



## 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.