Flipped Classroom Progression | Foundation Phase

		Teacher/Students Action(s)	Possible Next Move to Take
Preparation + Planning	**1**	Teacher ensures students leave school prepared to access content at home.	1. Explicitly teach and practice with students in-person how to access content and what to do to troubleshoot any problems they may have. 2. Communicate with caregivers the expectations for completion of lessons at home.
	2	Teacher has a system of accountability to ensure that students have completed home tasks.	Use a **system of accountability** that is easy to review and that students can use independently.
	3	Teacher creates a plan for class time that builds off of the flipped content.	Plan class time lessons that build upon the flipped content to prepare students for an upcoming learning experience.
Home Task	**4**	Students access the same **self-paced lesson.**	Embed **on-demand directions** in the LMS or platform students use to access the lesson.
	5	Students complete the same **self-paced lesson** to participate in the class time lesson.	Provide students with a tool to take notes, capture new learning, or prepare questions for class time.
	6	Students respond to **checks for understanding** and submit work before class time.	Embed a **check for understanding** upon completion of the self-paced lesson.
Class Time	**7**	Teacher reviews the completion of the **self-paced lesson** before class time.	1. Create a system for reviewing completion of lessons. 2. Create a plan for a student who hasn't completed the home task.
	8	Teacher makes an explicit connection between the home task and class time task.	Post an **agenda** for the day that includes a review of the content of the **self-paced lesson**.
	9	Teacher facilitates in-person learning that extends or reteaches, not repeats, the flipped content.	Prepare a guided practice or collaborative work to extend the learning from the home task

Access all tools, inspiration, and reference alignment to TEI and the PL Coaching
and Development Rubric at **www.thepltoolbox.com/flippedclassroom**.

Lab Model Progression | Differentiated Phase

		Teacher/Students Action(s)	Possible Next Move to Take
Preparation + Planning	1	Teacher creates at least two differentiated **self-paced lessons**.	Review student data to group students strategically and assign **self-paced lessons** to meet group needs.
	2	Teacher has a system to understand if students have mastered the home task.	Embed a **check for understanding** on the **self-paced lessons** that provides mastery data.
	3	Teacher creates a plan for class time based on the mastery data from the two differentiated **self-paced lessons**.	Plan at least two different lessons or tasks that support students who did not master the home task.
Home Task	4	Students complete the **self-paced lesson** and are prepared to apply learning to class time tasks.	Ensure content in the **self-paced lesson** is aligned to an application activity in class time.
	5	Students monitor their progress throughout the **self-paced lesson** using **checks for understanding**.	Plan **check for understanding** opportunities that allow students to understand progression towards mastery during the lesson.
	6	Students **reflect** on progress toward mastery while at home.	Provide a space for reflection upon completion of **self-paced lesson**.
Class Time	7	Teacher reviews mastery and reflection data from the two **self-paced lessons** with students.	Create a system to efficiently review mastery data and reflection data with students as they begin class time.
	8	Teacher organizes class time tasks in a **to do list** format.	Create a **to do list** for your students to follow when they are not attending a small group lesson that includes **on-demand directions** for all tasks.
	9	Teacher re-assesses mastery after students complete the to do list.	Create or leverage an already created short assessment to measure progress towards mastery.

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Lab Model Progression | Personalized Phase

		Teacher/Students Action(s)	Possible Next Move to Take
Preparation + Planning	1	Teacher creates a **work plan** to meet student needs.	Review student data to prepare a **work plan(**s) to meet the individual needs.
	2	Teacher has a system to provide feedback to students on their progress or mastery of tasks on the **work plan**.	Embed **on demand feedback** on **work plan** tasks.
	3	Teacher plans for workshops that extend tasks from the **work plan** and include opportunities for **groupworthy tasks.**	1. Pre-plan workshops based on anticipated misconceptions from home task. 2. Create an authentic task(s) students can complete in groups.
Home Task	4	Students complete a **work plan** and are prepared to apply learning to class time tasks.	Ensure content in the **work plan** is aligned to workshops and **groupworthy task**(s).
	5	Students make adjustments while completing the **work plan** based on the **on-demand feedback.**	Plan **on demand feedback** opportunities that allow students to review or extend their learning in real time.
	6	Students make a plan for class time, based on mastery of **work plan** tasks.	Create a planning template students complete at the end of the **work plan** that allows for them to schedule their **workshops** and group tasks for class time.
Class Time	7	Teacher leverages a **progression** that builds on the home task. This progression allows students the ability to move at their own pace, based on mastery with no barriers.	Plan and create a **progression** that extends the home task.
	8	Teacher facilitates differentiated **workshops** while students complete a **groupworthy task**.	Schedule time so students have opportunities to opt-in to **workshops** that meet their needs and work with peers to create **authentic products**.
	9	Teacher assesses mastery after **workshops** and/or provides feedback on **authentic product** progress.	1. Close out the workshop with a check for understanding. 2. Build a schedule for providing feedback on students' **authentic products**.

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DALLAS
INDEPENDENT SCHOOL DISTRICT