



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 Mays 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.