Thrive Blended Learning Rubric

THRIVE PUBLIC SCHOOLS

	Not Thrive Blended	Approaching Thrive Blended	This is Thrive Blended
Student Ownership	• Students have a hard time following reminders given during check-in's in the process of reaching expected outcomes. • Students are unsure of objectives, expectation, and purpose • Teacher solely creates the PLP	• Students need regular check-in's and reminders around producing their best work • Students need teacher or peer support when talking about the project objectives • Students would benefit being paired with a mentor peer while presenting during POL and exhibition	• Students take pride in their work by producing high quality work • Students can explain purpose, objectives and expectations • Student can present work/learning to community with confidently and clarity • Students know what steps they have to take to meet their goals. • Students are self-paced learners
Teacher as a facilitator	• Some teacher guides classroom discussions • Teacher primarily asks yes/no questions • Teacher drives the learning • Teacher does not have a clear plan on how to support students to meet their personalized goals	• Teacher creates time for peer to peer questions and answers • Teachers start with open ended questions, and may not finish with further probing questions • Teacher asks for student voice, but no choice. • Teacher has an articulated plan on how to support students to meet their personalized goals	• Teacher supports students to ask deep questions and find complex answers throughout the learning experience • Student driven learning space (voice and choice) • Student led discussions are clearly seen in the classroom. • Students' plans are in students locus of control (not teachers)
Groupings	• Groups remain the same for the semester • Grouping are solely homogeneous	• Students work in small groups that change weekly • Groups are based on data	• Groups change as needed (daily, weekly, etc.) • Teacher has various grouping protocols (pairs, whole class, small group, independent, online, etc.)
Data	• Teacher uses data when it is provided to him/her by a colleague • Teacher reviews data but does not share it with students, parents or staff • Teacher observational data informs instruction	• Teacher accesses and uses data weekly to modify/inform instruction • Students are aware of it but don't necessarily understand it • Students have goals that may or may not be linked to the data • Parents receive data from teacher but are not coached on how to read it. • Teacher uses mainly one data source.	• Teacher uses data daily to inform next day's mini lessons or reinforcement • Data is used to create the PLP and help students understand their academic needs in numeracy and literacy • Student goals and data are connect • Parents are informed of data and what it means • Teacher uses data from multiple sources
PLP	• Teacher creates PLP with 1-2 actions to meet each goal • Check ins happen at each trimester mark • Parents and students do not have access to PLP	• Teacher created PLP through analysis of data and with student input • New goals set at each trimester • Communication sent home	• T & S Co-create goals by looking at needs and data • Weekly checked and goals update as students meet their goals • Parent communication and action steps for how to help at home.
Relationships & Feedback (T→S; S→S, T →P)	• Teacher knows all students and their parents • Teacher provides feedback to student weekly • Limited student to student collaboration	• Teachers, parent and students know where student is and where they are going but few discussions in real time. • Some real time feedback is given during class. • Feedback is teacher centered and directed. • Time is set aside for students to collaborate or provide feedback to each other	• Teacher, parents and students know where they are and where they are going in real time. • Feedback and check-ins given in real time both in and out of the classroom. • Student to student collaboration and student to teacher collaboration happens anytime needed.
Learning Tools (digital and analogue)	• Outcomes are usually produced using 1 preferred tools • Students have no choice in what tools to use • Little to no variety within a lesson. • Tool organization, tool care, not making use of tools available. • Learning tools not being used or only used by the teacher	• Classroom has a systems for using and choosing tools • Some relevance to project • At least 2 different tools are used for learning and 1 of them is digital • Tools are purposeful and relative to outcomes	• Students know what tools are available, how to use them and can and have independence with tool citizenship • Clearly defined tool access (log on)/storage/check out • School-wide systemized process students follow when introduced to a new tool (1. Exploration 2. Noticing 3. Expectations discussions 4. Non-negotiables 5. Practice 6. Reflection)
Procedures, Space & Time for Learning	• Students circulate through different learning experiences at a predesignated pace, scope and sequence. • Most learning happens at school • Clear procedures • Room is set up thoughtfully for the year	• Some flexibility for student pace but not the scope or sequence • Learning happens only in the classroom and home • Seamless transitions from 1 task to next • Room is rearranged for special occasions	• Students are fluidly moving through rotations and work at their pace • Students have opportunities for self-directed learning • Learning happens anytime, anywhere. • Teacher doesn't have to be there to learn • Space is flexible and moves to fit the learning mode