Enriched Virtual Progression | Foundation Phase

		Teacher/Students Action(s)	Possible Next Move to Take
Preparation + Planning	1	Teacher (or team of teachers/educators) creates one schedule for all students that includes **in-school** and **out-of-school** learning	Make sure that this schedule is **accessible** to students and families and create and explicitly teach strategies for staying on track during **out-of-school** periods.
	2	Teacher (or team of teachers/educators) creates a plan for learning activities that are best suited for **in-school** and **out-of-school** learning.	Build out a caregiver and/or student facing scope and sequence in order to provide clarity about work that students will complete. In building this plan consider, ways that **in-school** and **out-of-school** learning are working together effectively to support student progress.
	3	Teacher coordinates at least one **extended learning opportunity** (ELO) for all students.	Create a system for coordinating with community partners/programs to ensure that the experience supports and aligns to student learning outcomes. Ensure that you have developed a way to measure mastery of any learning outcomes addressed through the **ELO** (e.g; presentation of learning, portfolio, **ELO** instructor shares grade, etc).
	4	Teacher creates formative checks for understanding that are used both **out-of-school** and **in-school** to monitor student mastery.	Create a system to review student checks for understanding before their **in-school** time in order to use the data to inform instruction.
	5	Teacher has prepared students to access content at home; making sure all students have access to a device, wifi, and any other support they need. A system is in place to ensure students leave school prepared to access content at home.	Create a system that caregivers are aware of so that students can independently access content at home. Create resources for troubleshooting that students can access at home.
	6	Teacher and school establish intentional caregiver engagement and communication practices in order to foster effective learning **in-school** and **out-of-school**.	Consider what additional support will be needed so that caregivers can effectively support student learning.

In- School	**7**	Time **in-school** is spent enriching the **out-of-school** learning. Because this time is limited, teacher has planned key lessons or group work to extend, deepen, or reinforce the online learning.	Plan **in-school** learning to be high leverage and something students can't do **out-of-school**. Assessments completed **in-school** are used with out-of-school checks for understanding to track student mastery.
	8	Time **in-school** can also include specials or other opportunities that are not offered to students **out-of-school.**	Work collaboratively with educators to create this schedule and consider how these opportunities can support the student's **out-of-school** work.
Out-of- School	**9**	Students complete online content through a secure **learning management system**.	Ensure that content is **accessible** by all students and that troubleshooting guides are available as needed. Consider what total amount of time students have for **out-of-school** learning and plan content accordingly. Explicitly teach students strategies for independent online learning, ensuring they know how to get support if needed.
	10	Students complete all tasks for their **ELO**.	Ensure that the schedule for the **ELO** is clear and practical for students to complete.
	11	Students complete all checks for understanding to track mastery of learning.	Provide explicit instructions to students for where to access, how to submit, and what to do to monitor their own learning.
	12	Teacher has a system to regularly monitor, review, and provide feedback on student **out-of-school** work.	If using an adaptive software program, use the teacher dashboard to monitor progress. If using teacher-created online content, review virtual checks for understanding (e.g., Google Forms, LanSchool). For **ELO**s**,** coordinate with a partner/program to ensure you are able to track student learning throughout the experience (can be through their program if that exists or you can create formative checks for understanding that they integrate into the experience).

Enriched Virtual Progression | Differentiated Phase

		Teacher/Students Action(s)	Possible Next Move to Take
Preparation + Planning	**1**	Teacher creates at least 2 differentiated schedules for students that includes **in-school** and **out-of-school** learning.	As you build differentiated schedules, make sure to consider the following: • How to organize cohorts equitably to meet learner needs. • Use different days/times for **in-school** time for cohorts to allow for small group/whole group instruction as needed. • Ensure that students in the **out-of-school** cohort have access to educator support as needed. • Ensure that deadlines and schedules across the campus do not interfere.
	2	Teacher coordinates at least two differentiated **extended learning opportunities** (ELOs) for all students.	Make available at least two **ELO**s that students can choose from based on their learning needs, interests, and schedule. Create a system for supporting students in selecting their **ELO**.
	3	Teacher creates a system to support students in beginning to monitor their own progress through both **in-school** and **out-of-school** learning opportunities	A system is in place including goal setting, 1:1 conferencing **in-school**, and formative checks for understanding to help students begin to track their own progress and mastery. Explicitly teach students how to use their own mastery data to set goals and progress monitor.
In-School	**4**	Time **in-school** is spent enriching **out-of-school** learning. The teacher plans at least two differentiated lessons or group work to extend, deepen, or reinforce the online learning.	Consider how you can leverage smaller cohorts to provide targeted instruction based on checks for understanding, student interest, or mastery level.
	5	Students and teachers meet in **1:1 goal conferences** to set learning goals, and monitor progress and growth. Students make choices for their **out-of-school** time based on their goals and level of mastery.	Set up a system to track student progress that is used during **1:1 goal conferences** and that can be accessed by students and **ELO** partners and/or programs **out-of-school.**

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Out-of-School	6	Teacher plans at least two differentiated online content lessons and/or uses adaptive software programs to provide differentiated learning opportunities to students **out-of-school**.	Use checks for understanding, student goals, interests, and mastery levels to plan for differentiated **out-of-school** instruction.
	7	Students complete differentiated online content through a secure **learning management system**. They use their goals to help make choices about content.	Offer students choices about what order they complete tasks and how they demonstrate their learning.
	8	Students participate in available **ELO**s as agreed upon with their teacher	Student progress in **ELO** is aligned to their goals and is regularly communicated to teacher
	9	Students track their progress by monitoring tasks completed, time spent, mastery of content.	Students and teachers share and review this data regularly during **1:1 goal conferences**, using it to make decisions about learning and instruction.

Enriched Virtual Progression | Personalized Phase

		Teacher/Students Action(s)	Possible Next Move to Take
Preparation + Planning	**1**	Teacher and school team create an advisory system so that each student has an educator who is supporting their progress through personalized learning.	Consider if the advisor is the same as the **in-school** teacher, and consider what structures will support regular meetings and communication between all stakeholders (advisors, teachers, students, caregivers, **ELO** advisor, etc).
	2	Teacher and students (and caregivers) co-create personalized schedules that include **in-school** and **out-of-school** learning.	The classroom environment needs to be set up to offer flexibility during **in-school** time, allowing for students to progress through their personalized pathway. Consider how group or collaborative work can be scheduled and how students can receive teacher-led instruction and have time for independent projects or learning tasks **in-school**.
	3	Students select or create their own **extended learning opportunities** (ELOs) that best support their level of mastery and personal interests and needs.	Create an **ELO** advisory system to ensure that **ELO** supports student learning and to ensure structures are in place to monitor progress of each learner through their **ELO** experience.
	4	Teacher creates a system for tracking mastery that allows students to submit authentic products as evidence of mastery from both **in-school** and **out-of-school** opportunities.	Consider what system will best support students in your context to track and share their progress (e.g.; portfolio of evidence, presentations of learning, microcredentials)
In- School	**5**	Teachers and advisors support students working through their personalized pathways by offering teacher-led instruction, group learning, individual learning opportunities, and **1:1 goal conferencing**.	Teacher needs to explicitly teach students **in-school** and **out-of-school** routines and rituals for **personalized learning**. Create systems and routines and rituals in the class that allow for flexible learning opportunities *(see individual rotation model - personalized phase for more ideas)*.
	6	Students make decisions about **in-school** learning based on their level of mastery and personal interests and needs.	**1:1 goal conferencing** with advisors should be used to support student mastery and progress and to create personalized pathways for learning. Consider how to support students with planning and organizing their **in-school** time to best support their learning.
	7	Students participate in regular opportunities to showcase their mastery and growth through the evidence of learning they are capturing both **in-school** and **out-of-school**.	Create a schedule and format for these presentations and consider the authentic audience who will attend.

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Out-of-School	8	Teachers use **agendas**, **playlists**, or **must dos and may dos** to create personalized content that students can access **out-of-school**.	In creating these offerings consider where to include formative checks for understanding to ensure that students are mastering the content.
	9	Students use their personalized pathway to plan and monitor their learning, accessing online content through **agenda**, **playlist**, or **must dos and may dos**.	Teach students explicit strategies for managing and taking responsibility for their learning. Students make choices about their learning based on their level of mastery and personal interests and needs.
	10	Students participate in their own **ELO**, tracking their progress and mastery throughout.	Ensure that the advisory system incorporates ways for students to monitor and share their progress. Coordinate with community partners and/or programs to ensure alignment to this model of students self-monitoring progress.
	11	Students capture evidence of mastery both in all **out-of-school** experiences and submit this to their teachers.	Based on the system in place for tracking mastery (e.g.; portfolios of evidence, presentations of learning, microcredentials) teach students how to capture and submit evidence.