

Station Learning

Catherine Cueva, Director of MTSS at Hempstead Schools

Mishka Anderson, Ph.D., Hello Inclusion Coach



Agenda

MTSS-Tier 2 Intervention (10 minutes)

Station Teaching Lesson (35 minutes)

Explicit Instruction (10 minutes)

Planning Time (20 minutes)



Goals for this session

Introduce station learning as a tool for tier 2 intervention.

Explore the components of explicit instruction.

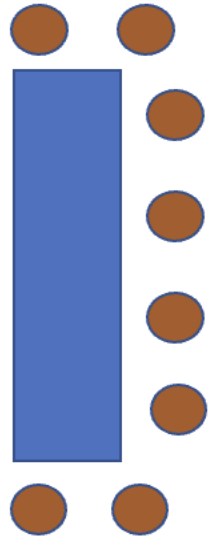


Station Teaching

- Station 1: Fundamentals about Station Learning
- Station 2: Resources that you can use when implementing Station Learning
- Station 3: Reading about Station Learning (Tomlinson, 2014)

Station Learning

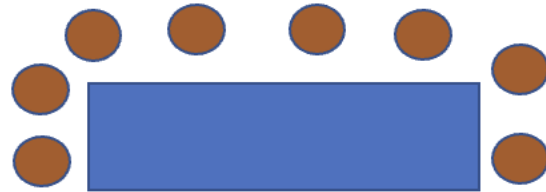
Independent Station



Teacher Directed Station



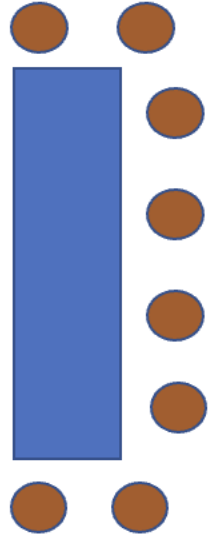
Independent Station



- Different students are working on different tasks in each station (teacher directed, independent stations with inquiry, further practice, computer work, etc.).
- You can differentiate the activities based on interest, learning profile, levels, etc.
- Stagger how you introduce each station to the student. Teach them what they are supposed to do in a station as a whole group.
- You can introduce a new station every day or every week.

Station Learning

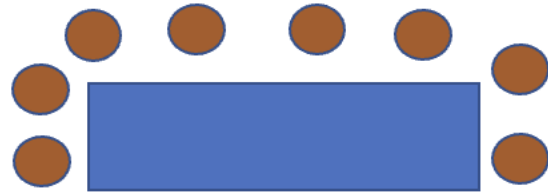
Independent Station



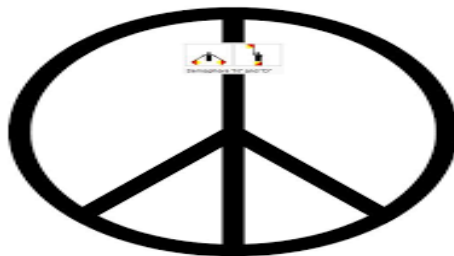
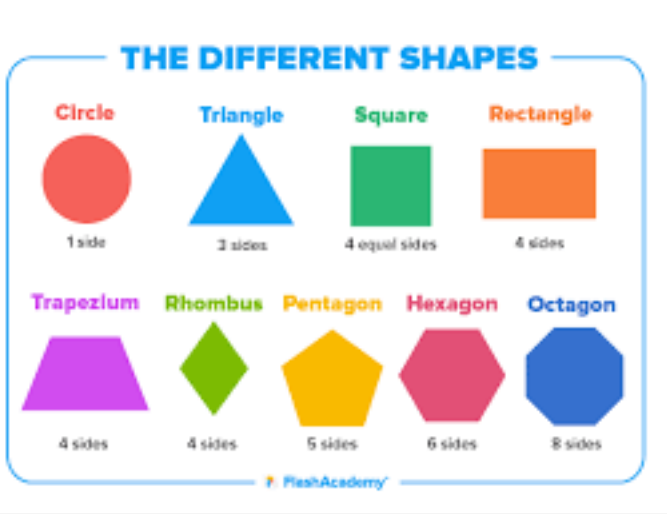
Teacher Directed Station



Independent Station

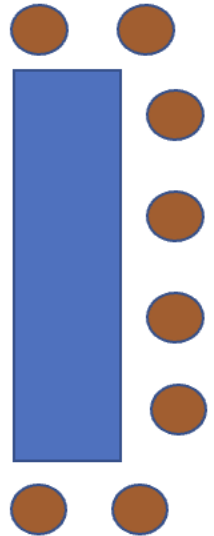


- Stations are different spots in the classroom where students work on various tasks simultaneously.
- They can be used with students of every age and in all subjects.
- They can be distinguished by signs, symbols, or colors, or the teacher simply can ask groups of students to move to particular parts of the room.
- You can position the students facing the board in clusters or not facing each other.



Station Learning

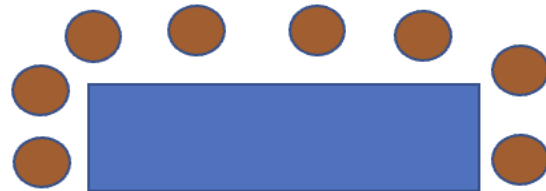
Independent Station



Teacher Directed Station



Independent Station



- Not all students need to go to all stations all the time.
- Not all students need to spend the same amount of time at each station, either.
- Assignments at each station can vary from day to day based on who will rotate there.
- On some days, the teacher decides who will go to a particular station, and what work they will do when they get there.
- On other days, students can make these decisions and choose where they want to go.

Components of Explicit Instruction (Teacher Directed Station)

1. Review (@ 2 minutes)

- a. Review relevant previous learning and tap into what they know.
- b. Review prerequisite skills and knowledge.

2. Presentation (@ 6 minutes)

- a. State lesson goals (what are they learning) and success criteria (how you know they learned).
- b. Present material in small steps.
- c. Model procedures.

Components of Explicit Instruction (Teacher Directed Station)

3. Guided practice (@ 2 minutes)

- a. Require high frequency of responses.
- b. Provide feedback, clues, and prompts.
- c. Have students continue to practice steps.

4. Independent Practice (@ 10 minutes)

- a. Monitor initial practice attempts
- b. Have students continue practice on their own until skills are automatic.
- c. Determine whether the students met your goal/criteria.

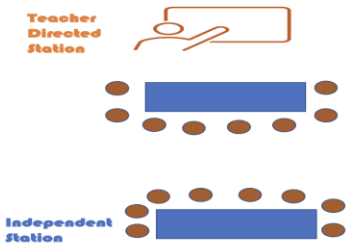
The Process

- **Modeling: I do one, you'll watch** I DO
- **Guided Practice: I do one, you'll help** WE DO
- **Gradual release: you do one, I'll help**
- **Independent practice: You do one, I'll watch** YOU DO

Steps on How to Plan a Station Learning Lesson

- Subject Area
- Lesson Objective?
- How many stations will there be?
- Who will go to each station?
- How much time for each station?
- Will it take place in one period, over periods, over days?
- What will be taught in the teacher directed station?
- What will be done in the independent stations?
- How can you differentiate, modify, or accommodate the stations to meet the various levels of students?
- Where will the stations be located?
- How will you divide the groups? Behavior kids first.

Station Learning



Subject Area:

Lesson Objective:

Station 1 (teacher directed station):

What will be taught?

Student Names:

Where will the station be located?

Minutes?

I DO

WE DO

YOU DO

Differentiation? Modifications? Accommodations?

Station 2:

What will students do?

Student Names:

Where will the station be located?

Minutes?

Differentiation? Modifications? Accommodations?

Station 3:

What will students do?

Student Names:

Where will the station be located?

Minutes?

Differentiation? Modifications? Accommodations?