Coaching Companion
Station Rotation Progression | **DIFFERENTIATED PHASE**

		Teacher/Students Action(s)	Possible Next Move to Take
Teacher Station	1	Teacher has at least three differentiated small group lessons (i.e., mastery, interest, etc.)	Review student data to identify three groups of students who need different small group lessons.
	2	Teacher completes a check for understanding that is specific to the student group.	Create a differentiated check for understanding to measure student mastery and give feedback specific to each group.
	3	Teacher provides individual, specific feedback (i.e., aggressive monitoring).	Provide students individual feedback on formative assessment and then use a class roster to record the feedback you provide to individual students.
Collaboration Station	4	Students complete tasks that are differentiated (i.e., product, mastery, directions, etc.) and could be completed independently.	Use academic and/or non-academic data when planning to create a differentiated task.
	5	Students explain why they're in a particular group and/or why they are working towards a specific learning objective.	1. Implement a routine for students to reflect on their data or learning goals. 2. Post learning objectives or learning goals for each task. Ask students to explain why they're working on a task.
	6	Students work in partners or groups but not necessarily to create or complete the task.	Teach and practice expectations for students to work together. (e.g. sentence starters, question prompts, or accountable talk).
Technology Station	7	Students track progress on software (or task) based on mastery.	Create a student-facing document to track progress towards mastery on software programs.
	8	Students work on a differentiated tech-based task assigned by the teacher.	1. If using an adaptive software program, review student data and assign lessons based on need. 2. If teacher created, create a playlist (digital data-driven set of tasks or activities completed at their own pace) that is differentiated for each identified group of students.
	9	Students' progress and misconceptions are monitored by the teacher in real time.	1. If using a software program, keep the teacher dashboard up to monitor progress from your table. 2. If teacher created, embed virtual checks for understanding you can monitor (i.e Google Forms) in real time.

Observation Notes:

Station Rotation Progression | Foundation > Differentiated > Personalized
Access all tools and inspiration at **www.thepltoolbox.com/stationrotationprogression**

DALLAS
INDEPENDENT SCHOOL DISTRICT