



Individual Rotation Progression | Foundation Phase

| | Teacher/Students Action(s) | | Possible Next Move to Take |
|---------------------------------|----------------------------|---|---|
| Planning Before Lesson | 1 | Teacher has planned differentiated small group lessons. | Create a schedule to ensure you can deliver your differentiated small group lessons. |
| | 2 | Teacher creates 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. |
| Teacher Role | 3 | 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. |
| | 4 | 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. |
| | 5 | 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. |
| Organization of Learning | 6 | Teacher provides access to the agenda at all times that includes when and where student groups will transition. | Ensure that the agenda is time-bound and is accessible to every student at any time. |
| | 7 | Teacher organizes tasks in a to do list format. | Create a to do list for your students to follow when they are not attending a small group lesson that includes on-demand directions for all tasks. |
| | 8 | 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. |
| Student Role | 9 | 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 procedural directions through the completion of each task. |
| | 10 | 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. |
| | 11 | 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. |

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



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 work plan to meet student learning goals. | Create a work plan that breaks down tasks into Must Dos and May Dos . |
| | 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. |

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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 playlist 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 on-demand feedback 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 authentic learning . | Create opportunities for students to understand real-world connection to what they are learning. |
| | 9 | Students apply learning and co-create authentic products with their peers. | Design opportunities for students to share and/or define their summative work with an authentic audience for feedback and celebration. |

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