

# The Four Pillars of F-L-I-P™

## F Flexible Environment

Flipped Learning allows for a variety of learning modes; educators often physically rearrange their learning spaces to accommodate a lesson or unit, to support either group work or independent study. They create flexible spaces in which students choose when and where they learn. Furthermore, educators who flip their classes are flexible in their expectations of student timelines for learning and in their assessments of student learning.

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| <b>F.1</b> | <input type="checkbox"/> I establish spaces and time frames that permit students to interact and reflect on their learning as needed. |
| <b>F.2</b> | <input type="checkbox"/> I continually observe and monitor students to make adjustments as appropriate.                               |
| <b>F.3</b> | <input type="checkbox"/> I provide students with different ways to learn content and demonstrate mastery.                             |

## L Learning Culture

In the traditional teacher-centered model, the teacher is the primary source of information. By contrast, the Flipped Learning model deliberately shifts instruction to a learner-centered approach, where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.

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| <b>L.1</b> | <input type="checkbox"/> I give students opportunities to engage in meaningful activities without the teacher being central.        |
| <b>L.2</b> | <input type="checkbox"/> I scaffold these activities and make them accessible to all students through differentiation and feedback. |

## I Intentional Content

Flipped Learning Educators continually think about how they can use the Flipped Learning model to help students develop conceptual understanding, as well as procedural fluency. They determine what they need to teach and what materials students should explore on their own. Educators use Intentional Content to maximize classroom time in order to adopt methods of student-centered, active learning strategies, depending on grade level and subject matter.

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| <b>I.1</b> | <input type="checkbox"/> I prioritize concepts used in direct instruction for learners to access on their own. |
| <b>I.2</b> | <input type="checkbox"/> I create and/or curate relevant content (typically videos) for my students.           |
| <b>I.3</b> | <input type="checkbox"/> I differentiate to make content accessible and relevant to all students.              |

## P Professional Educator

The role of a Professional Educator is even more important, and often more demanding, in a Flipped Classroom than in a traditional one. During class time, they continually observe their students, providing them with feedback relevant in the moment, and assessing their work. Professional Educators are reflective in their practice, connect with each other to improve their instruction, accept constructive criticism, and tolerate controlled chaos in their classrooms. While Professional Educators take on less visibly prominent roles in a flipped classroom, they remain the essential ingredient that enables Flipped Learning to occur.

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| <b>P.1</b> | <input type="checkbox"/> I make myself available to all students for individual, small group, and class feedback in real time as needed.                   |
| <b>P.2</b> | <input type="checkbox"/> I conduct ongoing formative assessments during class time through observation and by recording data to inform future instruction. |
| <b>P.3</b> | <input type="checkbox"/> I collaborate and reflect with other educators and take responsibility for transforming my practice.                              |