



Station Rotation Progression | Foundation Phase

	Teacher/Students Action(s)		Possible Next Move to Take
Planning Before Lesson	1	Teacher has planned two differentiated small group lessons.	Review student data to identify two groups of students who need different small group lessons.
	2	Teacher creates and shares an agenda for rotations that include student groups, expectations, and transitions.	Post schedule for rotations and use a timer. Set and practice transition expectations.
Teacher Station	3	Teacher holds students accountable for set expectations for rotations and transitions.	Directly teach or reset expectations to ensure they are specific, concrete, sequential and observable.
	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.	Plan two small group lessons that align to the learning goal at the collaboration, and technology station (one standard for all three stations).
	5	Teacher checks for understanding and sometimes gives general feedback.	Create a check for understanding to measure student mastery and give feedback to the group.
Collaboration Station	6	Students have clear, on-demand , sequential directions for task(s).	<ol style="list-style-type: none"> 1. Create a task card with explicit directions (written, pictorial, or video) at the station. 2. Establish routines and procedures for using the task card.
	7	Students independently complete tasks aligned to daily class learning goal(s).	Plan one activity that aligns to the learning goal at the teacher and technology station (one standard for all three stations).
	8	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.
Technology Station	9	Students exercise routines and procedures that minimize disruptions.	Explicitly teach, practice and post routines for accessing devices and software.
	10	Students troubleshoot and access the online task.	Create and post a procedure for students to follow when devices aren't working.
	11	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.