Thousand Oaks, CA: Corwi[n, www.corwin.com.](http://www.corwin.com/) Copyright © 2018 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.