



## Station Rotation Progression | Foundation Phase

	Teacher/Students Action(s)		Possible Next Move to Take
<b>Planning Before Lesson</b>	<b>1</b>	Teacher has planned two differentiated small group lessons.	Review student data to identify two groups of students who need different small group lessons.
	<b>2</b>	Teacher creates and shares an agenda for rotations that includes student groups, expectations, and transitions.	Post schedule for rotations and use a timer. Set and practice transition expectations.
<b>Teacher Station</b>	<b>3</b>	Teacher holds students accountable for set expectations for rotations and transitions.	Reset expectations to ensure they are specific, concrete, sequential and observable.
	<b>4</b>	Teacher uses small group time to complete one of the three: direct teach, reteach, or address misconceptions based on the trends in data identified in planning.	Plan two small group lessons that align to the learning goal at the collaboration, and technology station (one standard for all three stations).
	<b>5</b>	Teacher checks for understanding and sometimes gives general feedback.	Create a check for understanding and sometimes get general feedback.
<b>Collaboration Station</b>	<b>6</b>	Students have clear, on-demand, sequential directions for task(s).	<ol style="list-style-type: none"> <li>1. Create a task card with explicit directions (written, pictorial, or video) at the station.</li> <li>2. Establish routines and procedures for using the task card.</li> </ol>
	<b>7</b>	Students independently complete tasks aligned to daily class learning goals).	Plan one activity that aligns to the learning goal at the teacher and technology station (one standard for all three stations).
	<b>8</b>	Students access on-demand feedback on their own.	Create a system for students to access an example or provide an answer key to check their work.
<b>Technology Station</b>	<b>9</b>	Students exercise routines and procedures that minimize disruptions.	Explicitly teach, practice and post routines for accessing devices and software.
	<b>10</b>	Students troubleshoot and access the online task.	Create and post a procedure for students to follow when devices aren't working.
	<b>11</b>	Students track progress on software only using metrics of time or lessons completed.	Create a student-facing document to track minutes completed or lessons completed on software.

Access all tools, inspiration, and reference alignment to TEI and the PL Coaching and Development Rubric at [www.thepltoolbox.com/stationrotation](http://www.thepltoolbox.com/stationrotation).



## Station Rotation Progression | Differentiated Phase

	Teacher/Students Action(s)		Possible Next Move to Take
<b>Teacher Station</b>	<b>1</b>	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.
	<b>2</b>	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.
	<b>3</b>	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.
<b>Collaboration Station</b>	<b>4</b>	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.
	<b>5</b>	Students explain why they're in a particular group and/or why they are working towards a specific learning goal.	<ol style="list-style-type: none"> <li>1. Implement a routine for students to reflect on their data or learning goals.</li> <li>2. Post learning goals for each task. Ask students to explain why they're working on a task.</li> </ol>
	<b>6</b>	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).
<b>Technology Station</b>	<b>7</b>	Students track progress on software (or task) based on mastery.	Create a student-facing document to track progress towards mastery on software programs.
	<b>8</b>	Students work on a differentiated tech-based task assigned by the teacher.	<ol style="list-style-type: none"> <li>1. If using an adaptive software program, review student data and assign lessons based on need.</li> <li>2. If teacher created, create a digital set of tasks or activities completed at their own pace that is differentiated for each identified group of students.</li> </ol>
	<b>9</b>	Students' progress and misconceptions are monitored by the teacher in real time.	<ol style="list-style-type: none"> <li>1. If using a software program, keep the teacher dashboard up to monitor progress from your table.</li> <li>2. If teacher created, embed virtual checks for understanding you can monitor (i.e. Google Forms) in real time.</li> </ol>

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## Station Rotation Progression | Personalized Phase

	Teacher/Students Action(s)		Possible Next Move to Take
Teacher Station	1	Teacher creates and adjusts groups based on student learning needs, real-time adjustments are made as needed.	<ol style="list-style-type: none"> <li>Plan three lessons that address three possible misconceptions.</li> <li>Start class with a check for understanding or use an exit ticket from the day before that provides data to group students, based on lessons you have pre-planned.</li> </ol>
	2	Teacher aligns small group instruction to common standard(s) with differentiated learning goal(s) for the individual student.	Review individual student work and data to create learning goal(s) aligned to the student's misconception of the standard.
	3	Teacher checks for understanding through a formative assessment that is varied, authentic, relevant, and rigorous.	Close out the teacher station by using differentiated formative assessments to measure student mastery.
Collaboration Station	4	Students have <b>roles</b> that promote accountability and encourage collaboration.	Assign and support students in learning the different roles he or she might play in authentic group collaboration.
	5	Students co-create products that are authentic and meaningful.	Create collaborative activities that simulate real-life situations and issues that connect to students' communities.
	6	Students reflect on their role in group collaboration.	Provide a tool (i.e., rubric) for students to reflect on group performance, learning, and how their role and actions contributed to the success of the group.
Technology Station	7	Students use individual data to determine tasks to complete.	Teach students how to review their own data and make purposeful decisions about what to practice or which task to complete.
	8	Students showcase learning through <b>digital products</b> .	Assign task(s) that require students to show deep understanding through the creation of a final product that connects to the real world.
	9	Students interact digitally to provide feedback and make adjustments to products.	Teach or model protocols for students to collaborate and provide feedback to peers when working online to create a joint product.

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