



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.	<ol style="list-style-type: none"> 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.	<ol style="list-style-type: none"> 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.

Lab Rotation Progression | Foundation → **Differentiated** → Personalized

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