



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: <ul style="list-style-type: none"> • 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 ELOs 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 .

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 ELOs 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 | Foundation → **Differentiated** → Personalized

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