



## Flex Model Progression | Foundation Phase

	Teacher/Students Action(s)		Possible Next Move to Take
<b>Planning Before Lesson</b>	<b>1</b>	Teacher has set time in the daily schedule for self-directed learning.	Block off time in the lesson cycle for students to be self-directed.
	<b>2</b>	Teacher has planned a system for self-directed learning that allows students to move at their own pace through the week, unit, or year.	Create a system to ensure students can move at their own pace during most of the lesson cycle.
<b>Organization of Learning</b>	<b>3</b>	Direct instruction is delivered through a <b>self-paced lesson</b> .	Leverage self-paced learning time to provide direct instruction or introduce new material via video.
	<b>4</b>	A <b>weekly learning plan</b> is given that includes multiple opportunities for new learning primarily through video or other modalities.	Establish a weekly learning plan process (or template) to scaffold new learning over the course of a week.
	<b>5</b>	<b>On-demand directions</b> are leveraged to complete self-paced learning with limited support from peers and teachers.	Include directions that are specific, concrete, sequential, and observable for every self-paced task.
<b>Teacher Role</b>	<b>6</b>	Teacher explicitly teaches students how to set an <b>academic goal</b> based on their weekly learning plan.	Establish criteria for students to successfully set a goal.
	<b>7</b>	Teacher divides time between small group lessons and providing feedback on progress towards academic goal(s) with individual or small groups of students.	Create a schedule so that all small group lessons happen and every student receives feedback that is specific, concrete, and actionable at least once per week.
	<b>8</b>	Teacher meets with individual or small groups of students to reflect on progress towards academic goal(s) and determine next steps.	Explicitly teach students the purpose of reflection and how to reflect on their academic goal.
<b>Student Role</b>	<b>9</b>	Students have an articulated goal for the available time, related to the academic outcomes.	Teacher models what it looks like to set a goal for the available time.
	<b>10</b>	Students are aware of their current progress toward goals by way of self-assessment and frequent peer and teacher feedback.	Students use goal(s) to prioritize and track completion of tasks on the weekly learning plan.
	<b>11</b>	Students can articulate ways in which previous successes and failures have informed their learning process.	Provide students reflection stems that prompt them to think about their successes and failures.

**Flex Model Progression | Foundation** → Differentiated → Personalized

Access all tools, inspiration, and reference alignment to TEI and the PL Coaching and Development Rubric at [www.theptoolbox.com/flexmodel](http://www.theptoolbox.com/flexmodel).