Station Rotations Model Planning Template

Step 1: Reimagine the Learning Environment

What will my classroom look like?

- Will I use the Station Rotation Model or another model?
- Will I teach the whole class or a special population of students within my class?

Station Rotations!

Double click to edit.
--Add text or draw a floorplan.

Go to Step 2

Step 2: Choose Subject

I suggest you choose just one subject and start there. After you're a whiz at this blended learning thing, go ahead and add a second subject!

==Highlight your choice(s)== with the text/highlight tool.

- ❏ ELA
- ❏ Math
- ❏ Social Studies

- ❏ Science
- ❏ Art
- ❏ Music

Questions to Consider	==Thoughts==
Do I rotate students with other teachers? How will this affect learning in a blended classroom?	
Do I have a long enough block of time for the subject I checked to allow students to rotate through stations?	
Will I use Alaska state standards as the basis for my stations, or the materials provided (i.e., Journeys, My Math, etc.)?	

Go to Step 3

Step 3: Decide Number, Type, and Content of Stations

Stations become the total mode of learning in a blended classroom. It is necessary to include all your learning objectives in the station activities.

Set Stations	Learning Menus	Other Ideas
- Fluency - Application - Creation/Design - Skills Practice - Games - Content - Reflection	- Differentiate with Learning Menus (video) - Tic Tac Toe Menu (pdf) - Slideshow (ppt)	

Examples for my Math Station Rotation (delete and fill in with your own ideas):

Station 1 Fluency	Station 2 Application (Hands-On)	Station 3 Creation or Design (Craft)	Station 4 Practice	Station 5 Games	Station 6 Content Delivery
-Flashcards -Kahoot! -timed tests -Rocket Math program	-Show the math using manipulatives -Design & demonstrate authentic uses -Add to class math wiki	-Pattern art -Shape building -Create-a-game -photography	-Workbook pages	-Board or card games -Go shopping (money unit)	LMS on device (Canvas) --Pre, mid, and post assessments --Quizzes --Assignments --Content delivery --Discussions

Notes: In my math program, I follow the My Math materials lesson-by-lesson. These are matched to the district's pacing guide for second grade. The content I select weekly for each station is based on those lessons, and examples of the tools I use for delivering the content at the various stations are listed in this table.

Go to Step 4

Step 4: Plan Grouping of Students & Student Navigation

Knowing your audience is key when deciding which option to use. Readiness, learning profiles, and interests should all be considered. Furthermore, whichever option you use will determine student navigation, which is an essential element to an efficient blended learning classroom.

Option 1	Option 2	Option 3	Option 4
• Like-ability students rotate through stations together every 20-30 min. • This essentially means that your special populations end up being grouped together (i.e., gifted, low-ability, etc.) ***Student Navigation: a "map"*** • Pocket charts • Velcro • Magnets	• Students choose which station, using their checklist to determine need • Personalization to the max • This can result in mixed ability students being at stations together ***Student Navigation:*** *checklists, [learning menus], learning contracts, independent projects*	Self-selected (then teacher states what happens in those groups)	Mixed abilities on purpose

☆☆ Option # ____ appeals to me and will work in my classroom because...

☆☆ How can I apply this if I am not doing whole-class blended learning, only a small group (i.e., a special population)?

Go to Step 5

Step 5: Brainstorm Hands-On Stations

Many of you already use some form of stations or centers in your classroom. In one survey I conducted, one common remark coming from upper elementary teachers was that centers were fairly loose. In other words, students knew what they had to do and gathered in like groups to complete those tasks. My method for 2nd grade is a bit more structured. I pre-plan all the hands-on stations in advance and have the materials ready to go at the start of the day. Ultimately, you will discover what works best for you. Here's a table to help you begin sorting your ideas about it.

Examples	My Own Ideas
PLANNING & LOGISTICS OF STATIONS ● 36 weeks of activities that coincide with the content being delivered in Canvas ● Storage in bins, envelopes, digitally	

PHYSICAL CONTENTS OF STATIONS
● Models for students to look at prior to beginning their work
  ○ Recipe stand holds a folder with my examples
  ○ Video or photos
● Recorded or written instructions
● Materials needed to complete tasks (unless students know where to get them themselves)	

IDENTIFICATION OF STATIONS Choose a convention: ● Color ● Name ● Number These get matched to maps and/or student checklists	
KNOW YOUR TOOLS FOR STATIONS What tools are you already comfortable with, such as Khan Academy or YouTube? Have you tried other Web 2.0 tools? The number of tools can seem overwhelming when you're trying to decide which to use. I have a short list of my favorite tools available here.	

Go to Step 6

Step 6: Using Teacher and Student Checklists

Depending on what your blended learning classroom will look like, you will discover you have unique needs for yourself and your students when it comes to looking at their work. Ponder these suggestions:

Question	Answer
As I rotate around the stations, what will I use to collect evidence of understanding?	
Will students need a checklist? If yes, what will it look like and how will it be used?	
What other ideas do I have for tracking and formative assessment?	
What will students be required to turn in, and how will they know this? Will I grade it?	
What work will be sent home or shared with parents?	

Go to Step 7

Step 7: Understanding Roles

Blended learning is touted for its ability to free up teacher time, which allows the teacher to spend more quality time with students. The "factory model," know as sit-and-get, has been shown to be an ineffective way for students to learn. <mark>How do you envision roles shifting in your new classroom? Add your ideas to the table below.</mark>

THE ROLE OF CANVAS	THE ROLE OF THE TEACHER	THE ROLE OF STATIONS
Content Delivery	Provide Learner Guidance	Provides differentiated learning
Canvas is capable of providing all nine events of instruction (see Gagne's model below)	Provide Feedback	Creates multiple pathways for learning in the brain through a variety of sensory activities.
Personalized Learning (path, timing)	Assess Performance	Gives formative data on student learning
		Addresses Howard Gardner's Multiple Intelligences; Learning Styles

Gagne's Nine Events of Instruction
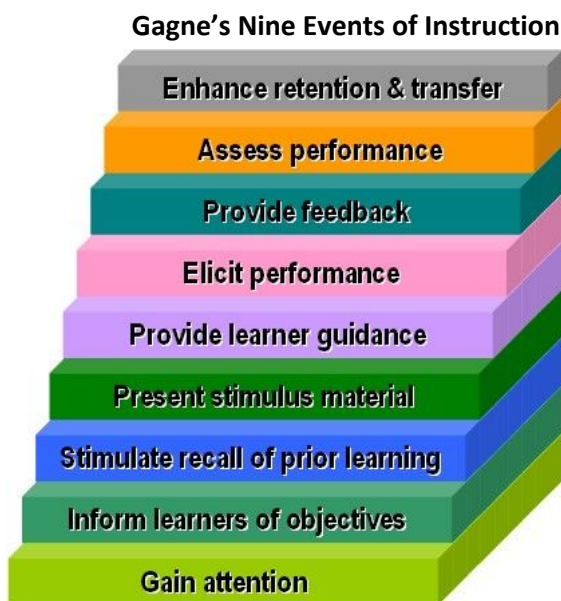
Go to Step 8

Step 8: Dealing with Data

Data are overwhelming when coming from multiple sources, which is what happens in a Blended Learning environment. Rethinking data collection is a necessary step to building a successful blended classroom.

Collecting	Disseminating	How will this be the same or different from what I already do?
○ Knowing your objectives and assessing them* ○ Knowing what it looks like when students can demonstrate mastery ○ Continual assessment to personalize learning	PowerSchool/Report Cards (Canvas does not download performance, only grades, which are not used in elementary)	

○ Summative
    ■ Collect from CANVAS
    ■ Set aside time in your weekly schedule for other summative assessments as needed
	Evidence for Administrators	

○ Formative
    ■ Collect as you rotate among stations
    ■ Student work at stations (collect it, display it, share it, keep it in a folder/portfolio, etc.)
	Sharing with Parents	

Keeping track of data yourself (electronic, paper)	Any other stakeholders?	

Consider Mager's Components of an Instructional Objective:
- Performance (Participants *will be able to* identify the proper fire extinguisher to use...)
- Condition (...*when given* a choice of 5 different classes of fires…)
- Criterion (...*accurately* in 3 out of 5 scenarios.)

Go to Step 9

Step 9: Tackling CANVAS

Today's class did not provide Canvas training, but information about setting it up as well as training links and resources are available on my shared OneNote document. Click here to access it.

Considerations	My Plan
Learning Canvas	
Identifying the content	
Selecting tools	
Creating modules	
Instructing students on Canvas	

Go to Step 10

Step 10: Putting it all Together!

You have taken these steps:
- **Step 1:** Reimagine the Learning Environment
- **Step 2: C**hoose Subject
- **Step 3:** Decide Number, Type, and Content of Stations
- **Step 4:** Plan Grouping of Students & Student Navigation
- **Step 5:** Brainstorm Hands-On Stations
- **Step 6:** Using Teacher and Student Checklists
- **Step 7:** Understanding Roles
- **Step 8:** Dealing with Data
- **Step 9:** Tackling CANVAS

Now what? Here is a suggested timeline for implementing your new program. Instead of breaking this into days or weeks, I'm using chunks. I know some of you are ready to jump in right away, and some of you think that maybe by next year you can implement blended learning. So you get to decide how long your chunks take and when you'll fit them into your calendar!

Chunk 1	Use this planning template to begin your transition, focusing for now on steps 1-8
Chunk 2	Develop your lessons. This includes creating station activities and choosing content for Canvas.
Chunk 3	Learn how to use Canvas through recommended videos, training guides, and collaborating with colleagues.
Chunk 4	Decide on tools you'll use with Canvas to deliver content, such as Khan Academy, Quizlet, Explain Everything, etc.
Chunk 5	Create your Canvas course.
Chunk 6	Train students.** (Recommend enlisting parent volunteers during this phase.)
Chunk 7	Implement Blended Learning!

**Training students is no easy task, especially in the primary grades. Leigh Ray is creating a 10-hour course for students that is called "Blended Learning How-To for Elementary Students." It will take students through all the imaginable steps needed to be successful in such an environment. This course will be made available to KPBSD elementary teachers by fall 2017.

Example of items covered in the course: Students will learn how to log on to Canvas, navigate through it, troubleshoot problems independently, and submit work. They will learn basic computer skills such as using a mouse, logging on, using web browsers (and tabs), saving or submitting work, uploading/downloading, and so on.