10.5

Implementing Support Structures for Students

With Special Needs

Instructions to the Coach: Use this with Tool 10.3, recording evidence (teacher statements, movements). Rather than you placing the moves within each structure, simply record moves as they occur in the lesson; then in the reflecting conversation, map the moves to the support structures.

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| ***Support Structures*** | ***Teacher Moves*** |
| * Give clear instructions and expectations. |  |
| * Provide visual displays and handouts that help organize thinking without having too much information. |  |
| * Organize writing (and speaking) about processes and mathematical concepts. |  |
| * Explicitly connect ideas (to previous learning, to familiar examples, and between concrete and abstract). |  |
| * Include self-reflection, self-assessment, and self-monitoring. |  |
| * Use support staff, including co-teaching. |  |
| * Other: |  |
| * Other: |  |

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.