



## Individual Rotation Progression | Foundation Phase

	Teacher/Students Action(s)		Possible Next Move to Take
<b>Planning Before Lesson</b>	<b>1</b>	Teacher has planned differentiated small group lessons.	Create a schedule to ensure you can deliver your differentiated small group lessons.
	<b>2</b>	Teacher creates and shares an agenda for time that includes student groups, expectations, and transitions.	Post schedule for small groups and use a timer. Set and practice transition expectations.
<b>Teacher Role</b>	<b>3</b>	Teacher monitors task completion while students are working and begins to provide feedback verbally or digitally that is compliance driven.	Create a system or identify a way to monitor and track task completion for all students.
	<b>4</b>	Teacher delivers differentiated small group lessons and might monitor task completion simultaneously.	Build time into your small group lesson to pause and monitor task completion for students not in your small group.
	<b>5</b>	Teacher provides individual, instructional feedback to some students in the small group as well as those working independently.	Build time into your small group lesson to deliver real-time feedback to individual students both in your small group and working independently.
<b>Organization of Learning</b>	<b>6</b>	Teacher shares when and where student groups will transition verbally with no visuals.	Ensure that the schedule or agenda is time-bound and is accessible to every student at any time.
	<b>7</b>	Teacher organizes tasks in a sequential order using a <b>to do list</b> format.	Create a to do list for your students to follow when they are not attending a small group lesson that includes <b>on-demand directions</b> for all tasks.
	<b>8</b>	Teacher supports students to determine the order of to do list task completion.	Teach students to prioritize tasks to meet deadlines when they are not attending a small group lesson.
<b>Student Role</b>	<b>9</b>	Students use the rotation schedule to transition and can access the on-demand directions at the next station.	Explicitly teach and post the rotation schedule and time for students. Ensure there are <b>procedural directions</b> through the completion of each task.
	<b>10</b>	Students track task completion by checking off tasks from the to do list.	Provide students with their own to do list to track task completion.
	<b>11</b>	Students respond to teacher feedback and reflect on task completion.	Incorporate opportunities for student reflection so that students start to make the connections for what helped them be successful in learning.



## Individual Rotation Progression | Differentiated Phase

	Teacher/Students Action(s)		Possible Next Move to Take
Teacher Role	1	Teacher plans small group lessons aligned to the learning goal and uses real-time data to pull students for small groups.	Open the lesson with a Demonstration of Learning (DOL) or diagnostic questions to gauge mastery towards the daily learning goal.
	2	Teacher uses real-time data to determine which student(s) need what pre-created small group lessons.	Create small group lessons based on anticipated misconceptions.
	3	Teacher may not meet with every group of students during the lesson.	Maximize teacher time by using student data to prioritize small group instructional time with students.
Organization of Learning	4	Teacher creates differentiated to do lists to meet needs of student groups.	Create different to do lists based on student misconception of mastery of learning goals.
	5	Teacher creates a <b>work plan</b> to meet student learning goals.	Create a work plan that breaks down tasks into <b>Must Dos and Mays Dos</b> .
	6	Teacher supports students in building or strengthening self-directed habits.	Explicitly teach students skills such as breaking down tasks into bite-sized chunks, managing time, and ensuring their environment is distraction free.
Student Role	7	Students understand when to work independently and when to collaborate with their peers.	Write and ensure every task has clear and explicit directions and/or roles for collaboration.
	8	Students use strategies to manage their time to meet deadlines set by the teacher.	Coach students to use strategies such as breaking down tasks into bite-size chunks, managing time, and ensuring their environment is distraction free.
	9	Students reflect on their ability to meet deadlines and progress towards learning goal(s).	Incorporate opportunities for student reflection on progress towards building self-directed habits.

## Individual Rotation Progression | Personalized Phase

	Teacher/Students Action(s)		Possible Next Move to Take
Teacher Role	1	Teacher monitors for misconceptions while students are working and begins to provide feedback on some tasks verbally or digitally that are instructionally driven.	Create an exemplar for highest leverage tasks to guide your coaching/redirection prompts for students.
	2	Teacher pauses small group lesson to provide feedback to multiple groups.	Teacher schedules time within the block to give feedback on multiple tasks.
	3	Teacher uses a system for students to access an example or provide an answer key to check their work that does not interrupt small group instruction.	Create a system for students to receive on-demand feedback before they move on to another task.
Organization of Learning	4	Teacher scaffolds instruction by branching so that students complete a check for understanding that differentiates the next move for the student.	Organize instruction to be adaptive for students to complete a check for understanding before they advance.
	5	Teacher uses data to assign a <b>playlist</b> to an individual or group based on student needs.	Create a playlist that is sequential and has a: pre/post assessment, uses multiple modalities to teach or opportunities for practice, and embedded checks for understanding.
	6	Teacher uses a system for mastery data to be accessible for all students.	Create a system that makes data visual for the individual student.
Student Role	7	Students use <b>on-demand feedback</b> to correct their mistake(s).	Embed additional practice for students who don't achieve mastery the first time.
	8	Students reflect on progress towards mastery data and engage in <b>authentic learning</b> .	Create opportunities for students to understand real-world connection to what they are learning.
	9	Students apply learning and co-create <b>authentic products</b> with their peers.	Design opportunities for students to share and/or define their summative work with an authentic audience for feedback and celebration.

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