



## 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 <b>in-school</b> and <b>out-of-school</b> learning	Make sure that this schedule is <b>accessible</b> to students and families and create and explicitly teach strategies for staying on track during <b>out-of-school</b> periods.
	2	Teacher (or team of teachers/educators) creates a plan for learning activities that are best suited for <b>in-school</b> and <b>out-of-school</b> 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 <b>in-school</b> and <b>out-of-school</b> learning are working together effectively to support student progress.
	3	Teacher coordinates at least one <b>extended learning opportunity</b> (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 <b>ELO</b> (e.g; presentation of learning, portfolio, <b>ELO</b> instructor shares grade, etc).
	4	Teacher creates formative checks for understanding that are used both <b>out-of-school</b> and <b>in-school</b> to monitor student mastery.	Create a system to review student checks for understanding before their <b>in-school</b> 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 <b>in-school</b> and <b>out-of-school</b> .	Consider what additional support will be needed so that caregivers can effectively support student learning.

In- School	7	Time <b>in-school</b> is spent enriching the <b>out-of-school</b> learning. Because this time is limited, teacher has planned key lessons or group work to extend, deepen, or reinforce the online learning.	Plan <b>in-school</b> learning to be high leverage and something students can't do <b>out-of-school</b> . Assessments completed <b>in-school</b> are used with out-of-school checks for understanding to track student mastery.
	8	Time <b>in-school</b> can also include specials or other opportunities that are not offered to students <b>out-of-school</b> .	Work collaboratively with educators to create this schedule and consider how these opportunities can support the student's <b>out-of-school</b> work.
Out-of-School	9	Students complete online content through a secure <b>learning management system</b> .	Ensure that content is <b>accessible</b> by all students and that troubleshooting guides are available as needed. Consider what total amount of time students have for <b>out-of-school</b> 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 <b>ELO</b> .	Ensure that the schedule for the <b>ELO</b> 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 <b>out-of-school</b> work.	<p>If using an adaptive software program, use the teacher dashboard to monitor progress.</p> <p>If using teacher-created online content, review virtual checks for understanding (e.g., Google Forms, LanSchool).</p> <p>For <b>ELOs</b>, 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).</p>

### Enriched Virtual Progression | Foundation → Differentiated → Personalized

Access all tools, inspiration, and reference alignment to TEI and the PL Coaching and Development Rubric at [www.theplttoolbox.com/enrichedvirtual](http://www.theplttoolbox.com/enrichedvirtual).