



FOUNDATION PHASE

This phase identifies the sequence of teacher and student actions that must be mastered in order to establish the **foundation** for an effective station rotation.

Planning/ Before Lesson

1. Teacher has planned two differentiated small group lessons.
2. Teacher creates and shares an agenda for rotations that includes student groups, expectations, and transitions.

TEACHER STATION

3. Teacher holds students accountable for set expectations for rotations and transitions.
4. 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.
5. Teacher checks for understanding and sometimes gives general feedback.

COLLABORATION STATION

In the foundation phase, it is appropriate for students to work independently at this station.

6. Students have clear, on-demand, sequential directions for task(s).
7. Students independently complete tasks aligned to daily class learning objective.
8. Students access on-demand feedback on their own.

TECHNOLOGY STATION

Software makes instructional decisions/software dominant

9. Students exercise routines and procedures that minimize disruptions.
10. Students troubleshoot and access the online task.
11. Students track progress on software only using metrics of time or lessons completed.



DIFFERENTIATED PHASE

This phase identifies the sequence of teacher and student actions that enables differentiation in an effective station rotation.

TEACHER STATION

1. Teacher has at least three differentiated small group lessons (i.e., mastery, interest, etc.)
2. Teacher completes a check for understanding that is specific to the student group.
3. Teacher provides individual, specific feedback (i.e., aggressive monitoring).

COLLABORATION STATION

In the differentiated phase, it is appropriate for students to sometimes work independently at this station.

4. Students complete tasks that are differentiated (i.e., product, mastery, directions, etc.) and could be completed independently.
5. Students explain why they're in a particular group and/or why they are working towards a specific learning objective.
6. Students work in partners or groups but not necessarily to create or complete the task.

TECHNOLOGY STATION

Teacher makes instructional decisions/Teacher dominant

7. Students track progress on software (or task) based on mastery.
8. Students work on a differentiated tech-based task assigned by the teacher.
9. Students' progress and misconceptions are monitored by the teacher in real time.



PERSONALIZED PHASE

This phase builds on the Foundation and Differentiated phases to identify the sequence of teacher and student actions that meet the need and interest of every learner.

TEACHER STATION

1. Teacher creates and adjusts groups based on student learning needs, real-time adjustments are made as needed.
2. Teacher aligns small group instruction to a common standard with differentiated learning objectives for the individual student.
3. Teacher checks for understanding through a formative assessment that is varied, authentic, relevant, and rigorous.

COLLABORATION STATION

In the personalized phase, students rarely work independently at this station.

4. Students have roles that promote accountability and encourage collaboration.
5. Students co-create products that are authentic and meaningful.
6. Students reflect on their role in group collaboration.

TECHNOLOGY STATION

Student makes instructional decisions/Student dominant

7. Students use individual data to determine tasks to complete.
8. Students showcase learning through digital products.
9. Students interact digitally to provide feedback and make adjustments to products.