Mathematics 1 Support
Collaboratively Developed and Monitored by
Mathematics 1 and Mathematics 1 Support Teachers

Strategies	Assessment/Grades	Interventions
Previewing Vocabulary: ▪ Vocabulary words for the next unit/lesson are researched (perhaps online) by students. Students should be able to write definitions of the words, use them in appropriate contexts, represent them pictorially, and specify non-examples of them. Graphic organizers should be used with these student-made vocabulary representations. ▪ Use Reading Mazes* that incorporate the vocabulary to monitor student achievement. ▪ Six Step Process for Building Academic Vocabulary (Marzano)	▪ Grades may be assigned for proper use of the vocabulary words in all the formats described. Support teachers should monitor the student work in progress and give feedback (formative assessment) through questioning to guide students to proper use and application of the words. ▪ Reading Mazes may be used as pre- and post-tests as well as benchmarks of student comprehension of the pertinent vocabulary. Grades may be assigned based on growth in comprehension.	▪ STEEP
Student Reporting of Mathematical Understanding: ▪ Students will articulate their mathematical conceptual understanding developed during lessons in the Mathematics 1 class to the instructor in the Support class in both in verbal and written formats. ▪ The Support class teacher will use this articulation to diagnose student misunderstanding so that other strategies can be applied for student achievement.	▪ Support teachers will use the verbal and written student articulation to inform the use of other strategies to support student understanding. ▪ Grades may be assigned based on the completion of these articulations.	▪ STEEP
Previewing Tasks: ▪ Students will preview tasks from the Mathematics 1 class by working similar teacher-developed tasks (scaffolding tasks) that focus on building conceptual understanding.	▪ Support teachers will use the scaffolding tasks to provide commentary to students about their understanding of focused concepts. ▪ Grades may be assigned based on the completion of these scaffolding tasks.	
Extended Time for Tasks from the Mathematics 1 Class: ▪ Mathematics 1 teachers may send unfinished tasks to the Mathematics 1 Support teacher for students to complete either individually or in newly developed small groups in the Support class.	▪ Support teachers may provide feedback to students as they complete the Mathematics 1 tasks through questioning. ▪ Grades may be assigned based on the completion of these Mathematics 1 tasks.	