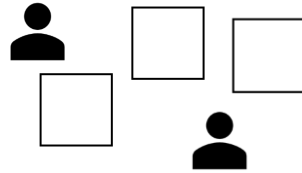




## Supporting Them All with Stations



Paula Kluth, Ph.D.  
with Jessica Stargardter  
& William Miller

1

A portrait of Paula Kluth, a woman with blonde hair wearing a red top, is on the left. To her right are two book covers. The top one is 'Universal Design DAILY' with a white background and colorful text. The bottom one is '30 DAYS TO THE CO-TAUGHT CLASSROOM' with a black background and white text, featuring a cartoon illustration of two people.

Paula Kluth,  
Ph.D.

- [www.inclusionrules.com](http://www.inclusionrules.com)
- researcher/consultant/author
- author of 14 books on inclusive ed (e.g., UDL, co-teaching, autism)
- former professor of education & K-12 inclusion facilitator

2

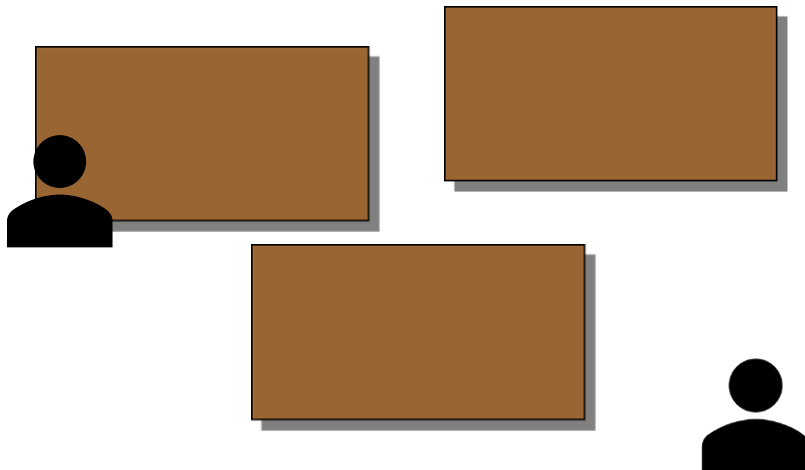


3

## station teaching

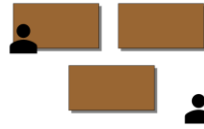
-the ultimate UDL/differentiation tool

-support for individual students with unique learning profiles



4

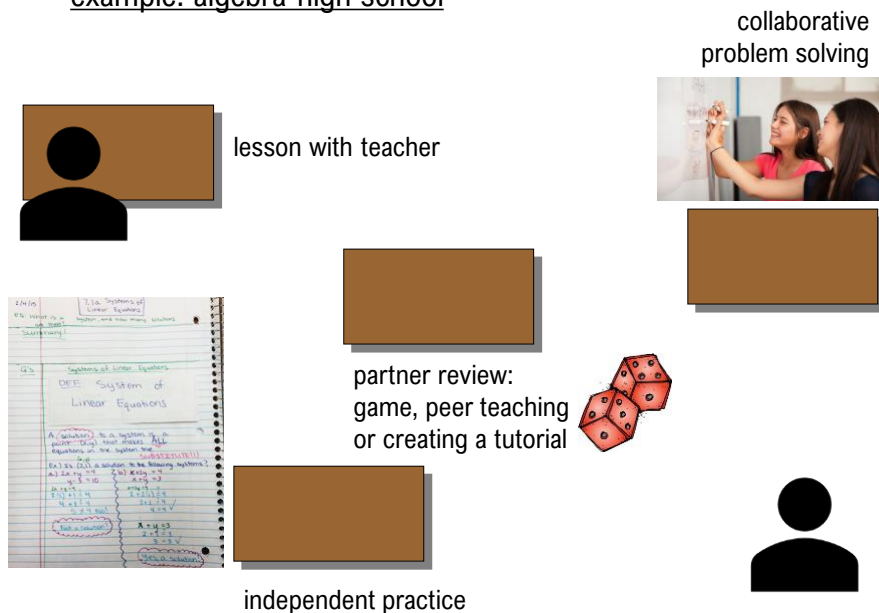
## stations: designing for all



- Students can work at their own pace/level.
- A range of skills can be addressed including those on IEPs.
- Students can be working and problem solving the entire class period (100% active engagement).
- Teachers can work with individual students or small groups.
- Two teachers can take on different roles to further individualize learning (e.g., one teaching mini-lesson, one facilitating).

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### example: algebra-high school

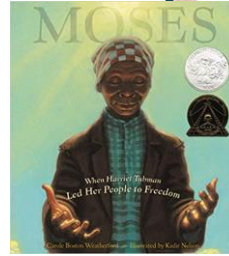


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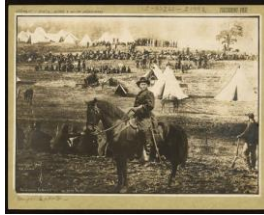
example: social studies-  
elementary



partner reading:  
content-related  
literature

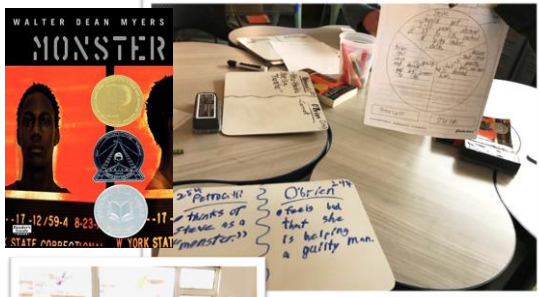


skill practice w/ or  
w/o teacher/peer  
assistance (e.g.,  
understanding maps)



teacher-led exploration  
of primary sources

7

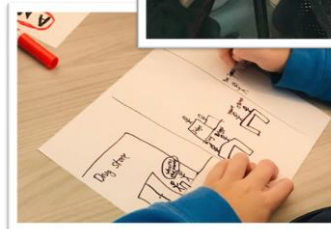


letter, poem, or  
spoken word

Socratic seminar



teacher-led  
discussion



sketchnotes

example: ELA- middle school  
Jessica Stargardt [enrichment] &  
William Miller [ELA/literacy specialist]

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## Sustaining Effort &amp; Persistence

## ENGAGEMENT

\* Vary Demands &amp; Resources to Optimize Challenge



## Day 139 Take Your Stations

Station teaching involves setting up spots in the classroom where small groups of students work on different tasks simultaneously. Stations can involve a wide range of activities including web searches, small-group discussions, independent or partner reading, art or drama exercises, teacher-led mini-lessons, games, brainstorming, video-clip viewings, and examinations of artifacts.

For example, students in a math class might rotate through five stations with specific goals and outcomes such as

- ★ working with the teacher to learn about improper fractions,
- ★ generating real-world applications for using fractions,
- ★ exploring children's literature about fractions.
- ★ solving fractions problems from the textbook,
- ★ working on fact practice using a choice of two different apps, and

One of the satisfying aspects of station teaching is how very easy it is to support the needs of all learners. For instance, any number of adults can be brought into the classroom to facilitate or lead the stations, and many different types of materials can be incorporated into these lessons. Other ideas for creating a UDL lesson with stations include

- ★ offering choices of stations or offering choices within stations;
- ★ labeling one area of the classroom as an enrichment, new tech exploration, or independent project station and letting all students who finish their work visit this station; and
- ★ asking students for ideas on how to make the stations lessons more relevant, challenging, or appealing.

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example: personalized learning stations—  
every student gets unique assignments

Georgia

- Research Station
- Vocabulary Station (you are the facilitator)
- one center of your choice: Blog Station, Poetry Station, & Writing Station

Oliver

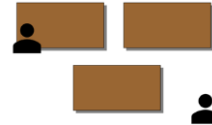
- Research Station
- two centers of your choice: Blog Station, Poetry Station, Communication Station & Writing Station

Phillip

- Research Station (exploring bookmarked websites with Dimitri)
  - Communication Station (working w/ Ms. B. and any peers at the center)
  - one station of your choice, if you have time
- 

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## stations: choosing tasks



- Lead with the lesson not with the tasks.
- Look at your data. What do learners need?
- Prioritize small group instruction!
- Don't focus only on products; students can read, watch a clip, have a discussion, etc.
- Remember that you can differentiate with the process, the tasks, or the materials.

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**TABLE 16.1**  
**Station Teaching Mini-Lesson/Activity Ideas**

Students at stations could be asked to:

» write poems, letters or short responses	» make a sketch, collage, painting, cartoon or drawing	» participate in a teacher-led mini-lesson
» develop a collaborative PowerPoint presentation with all visitors to that station	» audio record a speech, conversation or interview	» participate in a student-led mini-lesson
» create a blog entry	» create a video commercial related to content	» engage in a small-group discussion
» design a card or board game	» shoot an e-tutorial (teach a skill or solve a problem on video)	» brainstorm a list of ideas or solutions
» generate charts, graphs or diagrams	» complete a worksheet or problems in a textbook	» collect data/interpret data
» write a jingle or song	» collaboratively solve a problem	» analyze documents or artifacts
» write a script and act out a scene	» create a test or quiz for a segment of content	» listen to a piece of music
» compile a booklet or pamphlet	» write a news report/bulletin	» play or compose a piece of music
» generate a petition or survey	» create an advertisement, PSA or poster	» snap and edit photos
» design a simulation or role play	» watch a video clip on an educational website (e.g., www.nationalgeographic.com/video/)	» create a learning station
» compile a newspaper or newsletter		» facilitate an activity, game or group discussion
» create a model or diorama		
» develop a set of guided notes		

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### One-Minute Book Reviews



Have you ever struggled to figure out what book to read next? If so, you will love this station!

As soon as you are seated:

- Begin reviewing the 1-minute on the table. Read at least 3.
- Look at the list of the books semester.
- Choose at least 3 and write them.

\*Remember: Your reviews should be memorable. You are trying to them decide if the book you like is one they will like.


### Station 4: Partner Problems

1. CHOOSE a PROBLEM to SOLVE.
2. WORK ON THE PROBLEM WITH your partner.
3. WHEN you SOLVE it, create a SHORT VIDEO NARRATING your PROCESS. Upload the video & LABEL USING BOTH your NAMES.

**Implementation tips:**

- Provide clear directions at each station.
- Determine clear goals for each activity/experience.
- Create a routine for assessing/practicing this format.

#### STATION #2 Dialogue Group: The Progressive Era



This station is teacher-led.

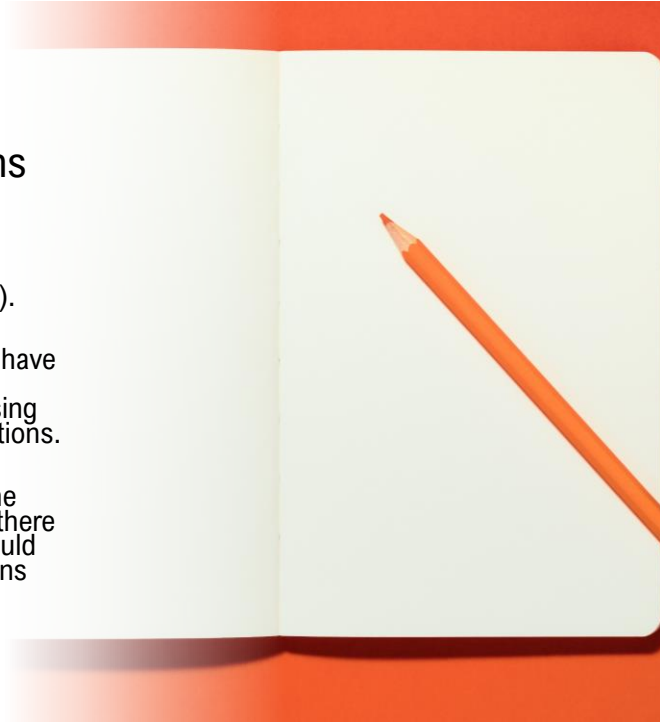
Every group member must contribute to discussion.

Why have some historians called the Progressive Era a "response to industrialism"?

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## planning considerations

- Plan in patterns (within patterns).
- When possible, have both educators teaching/assessing at individual stations.
- Think outside the classroom; are there partners you could bring into stations lessons?



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Final thoughts?



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