

Implementation Outline for the Station Rotation Blended Learning Model

Windham School District – Adult Education Innovation Plan

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I. Introduction

A. Purpose of the Implementation Plan

1. Establish a structured, phased rollout of the Station Rotation blended learning model in Windham School District (WSD).
2. Align instructional innovation with correctional education constraints, learner needs, and statewide reentry goals.

B. Rationale for the Innovation

1. Research supports blended learning as a high-impact instructional model improving engagement and pacing (Tucker, 2021).
2. Adult learners in correctional environments require structured routines supporting autonomy and differentiation (AVID Open Access, 2023).
3. Station Rotation provides predictable structure, reduces cognitive overload, and increases mastery.

C. Scope and Timeline

1. Covers three full academic years of development.
2. Begins with a two-campus pilot, expands regionally, then districtwide.

II. Year One: Pilot Phase

A. Year One Goal: Establish proof of concept, build foundational teacher capacity, and refine Station Rotation routines based on pilot campus data.

B. Pilot Launch at Ferguson Unit

1. Secure administrative approval and identify participating classrooms.
2. Conduct foundational PD on Station Rotation structures and expectations.
3. Prepare classrooms with station materials, visuals, timers, Kolibri, and Aztec.

4. Implement three-station model: Teacher-Led, Peer/Collaborative, Independent/Tech.
5. Collect baseline TABE, GED readiness, engagement indicators, and attendance.

C. Monitoring and Coaching Support

1. Biweekly walkthroughs by EdTech Specialist.
2. Monthly fidelity checks using standardized rubric.
3. Coaching cycles centered on small-group instruction and pacing.

D. Mid-Year Adjustments

1. Review learner data and refine routines.
2. Identify technology challenges and address resource gaps.

E. Pilot Expansion to Estelle Unit

1. Apply lessons learned from Ferguson.
2. Provide structured PD and co-teaching/coaching support.
3. Compare outcomes across both pilot sites.

III. Year Two: East Texas Regional Rollout

A. Year Two Goal: Expand campus readiness, strengthen teacher implementation consistency, and scale instructional routines across the East Texas Region.

B. Expansion Across East Texas Campuses

1. Implement at additional East Texas units.
2. Deliver regional PD introducing planning templates and rotation models.

C. Technology and Resource Deployment

1. Install updated Kolibri channels and confirm Aztec accounts.

2. Provide printed resource kits for low-connectivity environments.

D. Coaching and Professional Development

1. Conduct quarterly coaching cycles.
2. Provide model lessons, teacher guides, and station templates.

E. Data Collection and Evaluation

1. Compare performance across East Texas campuses.
2. Evaluate NRS gains, GED progress, and engagement levels.

IV. Year Three: Regional and Districtwide Rollout

A. Year Three Goal: Institutionalize the Station Rotation model districtwide, ensure sustainability, and align implementation with statewide WSD initiatives.

B. Regional Scaling

1. Present results to leadership teams.
2. Conduct train-the-trainer sessions for instructional coaches.
3. Establish model classrooms at Ferguson & Estelle.

C. Districtwide Expansion

1. Integrate Station Rotation PD into WSD calendar.
2. Release district implementation handbook and instructor toolkits.
3. Provide onboarding training for new hires.

D. Technology and Infrastructure Coordination

1. Partner with IT for device tracking, updates, and support.
2. Standardize teaching materials and resources across regions.

E. Long-Term Sustainability

1. Establish annual evaluation cycles.

2. Assign mentor campuses and peer support networks.
3. Develop dashboards tracking program progress.

V. Roles and Responsibilities

A. EdTech Specialist

1. Provide PD, coaching, oversight, and fidelity monitoring.

B. Campus Principals

1. Ensure protected instructional time and implementation support.

C. Teachers

1. Implement consistent rotation routines and track progress.

D. Leadership Teams

1. Allocate resources and monitor districtwide performance.

VI. Resources Needed

A. Instructional Resources

1. Station materials, planning templates, peer tutor resources.

B. Professional Development

1. Training on classroom management for rotations and differentiation.

C. Evaluation Tools

1. Fidelity rubrics, walkthrough forms, and data dashboards.

VII. Evaluation and Success Indicators

A. Learner Achievement: TABE, GED, and engagement metrics.

B. Teacher Fidelity Checks using standardized tools.

C. Program Quality and regional adoption rates.

References

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Tucker, C. (2021). The station rotation model: Prioritize differentiation, student agency & 4Cs of 21st-century learning. <https://catlintucker.com/2021/10/station-rotation-model/>