



## Lab Model Progression | Foundation Phase

	Teacher/Students Action(s)		Possible Next Move to Take
<b>Planning Before Lesson</b>	<b>1</b>	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.
<b>Teacher Station</b>	<b>2</b>	Teacher creates and shares an <b>agenda</b> for rotations that includes student groups, expectations, and transitions.	Post schedule for rotations and use a timer. Set and practice transition expectations.
	<b>3</b>	Teacher delivers a mini-lesson and monitors task completion of the lab group.	Use a teacher dashboard if students are accessing content through an <b>adaptive software program</b> or create your own virtual checks that you can monitor remotely (e.g., Google Forms, LanSchool) in real time.
	<b>4</b>	Teacher checks for understanding and sometimes gives general feedback.	Create a check for understanding to measure student mastery and give feedback to the group.
<b>Lab Station</b>	<b>5</b>	Students access digital content through an agenda with clear directions.	<ol style="list-style-type: none"> <li>1. Use an <b>adaptive software program</b>, if available.</li> <li>2. If not, create a digital set of tasks or activities completed at their own pace.</li> </ol>
	<b>6</b>	Students access the online content in a computer lab or on a computer away from the whole group lesson.	<ol style="list-style-type: none"> <li>1. If using an <b>adaptive software program</b>, provide log-in and directions for students to access content.</li> <li>2. If not, provide instructions for a digital set of tasks or activities completed at their own pace.</li> </ol>
	<b>7</b>	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.
<b>Student Role</b>	<b>8</b>	Students exercise routines and procedures that minimize disruptions.	Explicitly teach, practice and post routines for accessing devices and software.
	<b>9</b>	Students troubleshoot and access the online task.	Create and post a procedure for students to follow when devices or programs aren't working.
	<b>10</b>	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 <b>adaptive software program</b> this may be embedded).

### 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](http://www.theplttoolbox.com/labrotation).