Aspire Public Schools utilizes the classroom-based, (station) rotation model.

The (Station) Rotation Model is a common implementation of Blended Learning, especially in the K-5 setting. During a 90-minute instructional block, for example, students in small, differentiated groups rotate across learning stations at 30-minute intervals:

- Group 1 = Teacher-Led (Small Group) Instruction
- Group 2 = Independent & Collaborative Practice
- Group 3 = Personalized, Online Instruction

*Timeframes will vary, in order to be responsive and proactive to meet students’ needs. Additional, whole group instruction provides experiences for students to learn and discuss common texts and concepts.*
Each of these components plays an important role in helping students apply and contextualize what they learn. This (station) rotation model affords teachers and students with targeted teaching and learning opportunities, while simultaneously providing multiple data points to help inform instructional practice.
Rotations

What will it look like when we rotate?

• Students quickly signing out of computers
• Students cleaning up independent activities
• Students standing behind chairs
• Students looking at the teacher
• Students walking to next rotation
• Students starting work right away

What will it sound like when we rotate?

• Quiet voices
• Quiet feet walking
• Fingers typing
• Pencils writing
• Students reading

What will it feel like when we rotate?

• Calm
• Focused
• Safe
• Responsible
After creating the poster, it is time to practice rotating. Just as students had multiple opportunities to practice independent computer behaviors, they should also practice rotating. The teacher will need a timer and a non-verbal signal to communicate to students when to end an activity and rotate. At the signal, students will sign out of computers, or clean up their activity, stand behind their chairs, and then walk to the area of their next activity.

The class should review the rotation chart daily before the rotation practice begins. On the day of the first rotation lesson, students will practice only moving from rotation to rotation. On the following days, after students have practiced moving from rotation to rotation, they will practice the actual activities for 15-20 minutes.

When the rotation has been completed, students will return to the rug, or starting position, and use their thumbs to rate their rotations.

Rotation Chart
A clearly labeled chart needs to be displayed/posted, so that students know where to go for each rotation. The chart should be large and easy to see. Here’s an example that visually depicts Online Instruction, Independent or Collaborative Practice, and Teacher-Led Instruction:

<table>
<thead>
<tr>
<th></th>
<th>9:00 – 9:30</th>
<th>9:30 – 10:00</th>
<th>10:00 – 10:30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td><img src="image1.png" alt="Diagram" /></td>
<td><img src="image2.png" alt="Diagram" /></td>
<td><img src="image3.png" alt="Diagram" /></td>
</tr>
<tr>
<td>Group 2</td>
<td><img src="image4.png" alt="Diagram" /></td>
<td><img src="image5.png" alt="Diagram" /></td>
<td><img src="image6.png" alt="Diagram" /></td>
</tr>
<tr>
<td>Group 3</td>
<td><img src="image7.png" alt="Diagram" /></td>
<td><img src="image8.png" alt="Diagram" /></td>
<td><img src="image9.png" alt="Diagram" /></td>
</tr>
</tbody>
</table>