



## 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 <b>in-school</b> teacher, and consider what structures will support regular meetings and communication between all stakeholders (advisors, teachers, students, caregivers, <b>ELO</b> advisor, etc).
	2	Teacher and students (and caregivers) co-create personalized schedules that include <b>in-school</b> and <b>out-of-school</b> learning.	The classroom environment needs to be set up to offer flexibility during <b>in-school</b> 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 <b>in-school</b> .
	3	Students select or create their own <b>extended learning opportunities</b> (ELOs) that best support their level of mastery and personal interests and needs.	Create an <b>ELO</b> advisory system to ensure that <b>ELO</b> supports student learning and to ensure structures are in place to monitor progress of each learner through their <b>ELO</b> experience.
	4	Teacher creates a system for tracking mastery that allows students to submit authentic products as evidence of mastery from both <b>in-school</b> and <b>out-of-school</b> 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 <b>1:1 goal conferencing</b> .	Teacher needs to explicitly teach students <b>in-school</b> and <b>out-of-school</b> routines and rituals for <b>personalized learning</b> . Create systems and routines and rituals in the class that allow for flexible learning opportunities ( <i>see individual rotation model - personalized phase for more ideas</i> ).
	6	Students make decisions about <b>in-school</b> learning based on their level of mastery and personal interests and needs.	<b>1:1 goal conferencing</b> 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 <b>in-school</b> 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 <b>in-school</b> and <b>out-of-school</b> .	Create a schedule and format for these presentations and consider the authentic audience who will attend.

Out-of-School	8	Teachers use <b>agendas, playlists, or must dos and may dos</b> to create personalized content that students can access <b>out-of-school</b> .	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 <b>agenda, playlist, or must dos and may dos</b> .	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 <b>ELO</b> , 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 <b>out-of-school</b> 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.

### 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](http://www.thepltoolbox.com/enrichedvirtual).