The teacher carefully analyzes content standards to determine what students are capable of learning independently often through the use of technology outside of the classroom, and what should be learned collaboratively through application of their knowledge inside of the classroom.

The teacher plans for rich learning experiences to take place in class to increase conceptual understanding. Out-of-class lesson delivery, in-class activities, and assessment are all clearly aligned with the content standards.

The professional educator sets aside time to regularly reflect on his/her practices. The professional educator seeks constructive feedback from colleagues in order to improve his/her practice. The professional educator accepts that noise and movement are inevitable when students are frequently working cooperatively.

The classroom culture is learner-centered. Teacher serves as a facilitator providing feedback to students and offering guiding questions as needed to encourage deeper thinking. Knowledge and skills are applied through practical engaging activities that are high in rigor.

The classroom culture is more teacher-centered. The teacher imparts knowledge. Knowledge and skills are surface level, and classroom activities are low in rigor.

The following components are attributed to The Flipped Learning Network “Four Pillars”. flippedlearning.org