



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. |

Individual Rotation Progression | Foundation → Differentiated → **Personalized**

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

