

## Station Teaching

	We can use station teaching in our classroom when.....
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**Description:** Teachers divide content or instructional activities and teach at different "stations". The general education teacher provides instruction at one station and the special education teacher provides instruction at another station. A third station could allow students to work independently. Students are divided into groups and rotate among the different stations.

**Pros:** Lower student-teacher ration, variety of instructional activities, opportunity for differentiated instruction and high student engagement.

**Cons:** Noise and distraction and it may require extensive upfront planning.

**Guidelines for Use:** Both teachers should teach all groups. Student groups may rotate on different schedules. Teach students to transition smoothly by providing specific behavioral expectations. To reduce classroom activity level, teachers may rotate among stations rather than students. An independent station may include computer-based instruction, centers, cooperative pairs or independent practice.

### Station Teaching is appropriate when:

- Content needs differentiation for skill-level, remediation or enrichment
- Students need instruction with different pacing or extra practice
- There are several topics of study in one unit

**Pitfalls to Avoid:** Repeatedly grouping the same students or providing nonessential activities and busy work to students.

**Rotation of Groups:** Daily (one period split into 3 equal time segments)  
Over 1-1/2 days (3 -1/2 period time segments)  
Over 3 days (3 one-period time segments)

## **Station Teaching (continued)**

### **Elementary Examples**

- In reading, one teacher teaches a phonics/decoding program, one teacher does guided reading activities, and independent groups read silently or complete accelerated reader tests.
- In math, one teacher introduces a new skill, one teacher provides additional practice activities on important skills previously introduced, and students complete independent practice on mastered skills.

### **Middle School Examples**

- In science, students rotate through four lab stations. Each teacher assists students in one station while monitoring one of the independent stations.
- In language arts, one teacher teaches grammar mini-lessons, one teacher conducts "writer's workshop," and students complete spelling practice activities at the independent station.

### **High School Example**

- In geometry, students complete three stations: computer simulations (independent), constructing models (one teacher monitors), and written work (one teacher monitors).
- In literature, students either read a short story silently or listen to a short story on tape independently. The general education teacher discusses literary terms, and students list examples representing the terms from short stories on a graphic organizer. The special education teacher reviews vocabulary words using a linking (association) strategy.

### **Nonexamples**

- Students in a 3<sup>rd</sup> grade class are grouped according to reading ability for reading instruction in a basal series. The special education teacher is responsible for teaching the lower-level group, which includes students with and without disabilities. The general education teacher is responsible for teaching the higher-level group.
- Students in a 7<sup>th</sup> grade math class are divided into two ability groups. In order to reduce classroom noise and distraction, the special education teacher teaches one group of students with and without disabilities in the resource room on a daily basis.