



Flex Model Progression | Foundation Phase

	Teacher/Students Action(s)		Possible Next Move to Take
Planning Before Lesson	1	Teacher has set time in the daily schedule for self-directed learning.	Block off time in the lesson cycle for students to be self-directed.
	2	Teacher has planned a system for self-directed learning that allows students to move at their own pace through the week, unit, or year.	Create a system to ensure students can move at their own pace during most of the lesson cycle.
Organization of Learning	3	Direct instruction is delivered through a self-paced lesson .	Leverage self-paced learning time to provide direct instruction or introduce new material via video.
	4	A weekly learning plan is given that includes multiple opportunities for new learning primarily through video or other modalities.	Establish a weekly learning plan process (or template) to scaffold new learning over the course of a week.
	5	On-demand directions are leveraged to complete self-paced learning with limited support from peers and teachers.	Include directions that are specific, concrete, sequential, and observable for every self-paced task.
Teacher Role	6	Teacher explicitly teaches students how to set an academic goal based on their weekly learning plan.	Establish criteria for students to successfully set a goal.
	7	Teacher divides time between small group lessons and providing feedback on progress towards academic goal(s) with individual or small groups of students.	Create a schedule so that all small group lessons happen and every student receives feedback that is specific, concrete, and actionable at least once per week.
	8	Teacher meets with individual or small groups of students to reflect on progress towards academic goal(s) and determine next steps.	Explicitly teach students the purpose of reflection and how to reflect on their academic goal.
Student Role	9	Students have an articulated goal for the available time, related to the academic outcomes.	Teacher models what it looks like to set a goal for the available time.
	10	Students are aware of their current progress toward goals by way of self-assessment and frequent peer and teacher feedback.	Students use goal(s) to prioritize and track completion of tasks on the weekly learning plan.
	11	Students can articulate ways in which previous successes and failures have informed their learning process.	Provide students reflection stems that prompt them to think about their successes and failures.



Flex Model Progression | Differentiated Phase

	Teacher/Students Action(s)		Possible Next Move to Take
Organization of Learning	1	A playlist gives students the ability to progress or move at their own pace to master their learning goals.	Create a playlist that is sequential and has a: pre/post assessment, uses multiple modalities to teach or opportunities for practice, and embedded checks for understanding.
	2	Progression through the playlist is monitored by students.	Create a visual system for students to track progress through their playlist.
	3	Workshops are attended based on data from pre-assessments or embedded check(s) for understanding on their playlist.	Create a system or schedule for teacher-led workshops aligned to the learning goal(s) of the week.
Teacher Role	4	Teacher divides time between workshops and 1:1 goal conferences to co-create academic goal(s) with student.	Create a weekly schedule so that all workshops and 1:1 goal conferences with students happen.
	5	Teacher reviews individual goals with students and co-creates an action plan with the student to meet the learning goal.	Establish a system for reviewing and creating an action plan for individual student goals.
	6	Teacher uses real-time data to affirm and provide feedback on students' goal and action plan.	In the moment, coach students by suggesting activities that will support the students in reaching their goal or affirming progress towards their goal.
Student Role	7	Students have an articulated plan on how to achieve their academic goals during the available time, based on available data (e.g., diagnostic, self-reflection).	Embed check points for students to reflect on their progress towards their goal to determine next steps.
	8	Students set measurable and attainable goals and creates own action plan with little to no teacher assistance.	Set up short conferences with students to ensure goals and action plan meet set criteria.
	9	Students lead 1:1 goal conferences with their teacher.	Develop students' facilitation skills by allowing them to co-lead 1:1 goal conferences. If this is an emerging skill, create a script for students to follow.



Flex Model Progression | Personalized Phase

	Teacher/Students Action(s)		Possible Next Move to Take
Organization of Learning	1	A progression allows students the ability to move at their own pace, based on mastery with no barriers.	Plan and create a progression for the semester so that students can move at their own pace through the content.
	2	Multiple opportunities are given for students to demonstrate mastery and choose when to submit or assess.	Design an assessment system that allows students to opt in when ready to show their mastery or move on.
	3	Learning is applied through a collaborative (or ongoing) project that results in an authentic product .	Design opportunities for students to collaborate on summative work and share with an authentic audience for feedback and celebration.
Teacher Role	4	Teacher meets with individual students during 1:1 mentoring time to affirm or suggest strategies for self-directed habits beyond the classroom.	Schedule time to meet with each individual student over the course of a week to provide mentorship.
	5	Teacher supports student groups in using project management tool(s) to track group progress.	Establish a system for students to manage their progress through a project.
	6	Teacher manages time to include: workshops, 1:1 goal conferences, and project check-ins in the same block of time.	Create a process to build a schedule with students at the beginning of the instructional block.
Student Role	7	Students work with urgency for the available time and take thoughtful breaks, so that instructional time is maximized.	Coach students to use strategies suggested during 1:1 mentoring time.
	8	Students have essential and complementary roles that allow them to make progress towards a shared goal on a group-worthy task.	Support students to write a group contract that establishes group norms and roles.
	9	Students showcase their completed product in front of an authentic audience.	Plan a showcase and invite partners that could serve as an external audience for students.

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