Flipped Classroom Progression | Differentiated Phase

		Teacher/Students Action(s)	Possible Next Move to Take
Preparation + Planning	**1**	Teacher creates at least two differentiated **self-paced lessons**.	1. 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.	1. 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.

Flipped Classroom Progression | Foundation → **Differentiated** → Personalized

DALLAS
INDEPENDENT SCHOOL DISTRICT