Station Rotation

Gaberielle Miller

Kennesaw State University

October 2018

Dr. Jim Wright

**Station Rotation Blended Learning**

I am a second-grade teacher at Russell Elementary School (RES) an elementary school in Smyrna, Georgia. My school is located in the Concord Covered Bridge-Ruff’s Mill Historic area near the remains of several early pioneer communities and Civil War battlefields. Over the years, my school’s enrollment has multiplied. The city has grown from a sleepy rural town into a bustling community (“About Richard B. Russell Middle School,” 2018). My school is a Title I school that receives financial assistance from the state, due to the high numbers of children from low-income families. Of the 676 students attending, 41% are African American, 38% are Hispanic, 18% are Caucasian, and the other 3% are multiracial or Asian /Pacific. Islander. Seventeen percent of our school population is made up of students with disabilities (SWD). In addition, 76% of our students are eligible for free/reduced meals (“Russell Elementary School,” 2018). There are 43 certified staff members, four special education pre-kindergarten, four kindergarten teachers, six first grade teachers, five-second grade teachers, six third grade teachers, five fourth grade teachers, and five fifth grade teachers.  We also have three English Speakers of Other Languages (ESOL) teachers, one advanced learning teacher, two academic coaches, two full-time Early Intervention Program (EIP) teachers and other teachers that specialize in other content areas.

RES is a Positive Behavior Intervention and Supports (PBIS) school. Russell became a PBIS school to help strengthen school culture, and to increase the school’s sense of safety, and improve our academic outcomes (“Positive Intervention Behavior and Supports,” 2018). According to the Governor’s Office of Student Achievement Report Card, RES overall performance is higher than 45% of schools in the state. Furthermore, students’ academic growth is higher than 74% of schools with similar demographics in Cobb County. Over the past two years, RES is performing better than similar schools with a College and Career Ready Performance Index (CCRPI) score of 72.8 (“Russell Elementary School,” 2018). Although Russell is continuing to make growth year after year, our students still struggle when it comes to math fluency and writing.

I have the pleasure of teaching a total of 34 students in a program called Dual Language Immersion (DLI). DLI is a bilingual program in which students are taught literacy and content in two languages. In this program, students split their day between instruction in Spanish and English. Students learn Spanish phonics, math, science, and social studies in Spanish from one teacher while I teach them reading, writing, and phonics in English. The English teacher also reinforces content that students learn in math, science and social studies. The DLI program will help students to become bilingual and bi-literate in society. DLI is currently implemented in kindergarten, first, and second grade this year.

In my homeroom, I have 16 students, five are boys, and 11 are girls. Of the 16 students in my homeroom class, six are African American, seven are Hispanic, and three are Caucasian. I am with this group of students at least two hours of the day. My collaborating teacher has a total of 18 students in her homeroom. Out of the 18 students, five are boys, and 13 are girls. Out of those 18 students, six are African American, nine are Hispanic, one is Caucasian, one is Asian, and one is multi-racial. Together, we have 17 students that receive free/reduced lunch. Five of our students receive Early Intervention Program (EIP) services for math and reading, and 18 of my students receive English as a Second Language (ESOL) services. I serve the EIP and ESOL students within my class. I have one student who qualifies for special education services due to a learning disability (LD). Overall, I think the makeup of our classrooms represents a diverse population.

In summary, RES is a fantastic school that’s striving to do greater things. Our goals at RES is not only to be creative and resourceful, but also to prepare students to become digital age learners. When students leave REA, we want to have passed on more than just knowledge about academic subjects, but also specific values, attitudes, and life skills.

For RES to prepare digital age learners for success in our society, we have to focus on our students’ writing skills, while equipping and empowering our students with the necessary skills of higher order thinking, creativity, and problem-solving, which can be addressed through the use of technology. Although we do not have a computer teacher that can provide explicit instruction for students in technology, we can build on the skills students have when entering our school. My principle has purchased many devices such as five classroom computers, four mobile carts, and two computer labs. In my classroom, I have three iPads and five desktop computers. If needed, I can either go to the computer lab or check out iPads and laptops. Since one of my school’s technology goals is to utilize devices to support whole class instruction, independent work, centers or small group, and independent learning, I decided to try to increase students’ learning by implementing a technology rotation into my blended learning model.  In this model, students will rotate through stations on a fixed schedule, working on skills to improve their writing skills.

This model would not only provide instruction, but it would also give students the opportunity to use technology to reinforce the curriculum in a way that will heighten students’ interest as well as increase students’ motivation. Once I have experience in successfully implementing this model, I will coach other teachers on my team on utilizing this tool in their teaching practice. A station rotation is a form of blended learning that gives students the opportunity to rotate through a computer station (“What is Blended Learning,” 2018). This model would be ideal for the students at my school because we are limited to the number of computers we have. Also, students are used to rotating through centers because they have an opportunity to work through literacy and math centers.

**Statement of Problem and Need and Rationale**

RES students are struggling in the areas of ideas and coherence in writing.  During the 2017-2018 school year, second-fifth grade students scored an average of 1.65 out of 4.0 in this area on the Write Score Assessment.  Students lacked the skills to create, develop, and convey the main and supporting messages in their writing.  They also show weakness in making their writing coherent and follow a logical structure. As a result, a blended learning model will be implemented in all second-grade classes at RES to aid in increasing students’ understanding of ideas and coherence in writing.

Blended learning is a type of learning platform where students get traditional teaching approaches through technology (“What is Blended Learning,” 2018). Blended learning provides interaction with content through three different approaches; partly online at school, partly online at home, and along a learning path where student’s learning experience is connected and integrated (“What is Blended Learning,” 2018). Within the three different approaches, there are many different teaching models including station rotation model, lab rotation model, individual rotation, flipped classroom, flex, a la carte, and enriched virtual are a few of them (“What is Blended Learning,” 2018). For the following research, I will be implementing the station rotation model, and then working with second-grade language arts team to assist them in incorporating the station rotation model for their classroom, including learning to use technology appropriate for the content.

The technology resource that I will use within my blended station rotation is called Near Pod. Near Pod is a technology tool that provides 1,000s of lessons that teachers can choose. Near Pod gives teachers the opportunity to upload PowerPoints, PDFs, Sways, and many resources to create activities such as quizzes, polls, drawings, open-ended questions, 3D objects, and so much more (“How it Works,” 2018). Implementing Near Pod in my classroom could help me differentiate my instruction and provide interactive writing opportunities. First, however, it is important to note the results of current research regarding blended learning and differentiation.

Over the past few years, there has been a trend of changes in technology in the United States to ensure that schools are transforming traditional classrooms into digital age classrooms. One way educators are preparing digital age learners is through the use of blended learning in K-12 classrooms (Kellerer, Kellerer, Werth, Werth, & Montgomery, 2014). A group of researchers from Northwest Nazarene University's DOCEO Center in partnership with Idaho Digital Learning Academy (IDLA) and the International Association for K-12 Online Learning (iNACOL) conducted a mixed method-qualitative study investigating teachers’ perspectives on the effect of blended learning and how blended learning impacts student academic achievement, student engagement, communication, and teacher efficacy.

At the onset of the study, there was a pool of over 600 teachers in the state of Idaho who had participated in blended learning training provided by the IDLA. From this group of teachers, 19 were contacted and invited to join in an interview process. However, only eight teachers could actually to be reached and gave consent to be interviewed.  All eight teachers in this study served in schools with rural populations. The rural environments these teachers lived in are similar to a large portion of teachers in the United States (Kellerer et al., 2014).

The research was conducted in two phases. The first phase reported that blended learning was beneficial to both teachers and students. The goal of the second phase of the study was to get a better understanding of teachers’ experiences with using blended in their classroom. The second phase was done through semi-structured interviews.

The interviews found that blended learning improved student engagement, helped with personalized learning, and increased student motivation. Also, blended learning improved teachers’ self-confidence (62.5%) as well as their ability to manage the classroom (64.1%), monitor student learning (77.5%), be innovative (82%), and provide 1:1 instruction (74.4%).

In summary, the rural teachers’ perceptions indicated that blended learning has benefits for both teachers and students. The teachers felt like they were better capable of teaching and differentiating for 21st-century learners. Students academics was better when blended learning was used because blended learning helped with the development of higher-level thinking skills, improvement of homework and test scores and higher levels of student perseverance (Kellerer et al., 2014).

Although there were only eight participants research, the article pointed out all the positives aspects of utilizing blending learning. Consequently, I can use this research to get buy-in from my team. For instance, when I first introduce blending learning, I think it is essential that I explain all of the possible benefits of it. Namely, it helps transform traditional classrooms into digital age classrooms, it meets the needs of 21st century learners, helps increase students’ engagement and motivation, promotes higher order thinking, promotes creativity, promotes problem-solving, and is a useful tool for differentiation. However, I do have to make sure to inform my collogues that although this program model has excellent benefits, the training of the program is essential and can be very time consuming.

Although it is becoming vital to integrate technology into content instruction, many traditional content literacy classes do not prepare teachers to teach students to become successful 21st century learners (Ciampa, 2016). Ciampa’s study explained how one urban school, Luna Charter School, focused on equipping teachers with technology skills that could help prepare their students to become digital age learners.

Luna Charter School is a K-8 public charter school in a high-poverty district in the northeastern United States (Ciampa, 2016). During the time of this study, Luna served 410 students; 97% African Americans and 3% Caucasians, with 79% receiving free/reduced lunch. The school ranked 494 out of the 498 school districts in the state (Ciampa, 2016). Since Luna Charter is a school with a high socioeconomic status (SES), they received refurbished laptop computers and other technology (SMART Board, tablet computers). However, teachers did not know how to utilize the tools because they were not trained. At the same time, the school had just adopted the workshop model (a learner-centered pedagogical approach that allows educators to differentiate and maximize instruction in a way that is aligned to the state standards (Ciampa, 2016). Differentiations allows you to reach each student at different levels. Consequently, there was a professional development training that focused on three areas: assisting teachers with the workshop model, increase teachers’ technological pedagogical content knowledge, and support teachers into integrating digital workshop model in their literacy insertion (Ciampa, 2016).

The professional development training was guided by the workshop model and TPACK-in-practice professional learning design model (Ciampa, 2016). The workshop model has four components: minilesson, small-group work and independent practice, one-to-one and small group conferences. However, the TPACK-in-practice model focuses on four phases: facilitator modeling an authentic technology-enhanced content activity, discussion of the pedagogic concerns, the facilitator demonstrates technical skills required for tool use to create or implement activities, and participants apply the technical, content, and pedagogical skills to an authentic activity that can be applied to their classroom (Ciampa, 2016). Web 2.0 tools such as WebQuest, Blogger, Today/Meet, Google Docs/ Forms, Popplet, and Screencast-O-Matic for different purposes were implemented in their professional development. Facilitators incorporated all of these elements during the professional development to enhance teachers’ professional learning of technology and teaching using the workshop model (Ciampa, 2016).

One month after the professional development, teachers were sent an email by the facilitator requesting feedback. Results of this study showed that teachers had a chance to implement technology into the workshop model, and 42% of the teachers specified that they were comfortable teaching a workshop model lesson with technology. The teacher also voiced how they like having time to engage students in hands-on learning by exploring and utilizing technology. All in all, 74% found the workshop to very relevant and informative (Ciampa, 2016). Due to the professional development, teachers were able to improve upon their teaching practice by increasing technological pedagogical content knowledge and learning how to integrate technology into their instruction (Ciampa, 2016).

RES and Luna Charter School have some commonalities. For one, both schools use the workshop model. Secondly, both schools have an abundance of technology resources that teachers do not utilize due to the lack of training. This study suggested that with a better understanding of the importance of implementing technology into literacy instruction as well as an array of web 2.0 tools, teachers can incorporate more resources into the station rotation model. When I am done training my colleagues on the use of station rotation, I hope they are comfortable teaching a workshop model lesson with technology to their students just like the participants in beforementioned study.

In “Prioritizing In-Class Writing,” Catlin Tucker (2018) explained the difficulty of students not being successful in writing with the traditional teaching approach. Tucker (2018) thinks this has to do with the large number of students in her classes, and the fact that there is no time to provide individualized instruction and feedback. Tucker (2018) suggested that teachers should embrace a new approach to teaching called blended learning. Tucker (2018) identified three types of blended learning (whole group rotation, station rotation model, and the flipped classroom) and described how she has used them over the years to assess the improvement of her students’ writing.

Tucker (2018) believed that teachers only have time to focus on explaining the mechanics of writing and lose their ability to provide individualized instruction when using the traditional model of teaching writing. As soon as she implemented blended learning into her teaching practice, she found that 95% of her students completed their work and that she was able to support her students as they developed into writers (Tucker, 2018).

This study provided some of the possible benefits of blended learning and gave me ideas to use when implementing station rotation within the classroom such as finding text evidence, watching videos on how to hook the reader, transition, provide closure, or even mini-lessons on grammar. All in all, station rotation will provide the opportunity to differentiate and deliver individualized instruction.

Suprabsha and Subramonian (2014) explained the impact of station teaching in “How Does Station Teaching Effect Language Learning?” The goal of this study was to identify the impact and benefits of station rotation. According to Suprabsha and Subramonian (2014), station or rotation learning is a co-teaching strategy that involves a number of certified service providers such as the general educator, special educator, speech-language pathologists, school social workers, physical or occupational therapists, and ESOL. According to the study, there are different types of co-teaching models, and station teaching is one. The station rotation model includes a few literacy stations around the room where groups of students move through each station. At two of the stations, there is a certified service provider (teachers), and the third station is an independent workstation (which is based on the lesson that was taught whole group or skill or strategy) (Suprabsha & Subramonian, 2014).

Suprabsha and Subramonian (2014) emphasized three stages that co-teachers in station rotation will endure: enthusiasm, establishment, and enrichment. Enthusiasm stems from the fact that both certified service providers all have the same goal in mind, to enrich students. At this stage, both teachers are willing, energetic, and optimistic about learning outcomes. The second stage, establishment, focus on the idea that each certified service provider participates in active collaboration, which could mean the teacher reviewing classroom rules, routines and procedures. The teachers also begin to discuss their responsibilities. The final stage is enrichment. During enrichment, teachers exhibit an ongoing collaborative relationship that involves trust, competence, and a sense of value (Suprabsha & Subramonian, 2014).

Suprabsha and Subramonian (2018) found many benefits of this station or rotation teaching. One, this model gives teachers the chance to work with small groups which reduce teacher to student ratio. Two, students will have the opportunity to focus on one targeted area to meet their individual needs such as reading, writing, science or social studies. Furthermore, this model increases students’ engagement in learning all while supporting students learning (Suprabsha & Subramonian, 2014).

Since all second-grade teachers at RES have either an ESOL, EIP or certified teacher coming into their class to provide additional support to increase students’ performance in writing, I thought this co-teaching model would be an excellent example for us to adapt when implementing the station rotation centers.  When coaching my colleagues on this learning model, I will be sure to stress the importance of gradually adopting this method. For example, an early phase of implementation may include a group of students meeting with the certified teachers while another group works independently. As time goes on, teachers should introduce the independent technology component as well as the rules and expectations. Even when considering Now that we know the benefits of station or rotation learning, it is equally important to include the literature that address the impact on blended learning.

Joanne Jacobs (2014) reported in “Beyond the Factory Model”on an Oakland Unified School District’s first implementation of blended learning back in 2014. According to Jacobs (2014), Oakland Unified School District is known as one of the most urban school districts there is. Two-thirds of the district’s’ students are Latino or African American, while 80% of students qualified for free/reduced lunch. One-third are English Language Learners (ELLs). At the time of the study, some schools within the district were students who had significant learning deficits, and there were students who were one to three years behind grade level. At the same time, there was a foundation-funded experiment researching the possibility that blended learning could personalize instruction and improve students learning outcomes. Eight principles, who were tired of their school’s daunting test results, figured they had nothing to lose (Jacobs, 2014).

Consequently, they decided to become pilot schools for the Roger Family Foundation’s blended learning pilot. Most of the schools that were a part of the pilot program had limited technology, so they chose to use the station rotation model of blended learning. Some teachers did use personal computers in the school’s computer labs while some schools were fortunate enough to get a grant to buy Chromebooks (Jacobs, 2014).

Teachers were provided training and supported for an hour each week. However, they faced some challenges with implementing the blended learning program during the first year due to many factors: unreliable internet and wireless access points, continually signing into multiple programs, being overwhelmed with learning too many technology tools at once, and training going too fast. However, when teachers at the pilot schooled were surveyed on how they felt about the positive effects of the blended learning program, they were pleased overall. Teachers expressed that the blended learning model kept their students highly engaged, aided in students taking ownership of their learning, and helped students be successful on benchmark assessments. In addition, teachers felt that blended learning assisted in differentiation by meeting the needs of each student, encouraged collaboration among students, and fostered creativity skills. Most teachers reported that students were able to learn the material better. At this point, there was still not enough data that supported blended learning and if it worked. The data that was collected was mixed. Jacobs concluded that there has to be more than two years of implementation to get an adequate look at test results (Jacobs, 2014).

Since my team has a limited amount of technology, station rotation is the best option for us. Cobb County School District provides a strong network connection; therefore, unreliable internet and wireless access points are not a concern. It is important to be mindful that learning something new information can be overwhelming, so I will introduce my colleagues to different technology tools in an ample amount of time, making sure that they understand the program and are comfortable with using digital tools within their classroom.

Arnab Kundu (2018) believes that elementary school is critical for students because it provides a foundation, helps one understand their commitment and response to society. However, the number of students not being successful in India is very disheartening to Kundu and continues to rise. 2012 data revealed that 58.3% of fifth grade students were unable to read at a second grade level while 75.2% of these students were unable to divide, this number increased in 2014. Students were performing at an extremely low level, like the students that attended the Oakland Unified School District’s schools. Sadly, students in India were beginning to drop out of school before they completed the fifth grade.  Kundu believes that education in India can be improved through the use of blended learning. The goal of his research was to define blended learning and provide ways to implement blended learning in elementary schools in India (Kundu, 2018).

    Just like many schools in the United States, schools in India are limited when it comes to providing technology for students. When schools do have the ability to provide their students with computers, they are only being used for simple computing skills. Studies done in 2006 showed that India still does not use any type of online education in K-12 education. However, their number one competitor, China, had already begun to use online education in K-12 in 1996. In 2011, another study was done and showed that India’s use of online education had not grown since 2006, but China’s usage doubled. Although India is faced with a lot of challenges with implementing basic technology within its school, Arnab remains optimistic about the usage of technology and blended learning.  All in all, he believes that using a blended learning model will make learning more enjoyable and more relevant to children (Arnab, 2018).

Connections can be made between the Oakland Unified School District, schools in India, and my very own school. Both articles suggest students who are in a low socio-economic environment do not always come to school equipped, meaning they tend to be behind. However, both articles provide hope that with the help of blended learning, teachers can ensure they are preparing students to become digital age learners in an ever-changing society.

With all of the knowledge from the studies, I will use Nearpod within my station rotation. The following is the literature I reviewed on this technology tool.

**Nearpod**

Delacruz (2014) learned that students who use digital tablets for reading made reading gains, had better focus, and their desire to acquire new knowledge increased. As a result, Delacruz wanted to know if Nearpod offered any advantages when used in the areas with iPads. Specifically, she wanted to know if students prefer guided reading using the Nearpod app on the iPad or using traditional books, the benefits of using the Nearpod app on the iPad in guided reading, and the challenges of using Nearpod on the iPad in guided reading. The research was conducted at a suburban elementary where 60% of the students were eligible to receive free/reduced lunch. Also, the school has a high population of ELLs and students accustomed to using technology. This study was only done with nine of the lowest students in a fourth-grade class. Four of the students were ELLs.

The finding of this research concluded that all nine students preferred guided reading using the Nearpod app because they could interact with technology. Students liked the fact that they could click, draw, and take quizzes on the iPad. The researcher found that using the Nearpod app was beneficial because it gave students a positive experience due to the hands-on and engaging nature. In addition to this study providing real-time results, Delacruz (2014) mentioned that other studies have indicated that new technologies present better ways to serve students reading, compared to a traditional print book. All in all, using Nearpod in guided reading does not require much preparation, and it will increase students’ engagement in learning (Delacruz, 2014).

The students in this study are much like the students at RES. Furthermore, the fact that technology plays such a pivotal role in students learning heightens my interest in incorporating Nearpod into my blended learning environment. Since the students in this study showed such a positive impact on students reading, I believe that it has the potential to do the same for my students’ writing. It is my job to continue to develop as an educator as I prepare my students to become successful digital citizens. With the help of Nearpod and the blended rotation model, I feel like I’m well on my way.

Laura Dunbar (2016) discussed how she wanted to take content and assessment to another level in her music room. In the article, Dunbar (2016) gave an overview of Nearpod, how to build presentations and activities using Nearpod, and how Nearpod can be used for assessments. This study also explained how she used Nearpod to engage her students. The music class had a set of hand-held devices available for every student to use when she gave a presentation. These devices allowed students to view her presentation to write in front of them. At the same time, she controlled their pace. During the presentation, students took notes during a presentation session and highlighted relevant information. At the end of the presentation, an assessment was given, and the music teacher was able to see their responses as soon as they submitted their answers. Dunbar thinks (2016) provided that Nearpod in the music classroom is a great way to integrate technology and have students learn and manipulate content that allows teachers to collect data quickly (Dunbar, 2016).

Although this article focused on using Nearpod in a music classroom, the author also gave essential and useful information about Nearpod. Dunbar (2016) explained the different versions of Nearpod, how to build presentations and activities using Nearpod, and how to use Nearpod for assessments. Due to this article, I now know how to upload PowerPoints, writing samples, YouTube videos, and other resources that will enrich or extend students’ writing. Furthermore, I am able to add formative assessments such as open-ended questions, quizzes, and polls to get a view of my students’ understanding of the content instantly.

**Differentiation**

The term differentiation was coined by Carol Ann Tomlinson in 2000. Differentiation is teaching the same material to every student but using a number of instructional strategies to meet each students’ individual need (Tomlinson as cited in Weselby, 2014). According to Tomlinson, teachers can differentiate instruction in four different ways: content (teaching the state standards), process (using students’ learning styles to teach information), product (or the artifact that students create at the end of a lesson), and learning environment (classroom setting) (Tomlinson as cited in Weselby, 2014). Tomlinson had three different teaching experiences that led her to the philosophy of differentiation. In an interview, Tomlinson mentioned, “I was aware of student differences in my first high school teaching experience” (Wells & Shaughnessy, 2009). It was also clear to her that the children she worked with while directing a child development center had language and background deficits. However, it wasn’t until her third teaching job, where she taught 7th grade, when she realized that her students were three or more years below grade level in reading while some were three or more years above grade level in reading, and no one in the middle (Wells & Shaughnessy, 2009). It was at that point where Tomlinson knew she had to something.

Tomlinson believed that it was the responsibility of higher education to teach educators about differentiation so that they can teach all students including students with disabilities, advanced students, students who come from low socio-economic environment, ELLs, and students with reading problems. She also believed that differentiation is easy to do when we reflect on the reason we started to teach, making a difference in a child’s life (Wells & Shaughnessy, 2009).

Station rotation lends itself to differentiation because it allows students to access lessons and assessments based on their individual writing needs. When implementing this model, I will reflect on all four methods of differentiation. I will be sure to build students’ background knowledge, so they are able to acquire writing content from a whole group lesson. I will also make sure to address students’ different learning styles to help them obtain the writing content. The state standards are just expectations of skills students need at the end of each grade level; consequently, I will determine the final activities that students will complete based on their learning style. Flexible grouping will always be a part of my instruction because it helps me to reach all learners based on their individual needs.

**Objectives and Deliverables**

My goal for utilizing blended station rotation is to aid teachers in using technology as an efficient tool to differentiate, reinforce the curriculum and improve student learning. I will use my classroom as a model, to coach teachers on using a blended station rotation. I will model how students will rotate through the station to work on skills that will not only provide direct instruction but also improve students writing. The goal of my project will be based on the following objectives and deliverable and achieved by the end of the school year (September 2019):

Project Objective: By January 2019, I will create interest in the blended learning (station rotation model) by administering an interest survey.

Deliverables:

1. Create an interest’s survey.
2. Create a handout with an overview of blended learning.
3. Create a folder using OneDrive to house blended learning overview handout.

Project Objective: By February 2019, teachers will be able to describe at least one strength of adding station rotation to their classrooms.

1. Create a pre-test on station rotation.
2. Present professional development on station rotation (what it looks like, research behind it, how to implement it in the classroom, how it you can use it for differentiation, and the benefits of the model).
3. Create and administer a formative questionnaire addressing the strengths of adding station rotation into a daily rotation.
4. Add information from professional development onto OneDrive.

Project Objective: By March 2019, there will be an increase of teachers’ awareness of Near Pod. Teachers will be able to communicate effective usage of Near Pod.

1. Present a professional development on Near Pod station rotation works (what it looks like, research behind it, how to implement it in the classroom, and the benefits of the model).
2. Create and administer a formative questionnaire stating three things they learned about Near Pod and how they can use Near Pod in the classroom.
3. Add information from professional development onto OneDrive.

Project Objective: By April 2019, teachers will be able to increase their understating of implementing station rotation successfully in their classroom.

1. Present a professional development giving the teachers the opportunity to utilize the station rotation model.
2. Create and administer a post-test about the use of station rotation.
3. Create a video of my students using station rotation within my classroom.
4. Add materials from professional developed to OneDrive.

**PSC Standards**

**Standard 2: Teaching, Learning, & Assessment**

Candidates demonstrate the knowledge, skills, and dispositions to effectively integrate technology into their teaching practice and to collaboratively plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment.

**Element 2.5 Differentiation**

Candidates model and facilitate the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals. (PSC 2.5/ISTE 2e)

**Element 2.6 Instructional Design**

Candidates model and facilitate the effective use of research-based best practices in instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences. (PSC 2.6/ISTE 2f)

**Standard 3: Digital Learning Environments**

Candidates demonstrate the knowledge, skills, and dispositions to create, support and manage effective digital learning environments.

**Element 3.3 Online & Blended Learning**

Candidates develop, model, and facilitate the use of online and blended learning, digital content, and learning networks to support and extend student learning and expand opportunities and choices for professional learning for teachers and administrators.

(PSC 3.3/ISTE 3c)

**Standard 5: Professional Learning & Program Evaluation**

Candidates demonstrate the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning.

**Element 5.1 Needs Assessment**

Candidates conduct needs assessments to determine school-wide, faculty, grade-level, and subject area strengths and weaknesses to inform the content and delivery of technology-based professional learning programs.

**Element 5.2 Professional Learning**

Candidates develop and implement technology-based professional learning that aligns to state and national professional learning standards, integrate technology to support face-to-face and online components, models principles of adult learning, and promotes best practices in teaching, learning, and assessment. (PSC 5.2/ISTE 4b)

**Element 5.3 Program Evaluation**

Candidates design and implement program evaluations to determine the overall effectiveness of professional learning on deepening teacher content knowledge, improving teacher pedagogical skills and increasing student learning. (PSC 5.3/ISTE 4c)

**Project Description**

The goal of the project that I am proposing is to have second grade teachers at RES use station rotation learning as a useful tool to reinforce the writing curriculum and improve student learning. This tool will not only provide direct instruction, but it also increases students’ interests and motivation (Delacruz, 2014). First, I will develop a survey to see if teachers are interested in learning about blended learning. I will also use my classroom as a model and provide professional development training to teach and model how to implement station rotation into teaching. Furthermore, I will create a shared folder on OneDrive that will house all of the resources I will present on station rotation.

**First project item/activity.**

The first project item/activity will be to create an interest in blended learning survey, using Google Forms, to measure second-grade teachers’ interest in using blended learning. This activity aligns with PSC Standard 5, Element 5.2, which states that candidates develop and implement technology based professional learning that aligns to state and national professional learning standards, integrate technology to support face-to-face and online components, models principles of adult learning, and promotes best practices in teaching, learning, and assessment. Teachers will also attend a blended learning info session in my classroom. The meeting will give an overview of blended learning using a handout. Additionally, I will create a shared folder on OneDrive that will house the blended learning overview handout. At the end of the info session, I hope to have sparked an interest in my colleagues on blended learning. The creation of the interest survey, blended learning info session, and the creation of the OneDrive folder will take 25 hours.

**Second project item/activity.**

In the second project item/activity, I will create and administer a pre-test on station rotation, which is the specific blended learning that we will use. I will use the results of the pre-test to find out what teachers know about station rotation and their coaching needs. This activity aligns with PSC Standard 5, Element 5.1, which states, candidates, conduct needs assessments to determine schoolwide, faculty, grade level, and subject area strengths and weaknesses to inform the content and delivery of technology-based professional learning programs. The results of the pre-test will determine the goal of the professional development on station rotation.

In our first professional development, I use PowerPoint to give a presentation on station rotation. This activity not only supports PSC Standard 5, Element 5.2 due to the professional development provided in this activity, but it also supports PSC Standard 3, which states candidates demonstrate the knowledge, skills, and dispositions to create, support and manage effective digital learning environments. At the end of the training, teachers will be able to write down one strength of adding station rotation into daily rotation. This information will help me meet the goals and objectives for this particular for the second project item/activity. The creation of the pre-test, PowerPoint, and delivery of the professional development will take 21 hours.

**Third project item/activity.**

I will use Near Pod as a technology resource within the blended station rotation. As a result, the third project item/activity, will be to provide training on Near Pod. I will first show teachers an overview video about Near Pod. Using a PowerPoint, I will discuss what Near Pod looks like, the research behind it, how to implement it in the classroom, and the benefits of the model. I would also stress to teachers how implementing Near Pod into their classroom helps differentiate instruction and provide writing opportunities for each student.

Furthermore, I will give teachers the opportunity to explore Near Pod on the computers within my class. This activity supports PSC Standard 2, Element 2.5 and 2.6 because it allows me to model and facilitate the effective use of research-based best practices (blended learning), using a technology-enhanced learning tool (Near Pod) that can be used for differentiation and allows the adjusting of content, process, product, and learning environment based on students’ personal goals. This activity also supports PSC Standard 3 because of the effective use of digital learning environments, and PSC Standard 5, Element 5.2 due to the professional development provided in this activity.

At the end of the professional development training, I will administer a formative questionnaire. Teachers will be able to state three strategies they learned about Near Pod and how they can use Near Pod in the classroom. The data from this questionnaire will help me meet the goals and objectives for the third project item activity. The formative questionnaire and professional development will take 28 hours.

**Fourth project item/activity.**

In the fourth item/activity, teachers will be given one last professional development training. During the first part of the training, teachers will watch a video of my classroom students using the station rotation model. Next, teachers will have the opportunity to exercise the use of station rotation, using the computers inside my classroom. This activity covers PSC Standard 3, Element 3.3, which states candidates develop, model, and facilitate the use of online and blended learning, digital content, and learning networks to support and extend student learning and expand opportunities and choices for professional learning for teachers and administrators. The entire goal of this capstone project is to increase students learning by implementing station rotation. Giving teachers the chance to use blended learning themselves will give them a clear understanding of this element 3.3.

At the end of this professional development, teachers will be given a post-test about the use of station rotation. This activity will support PSC Standard 5, Element 5.3, which states that candidates design and implement program evaluations to determine the overall effectiveness of professional learning on deepening teacher content knowledge, improving teacher pedagogical skills and increasing student learning. The results from this post-test will not only help me meet the goals and objectives of this project, but it will also help me to determine their understanding of the implementation of station rotation. The post-test, video, and professional development will take 23 hours.

Table 1.

*Project Activities Alignment*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Project Item/Activity | Project Objectives | | | Deliverable | |
| * Interest surveys * Blended learning info session | | By January 2019, I will create interest in the station rotation model by administering an interest survey. | | | * Create an interest’s survey. * Create a handout with an overview of blended learning. * Create a folder using OneDrive to house blended learning overview handout. | |
| * Blended station rotation post-test * Formative questionnaire | | By February 2019, teachers will be able to describe at least one strength of adding station rotation to their classrooms by listing the steps in a daily classroom station rotation. | | | * Present professional development on blended station rotation. * Create and administer a pretest about station rotation * Formative questionnaire addressing the strengths of adding station rotation into a daily rotation. * Add information from professional development onto OneDrive. | |
| * Formative questionnaire | | By March 2019, there will be an increase of teachers’ awareness of Near Pod. Teachers will be able to communicate effective usage of Near Pod. | | | * Present a professional development on Near Pod station rotation works. * Create and administer a formative questionnaire stating three things they learned about Near Pod and how they can use Near Pod in the classroom. * Add information from professional development onto OneDrive. | |
| * Questionnaire * Post-test | | By April 2019, teachers will be able to increase their understating of implementing station rotation successfully in their classroom. | * Present a professional development giving the teachers the opportunity to utilize the station rotation model. * Create and administer a questionnaire addressing the steps for using station rotation. * Create and administer post-test about station rotation. * Create a video of my students using station rotation within my classroom. * Add materials from professional developed to OneDrive | | | | |

**Evaluation Plan**

The station rotation project will be evaluated through a number of ongoing assessments using questionnaires, created by Google Forums, and formative discussions. The different evaluation tools will be used to determine second-grade teachers’ interest in station rotation, and the success of the objectives and activities in my project. At the end of the training, teachers will be given a post-test to determine their understanding of implementing station rotation increased.

**First project item/activity.**

For the first project item/activity, I will create and administer an interest in blended learning survey. I will use the data from the survey to measure second-grade teachers’ interest in using station rotation. Next, I will hold an info session, that will provide teachers with an overview of blended learning. I will present the information using Prezi, and I will create a handout, with the major topics of blended learning. The handout will mirror the information discussed during the info session. I will inform teachers about a shared folder that would be placed on OneDrive to house the Prezi presentation as well as the blended learning over handout.

**Second project item/activity.**

In the second project item/activity, I will create and administer a pre-test on station rotation, which is the specific blended learning that we will use. I will use the results of the pre-test to find out what teachers know about station rotation and what their coaching teachers need to know about station rotation. The results of the pre-test will drive the professional development on station rotation. In our first professional development, I use PowerPoint to give a presentation on station rotation; I will address how station rotation looks, the research behind it, how to implement it in the classroom, how teachers can use it for differentiation, and the benefits of the model. At the end of the training, teachers will be able to write down one strength of adding station rotation into daily rotation. This data will help me meet the goals and objectives for this particular item. I will upload the PowerPoint presentation onto OneDrive.

**Third project item/activity.**

In the third project item/activity, I will give training on Near Pod. I will first show teachers an overview video about Near Pod; then I will give a presentation, using PowerPoint, on what Near Pod looks like, the research behind it, how to implement it in the classroom, and the benefits of the model. I will also give teachers the opportunity to explore Near Pod on the computers within my class. Finally, I will administer a formative questionnaire that will give teachers the chance to tell three things they learned about Near Pod and how they can use Near Pod in the classroom. The data from this questionnaire will help me determine how much teachers know about Near Pod and its benefits. I will upload the PowerPoint presented in this training onto OneDrive for future references.

**Fourth project item/activity.**

In the last item/activity, teachers will have another training. During the first part of the training, teachers will watch a video of my classroom students using the station rotation model. Next, teachers will have the opportunity to exercise the use of station rotation through the use of computers within my classroom. At last, I will give teachers a post-test about the use of station rotation. The results from this post-test will not only help me meet the goals and objectives of this project, but it will also help me to determine their understanding of the implementation of station rotation. I will upload the video of my students utilizing statin rotation onto OneDrive.

Table 2.

*Project Timeline*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Month | Project Item/Activity, or Evaluation Item | Hours | | |
| December | Create and analyze an interest in blended learning survey using Google Forums to measure second-grade teachers’ individual interest in using station rotation. | | 6 hours |
| December | Analyze the interest survey to measure second-grade teachers’ individual interest in using station rotation. | | 4 hours |
| December | Design an info session by creating Prezi, handout, and shared folder on OneDrive. | | 11 hours |
| December | Present the info session to second grade teachers. The info session will provide an overview of blended learning. Reflect and log info session. | | 4 hours |
| January | Create and administer the pre-test on station rotation. | | 6 hours |
| January | Analyze the pre-test and use the results of the pre-test to drive the professional development on station rotation. | | 4 hours |
| February | Design first professional development training. Create a PowerPoint on station rotation; I will address how station rotation looks, the research behind it, how to implement it in the classroom, how it can used for differentiation, and the benefits of the model. I will also create a formative questionnaire addressing the strengths of adding station rotation into a daily rotation. | | 11 hours |
| February | Deliver professional development. Administer the formative questionnaire addressing the strengths of adding station rotation into a daily rotation.  Add resources onto OneDrive. Reflect on training and log information. | | 4 hours |
| March | Gather resources for Near Pod training. | | 11 hours |
| March | Create Near Pod formative questionnaire. | | 2 hours |
| March | Design Near Pod training including video overview about Near Pod. I will also create a PowerPoint presentation that will explain what Near Pod looks like in the classroom, research behind it, how to implement it in the classroom and the benefits of this application. | | 11 hours | | |
| March | Present training on Near Pod and administer the formative questionnaire that will have teachers state three things they learned about Near Pod and how they can use Near Pod in the classroom. Add resources onto OneDrive. Reflect on training and log information. | | 4 hours | | |
| April | Design station rotation training. Gather resources needed for the training and record students in my classroom using station rotation. Create a post-test about the use of station rotation. | | 11 hours | | |
| April | Present a professional development giving teachers the opportunity to utilize the station rotation model. Administer post-test of station rotation and add video onto OneDrive. Reflect on training and log information. | | 4 hours | | |
| April | Analyze the post-test to determine the understanding of the implementation of station rotation. | | 2 hours | | |
| May | Observe the use of station rotation in teacher’s classrooms. | | 2 hours | | |
| August | Observe the use of station rotation in teacher’s classrooms. | | 2 hours | | |
| September | Observe the use of station rotation in teacher’s classrooms. | | 2 hours | | |

Total 101 hours

Table 3.

*Proposed Resources*

|  |  |  |
| --- | --- | --- |
| Proposed Resources | | Specific Items |
| Materials | * Promethean Board * Laptop/Computer, * Classroom computers * Paper & Pencil | | |
| Space | The training for station rotation will take place in my second-grade class. My classroom will also be used as a model class. I will also use teachers’ classroom to observe them using station rotation. | | |  |
| Tools | * Interest Survey * Prezi * Handout * Pre-test * Post-test * iPad * iMovie * PowerPoint * Questionnaires * Google Forums * One-Drive * Shared Folder * Surveys * Near Pod | | |  |

References

About Richard B. Russell Elementary school. (2015). Retrieved August 26, 2018 from http://www.cobbk12.org/russell/aboutus.aspx

Arnab, K. (2018). Blended learning in Indian elementary education: problems and prospects. *Journal of Online Learning Research*, *4*, 199-227.

Ciampa, K. (2016). Implementing a digital reading and writing workshop model for content literacy instruction in an urban elementary (k-8) school. *The Reading Teacher*, *70*, 295-306. http://dx.doi.org/10.1002/trtr.1514

Delacruz, S. (2014). Using Nearpod in elementary guided reading groups. *ERIC*, *58*(5), 63-70. http://dx.doi.org/

Dunbar, L. (2016). Embedding technology and assessment into the music classroom with Nearpod.

Jacobs, J. (2014). Beyond the factory model. *Education Next*, 35-41. Retrieved from http://eds.a.ebscohost.com.proxy.kennesaw.edu/eds/pdfviewer/pdfviewer?vid=3&sid=a45a44e7-0c80-4f9d-abdf-9bc82b1f26c2%40sessionmgr4010

Kellerer, P., Kellerer, E., Werth, E., Werth, L., & Montgomery, D. (2014, December). Transforming K-12 rural education through blended learning: teacher perspectives. *ERIC*, 1-22.

Mattei, M. D., & Ennis, E. (2014). Continuous, real-time assessment of every student’s progress in the flipped higher education classroom using Nearpod. *ERIC*, *10*(1), 1-7.

Nearpod. (2018). Retrieved September 8, 2018, from https://nearpod.com/how-it-works/

Positive intervention behavior and supports. (2018). Retrieved August 27, 2018, from http://www.cobbk12.org/russell/pbisres.aspx

Roehl, A., Reddy, S. L., & Shannon, G. J. (2014). The flipped classroom: an opportunity to engage millennial students through active learning strategies. *JFCS*, *2*, 44-49. Retrieved from https://pdfs.semanticscholar.org/daa3/b94cdc7b52b3381a7c7e21022a7a8c005f84.pdf

Room 241. (2018). https://education.cu-portland.edu/blog/classroom-resources/examples-of-differentiated-instruction/

Russell Elementary School. (2018). Retrieved August 26, 2018, from https://schoolgrades.georgia.gov/russell-elementary-school

Russell Elementary School. (2018). Retrieved August 27, 2018, from http://www.cobbk12.org/russell/

Suprabsha, K., & Subramonian, G. (2014). How does station teaching effect language learning? *ERIC*, *4*, 21-25. Retrieved from

Tucker, C. (2018). Prioritizing in-class writing. *Educational Leadership,* *75*, 84-85.

Wells, R. A., & Shaughnessy, M. F. (2009). An Interview with Carol Ann Tomlinson.

Weselby, C. (2014, October 1). What is differentiated instruction [Blog post]. Retrieved from https://education.cu-portland.edu/blog/classroom-resources/examples-of-differentiated-instruction/

What is blended learning. (2018). Retrieved September 7, 2018, from https://www.blendedlearning.org/basics/