SYLLABUS

ADVANCEMENT COURSES™
A Wiley Brand

The Blended Learning Series: Rotation Model

8 Clock Hours
Why should teachers take our courses?

**A Focus on Student Success**
Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

**Classroom Applicable**
We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

**Authentic Assessments**
As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

**Reflective Practice**
A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

**Connection to Special Populations**
While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

**Professional Learning Community**
A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.
The Blended Learning Series: Rotation Model

Course Description

Blended learning is here to stay. Modern tech has shaped the way students think and interact with the world, and it’s essential that teachers integrate technology into their instruction to build students’ digital literacy, engagement, and college and career readiness. Blended learning allows students to master concepts at their own pace—and teachers to act as the expert learning designers, mentors, and facilitators they are.

In this course, you will learn how to integrate the rotation model of blended learning into your classroom. With this model, students rotate between in-person and online instruction modalities, where the rotation structure might be based on stations, labs, flipped learning practices, or individual needs. You’ll explore practical strategies to succeed with this type of blended learning, including how to:

• Adapt your professional routines to create this type of learning community
• Choose the right online tools to build student-centered learning experiences
• Differentiate instruction and assessment methods to increase accessibility and engagement
• Help students take ownership of their learning

By the end of the course, you will be able to design and implement meaningful blended learning experiences using the rotation model to foster students’ core 21st-century skills.

Connections to Practice

This course provides the following classroom connections:

• Tools and techniques that support rotation model and the personalized learning experiences for all students
• Elements that will help successfully implement rotation model throughout the year
• Roles and responsibilities that both teacher and student must employ in a blended learning classroom
• Opportunities to overcome challenges to the rotation model using best practices

Course Outcomes

In this course, participants will:

• Adapt and develop routines in your professional settings to establish a learning community that follows the rotation model of blended learning.
• Construct student-centered learning experiences in an online format that requires students to collaborate with peers while taking ownership of their progress.
• Evaluate the roles and responsibilities of all major stakeholders in order to effectively implement the rotation model of blended learning.
Differentiate instruction and assessment methods in their classrooms using the rotation model in order to make the content accessible and engaging to all students.

Anticipate the benefits and challenges of implementing the rotation model in the classroom.

Utilize technology integration in their professional settings to enhance student engagement and growth.

Charlotte Danielson Framework for Teaching Alignment

Domain 1: Planning and Preparation
1d Demonstrating Knowledge of Resources

Domain 2: The Classroom Environment
2b Establishing a Culture for Learning
2c Managing Classroom Procedures

Domain 3: Instruction
3c Engaging Students in Learning

Materials

Online reading, viewing, and listening resources will be provided in the course.

Method of Evaluating Student’s Performance

Completion of this 8-hour Continuing Education course will be evaluated on a pass/fail basis. Letters of completion will be issued for passing grades.

Assessments

Concept Practice

These automatically scored practice questions will appear throughout the content and will cover concepts discussed in the module. You will receive immediate feedback for each question. These questions are formative in nature and will not contribute to your final score in the course.

Reflection Questions

These ungraded questions will appear throughout the course content and will cover concepts discussed in the modules. These questions will be designed to prompt reflection, critical thinking, and application of course concepts. These questions are formative in nature and will not contribute to your final score in the course.

Comprehensive Assessment

The Comprehensive Assessment for the course will be comprised of automatically scored questions over concepts discussed in the modules. Please note that the Comprehensive Assessment for the course will be visible but unavailable in the course until you have accessed
and reviewed all the related course content. You must receive a percentage of 100% on the Comprehensive Assessment for successful completion of this course.

Course Outline

Module 1

This module explores relevant research that will help you construct a new understanding of blended learning, specifically the rotation model. You will become familiar with tools and strategies indicative of the rotation model and develop systems for creating your own blended learning environment. Developing strategies to personalize instruction enables you to meet the needs of individual students and provide them with a multitude of resources that will foster a personalized learning experience in the blended learning classroom.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Construct an overview of blended learning to better comprehend the rotation model.
- Examine the rotation model as it applies to your current classroom practices.
- Evaluate the benefits and challenges to implementing the rotation model in your classroom.
- Define your role as an educator when using the rotation blended learning model in your classroom to enhance learning experiences.
- Explore how to incorporate online platforms and digital tools into the rotation model of blended learning

Topics Discussed

Topics to be discussed in this module include:

- The rotation model
- Advantages and limitations to the rotation model
- Digital tools to support the rotation model
- Roles of the teacher and student in the rotation model

Online Professional Learning Community

Within the learning management system, you will also have access to the Advancement Courses Professional Learning Community (PLC), a collection of community resources where you can further explore course concepts and collaborate with instructors and peers. Although you are not required to participate in the PLC, we encourage you to expand your knowledge and personal network of experienced educators by perusing the discussion forums, databases, and resources.
Technology Requirements

Please review the System Requirements for Moodle.

Compliance With the Americans With Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act, participants who have any condition, either permanent or temporary, that might affect their ability to complete this course are encouraged to reach out to support@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Plagiarism and cheating of any kind will not be tolerated.

Plagiarism: “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” (Webster’s New Collegiate Dictionary, 1973, p. 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author’s words and ideas.

Cheating: Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.

References


Clayton Christensen Institute. (n.d.). Blended learning: Individual rotation model with teach to one.


Student achievement is at the core of everything we do.

Since 1988, Advancement Courses has been a leader in professional development, providing expertly-crafted, classroom-applicable courses to thousands of teachers across the country.

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