



## 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 <b>self-paced lesson</b> 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 <b>1:1 goal conferencing</b> and small group lessons.	Create a weekly schedule so that all students participate in a <b>1:1 goal conference</b> .
	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 <b>work plan</b> .	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 <b>work plan</b> .	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 <b>adaptive software program</b> or tasks on their <b>work plan</b> .	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 <b>reflect</b> on their goal progress and set next steps.

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

Access all tools, inspiration, and reference alignment to TEI and the PL Coaching and Development Rubric at [www.thepitoolbox.com/labrotation](http://www.thepitoolbox.com/labrotation).