Lab Model Progression | Foundation Phase

	Teacher/Students Action(s)		Possible Next Move to Take
Planning Before Lesson	**1**	The classroom environment is set up for some students to receive whole group instruction and some students to use technology.	Organize your space so your whole group area is separate from your technology area.
Teacher Station	**2**	Teacher creates and shares an **agenda** for rotations that includes student groups, expectations, and transitions.	Post schedule for rotations and use a timer. Set and practice transition expectations.
	3	Teacher delivers a mini-lesson and monitors task completion of the lab group.	Use a teacher dashboard if students are accessing content through an **adaptive software program** or create your own virtual checks that you can monitor remotely (e.g., Google Forms, LanSchool) in real time.
	4	Teacher checks for understanding and sometimes gives general feedback.	Create a check for understanding to measure student mastery and give feedback to the group.
Lab Station	**5**	Students access digital content through an agenda with clear directions.	1. Use an **adaptive software program**, if available. 2. If not, create a digital set of tasks or activities completed at their own pace.
	6	Students access the online content in a computer lab or on a computer away from the whole group lesson.	1. If using an **adaptive software program**, provide log-in and directions for students to access content. 2. If not, provide instructions for a digital set of tasks or activities completed at their own pace.
	7	Students' progress and misconceptions are monitored and addressed after the lab rotation is completed.	Create a system for providing feedback to students on tasks completed during the lab rotation.
Student Role	**8**	Students exercise routines and procedures that minimize disruptions.	Explicitly teach, practice and post routines for accessing devices and software.
	9	Students troubleshoot and access the online task.	Create and post a procedure for students to follow when devices or programs aren't working.
	10	Students track progress using metrics of time spent, lessons completed, or standards mastered.	Create a system for students to track their own minutes completed, lessons completed on software, or standards mastered (if using an **adaptive software program** this may be embedded).

Access all tools, inspiration, and reference alignment to TEI and the PL Coaching and Development Rubric at www.thepltoolbox.com/labrotation.

DALLAS INDEPENDENT SCHOOL DISTRICT

Lab Model Progression | Differentiated Phase

		Teacher/Students Action(s)	Possible Next Move to Take
Teacher Station	**1**	Teacher delivers differentiated small group lessons and monitors task completion of the lab group.	Use a teacher dashboard if students are accessing content through an **adaptive software program** or create your own virtual checks that you can monitor remotely (e.g., Google Forms, LanSchool) in real time.
	2	Teacher completes a check for understanding that is specific to the student group.	Create a differentiated check for understanding to measure student mastery and give feedback specific to each group.
	3	Teacher provides individual, specific feedback (i.e., feedback for learning).	Provide students individual feedback on formative assessment and then use a class roster to record the feedback you provide to individual students.
Lab Station	**4**	Students access the online content through a **to do list** with clear directions.	Create a **to do list** and build habits for self direction for students to complete tasks.
	5	Students work on a differentiated tech-based task assigned by the teacher.	1. If using an **adaptive software program**, review student data and assign lessons based on need. 2. If teacher created, create a digital set of tasks or activities completed at their own pace that is differentiated for each identified group of students.
	6	Students' progress and misconceptions are monitored by the teacher real-time.	1. If using a software program, keep the teacher dashboard up to monitor progress. 2. If teacher-created, review virtual checks for understanding you can monitor (e.g., Google Forms, LanSchool) in real time.
Student Role	**7**	Students exercise routines and procedures that help determine mastery.	Explicitly teach, practice and post routines for navigating software dashboard to determine mastery and next steps.
	8	Students track progress based on mastery.	Create a system for students to track their progress towards mastery (if using an **adaptive software program** this may be embedded).
	9	Students **reflect** on standards worked on for that day from the software program.	Ensure the student-facing document provides space and instructions for reflection.

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DALLAS INDEPENDENT SCHOOL DISTRICT

Lab Model Progression | Personalized Phase

		Teacher/Students Action(s)	Possible Next Move to Take
Teacher Station	**1**	Teacher facilitates individuals or groups in completing the **self-paced lesson** and monitors task completion of the lab group.	Explicitly teach, practice, and post routines for working on self-paced tasks. If working in groups, teach and practice expectations for collaboration (e.g. sentence starters, question prompts, or accountable talk)
	2	Teacher divides time between **1:1 goal conferencing** and small group lessons.	Create a weekly schedule so that all students participate in a **1:1 goal conference**.
	3	Teacher checks for understanding through a formative assessment that is varied, authentic, relevant, and rigorous.	Close out the teacher rotation by using differentiated formative assessments to measure student mastery.
Lab Station	**4**	Students access their technology tasks for the day through their **work plan**.	Organize technology in a way that allows students to exercise their choice based on mastery and personal preference.
	5	Students exercise routines and procedures that allow for peer to peer troubleshooting.	Explicitly teach, practice and post routines for students to help each other with software access and tracking procedures.
	6	Students hold each other accountable on software progress and misconceptions in real time with support from the teacher as needed.	Create a system for peer tutoring based on mastery of standards. Explicitly teach students how to use the system.
Student Role	**7**	Students use individual data to determine the order to complete skills/tasks to complete on their **work plan**.	Teach students how to review their own data and make purposeful decisions about what to practice or which task to complete.
	8	Students set a goal based on progress towards mastery, based on their data from the **adaptive software program** or tasks on their **work plan.**	Create a goal tracker for students to use when conferencing with teacher and/or peers on tasks mastered.
	9	Students monitor goals and make adjustments based on feedback from the teacher or from a peer conference.	Create a protocol for students to **reflect** on their goal progress and set next steps.

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DALLAS INDEPENDENT SCHOOL DISTRICT