

STATION TEACHING FRAMEWORK

BY ALI NAVA

Use this framework to begin implementing a station teaching model. Please remember to keep knowledge of students in mind while designing and implementing your stations. When introducing a station be sure to model goals/expectations with your students prior to implementation.

The only way to get what you want
IN THIS WORLD
is through
HARD WORK.

— Tiana, The Princess and the Frog



Scheduling

- Begin structuring your stations with an opening and closure activity.
- Goal:
 - this sample schedule will allow students to facilitate cooperative relationships, while establishing high expectations regarding participation, performance and learning.

<i>Opening</i>	<i>Whole Group Activity</i>	<i>Stations/Teacher-led</i>	<i>Closing/Reflection</i>
<i>10-15 mins</i>	<i>20 mins</i>	<i>60-90 mins</i>	<i>10 mins</i>

Group Structure

- Student groups may be homogenous, heterogenous and flexible.
- Determine what you want students to learn or be able to do through station activities.
- Student groupings change based on identified learning targets and goals.
- Group students in a variety of ways so that students have opportunities to work with all other students.

Management

- Use Do Now/Exit tickets to reinforce behavioral expectations.
- Practice transitions among students.
- Use rubrics to address time management, task completion, and behavior.
- Design rigorous, engaging activities that promote peer collaboration and are meaningfully connected to student interests. (Refer to Webb's depth of Knowledge DOK Wheel and Bloom's Verbs when designing station ideas).

Gradual Implementation of Stations

- Begin by initially phasing in one station through modeling, then gradually increasing the number of stations to 4 or more.
- Clearly describe what each station entails and expectations for student learning and work.
- Use task cards and rubrics to explicitly outline goals and outcomes.
- Be sure to plan stations aligned to the CCSS for your grade level.

Role of the Teacher

Your role is ever evolving and remains fluid. While students are working throughout their stations the teacher engages students via

- Small group instruction that is teacher-led to reinforce and introduce concepts. This is the most vital role of the teacher. This is your opportunity to implement progress monitoring and collect student data on formative assessment. It is through these assessments that you tailor instruction to meet individual student needs.
- Circulating from station to station to assess student understanding
- Meeting with individual students to make sure individual learning goals are being met.

Assessment/RTI Data

Ideally, you would like to implement a pre/post assessment to identify those students who need additional support in meeting proficiency on outlined standards/concepts.

Use formative data to tailor instruction, i.e.:

- Running Records
- Conferencing
- Reading Responses
- Retelling Charts
- Reading Interest Surveys
- Authentic assessment opportunities and a combination of self and peer assessments for students to engage in.
- Use "Do", "Done" Folders to keep student work organized.