

Evaluating the Implementation of a Station Rotation Blended Learning Model in Correctional
Education Classrooms: An Action Research Plan

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Overview of the Study

The purpose of this action research study is to evaluate the implementation and effectiveness of a Station Rotation Blended Learning Model within correctional education classrooms. As an Academic and Instructional Technology Specialist, I have observed that many classrooms continue to rely primarily on whole-group instruction, limiting opportunities for differentiation, student engagement, and targeted intervention. Through my Innovation Plan, I developed a Station Rotation Blended Learning Model designed to provide teachers with a structured framework for integrating teacher-led instruction, collaborative learning, and purposeful technology into daily classroom practice. This study will examine how implementing this instructional model influences teacher implementation fidelity and differentiated instructional practices while supporting meaningful learning experiences for adult learners in correctional education settings. The findings will provide evidence to guide future professional development, instructional coaching, and continued implementation across the Windham School District.

Fundamental Research Question

Research Question:

How does implementing a Station Rotation Blended Learning Model influence teacher implementation fidelity and differentiated instructional practices in correctional education classrooms?

This research question is important because successful instructional innovation depends not only on introducing new strategies but also on understanding how consistently they are implemented and how they influence classroom instruction. By examining teacher implementation fidelity

alongside differentiated instructional practices, this study will provide evidence regarding the effectiveness of the Innovation Plan and identify opportunities for continuous improvement. The results will support future instructional decision-making while contributing practical guidance for educators implementing blended learning in correctional education environments.

Summary of the Literature Review

The literature review established the theoretical and research foundation for this study by examining blended learning, constructivist learning theory, differentiated instruction, and correctional education. The research consistently supports learning environments that actively engage students through collaboration, authentic learning experiences, and differentiated instruction. The foundational work of Dewey (1938), Vygotsky (1978), Bruner (1960), Piaget (1952), and Papert (1980) emphasizes active learning, social interaction, and learner-centered instruction. More recent research by Horn and Staker (2015), Tucker (2018, 2021), and Ahmed (2025) demonstrates that blended learning models can increase student engagement while providing greater opportunities for differentiation. Research related to correctional education further highlights the importance of instructional practices that build learner confidence, motivation, and persistence (Allred et al., 2013; Manger et al., 2020). Collectively, the literature supports implementing a Station Rotation Blended Learning Model as a practical approach for improving instructional quality within correctional education classrooms.

Study Information

Research Design

This study will utilize an action research design employing a mixed-methods approach. Quantitative data will be collected through classroom observations, teacher implementation fidelity scores, lesson plan reviews, and student achievement measures, including TABE and

classroom assessment data. Qualitative data will be collected through teacher reflections, observation notes, and implementation feedback. Using both quantitative and qualitative data will provide a comprehensive understanding of how the Station Rotation Blended Learning Model influences instructional practices and teacher implementation. Action research is appropriate because it supports continuous improvement while allowing instructional decisions to be refined throughout implementation.

Data Collection and Analysis

Data collection will occur throughout the implementation of the Innovation Plan during EDLD 5320. Classroom observations will measure teacher implementation fidelity using a standardized observation rubric and fidelity checklist. Lesson plans, teacher reflection journals, and student achievement data will provide additional evidence regarding implementation and instructional effectiveness. Student data will be reported only in aggregate to protect confidentiality.

Quantitative data will be analyzed using descriptive statistics to identify trends in implementation fidelity and student performance. Qualitative data will be reviewed through thematic analysis to identify recurring patterns related to instructional practices, teacher perceptions, and implementation challenges.

Timeline

- **Planning (EDLD 5315):** Complete literature review, research design, and Action Research Plan.
- **Implementation (EDLD 5320):** Implement the Station Rotation Blended Learning Model.
- **Data Collection:** Conduct classroom observations, collect teacher implementation data, lesson plans, and student performance measures.
- **Data Analysis:** Analyze quantitative and qualitative findings.

- **Reflection:** *Revise the Innovation Plan based on the results and recommendations.*

Sharing and Communicating Results

The results of this study will be shared with instructional leaders, correctional educators, and district administrators through my professional ePortfolio, instructional coaching sessions, regional professional development, and future presentations. Sharing the findings with these audiences will support informed instructional decision-making while providing practical strategies that educators can use to strengthen differentiated instruction and blended learning implementation. The results may also contribute to future publications and professional learning opportunities focused on correctional education.

Final Reflection

This Action Research Plan represents the planning stage of a continuous improvement process. Through EDLD 5320, I will implement the Station Rotation Blended Learning Model, collect and analyze classroom data, and evaluate the effectiveness of the Innovation Plan. The findings will guide future revisions to instructional resources, professional development, and coaching while supporting sustainable implementation across correctional education classrooms. More importantly, this study reinforces my belief that meaningful innovation is achieved through purposeful instructional design supported by ongoing reflection, research, and evidence-based decision-making.

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