

Stations
***A Differentiated Approach to Meeting The
Needs Of Your Students***


Nancy Gould M.Ed.
Regional Education Specialist



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The Dilemma

- How do teachers provide instruction that honors the uniqueness of each individual in a classroom that is likely to be overpopulated, undersupplied, and perpetually short of time?
Tomlinson, 2003



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- If as teachers, we increase our understanding of who we teach and what we teach, we are much more likely to be able to be flexible in how we teach.

Tomlinson, 2003



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Stations vs. Centers

- Stations are different places in the classroom where students work on tasks simultaneously, and whose activities are linked. Stations are where instruction or guided practice takes place.
- Centers are areas in the classroom where students explore, refine, extend or experience unguided practice of a concept.



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Stations are:

- part of a whole concept, topic, or theme being taught.
- different places in the classroom where students work on tasks simultaneously, and whose activities are linked.
- are ways to differentiate instruction by content, process, product, rigor and environment.



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The Teaching Station

- Students receive direct instruction from the teacher.
- Students work on focus lessons, guided practice, or reteaching, or enrichment opportunities.
- Students only need stations that will help them move toward meeting or exceeding proficiency.



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Station Ideas

- **Just The Facts Jack Teaching Station** -direct instruction
- **Plead Your Case Comprehension Station** - students use concrete examples to defend their work
- **Get It Right Practice Station** -students practice with concepts on which they need additional experience. Students complete a self-evaluation and leave dated work at station
- **Connect The Dots Application Station** -students work on application



What Does This Look Like?

- Whole class warm-up
- Review station assignments made based on pre-assessment
- Pull a group to the teacher's station for a structured focus lesson
- Other students work at their stations.
- Whole-class closure activity-exit cards



Management

- Use anchor activity center to manage students who finish early, get stuck or need to visit any of the stations that day.
- Build time in at the Teaching Station for you to circulate.
- Spend time modeling the expectations/norms you have for how students should behave, as well at what they will encounter at each station.
- Collaborate to develop tasks for review, practice, or acceleration.
- Have students self-correct when possible
- Have students keep logs, journals, for accountability
- **THINK BIG, START SMALL, AND GO FOR THE EASY WIN...**

• Montgomery County Public Schools



“You haven’t failed if a strategy doesn’t work for you—you’ve succeeded when you adapt it or decide to try a different one.”

Heacox, 2002

