



721Q Instructional Focus

For the 2017-18 school year, 721Q will continue to provide every student, every day, with the highest quality of instruction in order to foster the skill of engaging in genuine student-to-student communication.

WORKSTUDY

Students will:

Request help from a co-worker to complete a task

Give a peer directions to complete a task

Take turns completing a task in the allotted time

Work in teams to budget their expenses

Complete in pairs the required parts of a writing assignment

Teachers will:

Provide students with visual supports and verbal reminders

Create checklists with the steps to complete tasks

Give students sentence strips, rubrics, timers, self-assessments

Create opportunities for role-play of real-life problems

Work with students in guided-outlines

Families will:

Give the child the opportunity to think, pair and share with a parent or sibling

Pose questions regarding what the child has learned

Ask child to either demonstrate or explain the day's lesson

School Leaders will:

Provide appropriate resources and supports

Provide frequent and actionable feedback based on teacher goals and student communication

Provide differentiated professional learning opportunities to support the development of highly effective practices



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12:1:1

Students will:

Formulate questions to a peer related to the topic discussed

Ask a classmate for help with a task

Assess each other and give feedback

Work as a team during simulated shopping activities

Access school's resources and collaborate on a presentation

Teachers will:

Provide students with a list of questions and role-play tasks

Pair up students for peer modeling

Give students sentence stems, word banks, debate outline

Create routines to foster independence

Supply list of resources and access to technology and online supports

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CLUSTERS

Students will:

Critique the work of other students

Take turns to complete tasks

Greet each other as an ice breaker

Communicate roles, tasks and model to a peer

Make choices by asking a peer for their opinion

Teachers will:

Guide students through the constructive criticism process

Plan lessons that incorporate pair activities as a routine

Make sure students have their communication systems

Provide students with “your turn” and role charts

Assess students to create meaningful grouping

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8:1:1

Students will:

Wait for a peer to answer the question before moving to the next one

Respond to their names being called and have social exchanges

Ask each other for help or a question while turning towards that peer

Model a task to a peer

Provide an opinion to a peer

Teachers will:

Provide visual cues for “wait time” and turn

Create opportunities for turn-taking and social interactions

Model and role play social exchanges

Provide communication systems to students

Meaningfully pair students

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12:1:4

Students will:

Press a switch for cause-effect in pairs

Choose a peer to work with by selecting his/her picture

Greet peers using a communication device

Say goodbye to a peer using a communication device

Identify which peer goes next through eye gaze/pointing

Teachers will:

Use motivating items in groups

Use visual and sensory materials

Record messages for voice output in devices

Maintain switches and communication systems

Give students access to real items

Families will:

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6:1:1

Students will:

Request an item from a peer

Work together taking turns to complete an activity

Ask each other for help with a task

Take orders from peers during JARS

Greet each other upon arrival

Teachers will:

Have picture symbols available in all settings

Use team building activities to enhance partner work

Have communication systems ready

Develop a systems to give students rotating opportunities

Use scaffolding strategies to foster independence

Families will:

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Pose questions regarding what the child has learned

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