



2012 Rivers Institute Assignment Details

Taking the Rivers Institute for CEUs Only?

- So we can hold these workshops at no cost for educators, we need a record of your learning. This comes in the form of a written Reflection. Please adhere to the description for this task in the *Rivers Institute Reflection Paper Details and Rubric* document (disregarding the rubric).

Want the chance to earn a \$100 Mini-Grant?

- Complete the task as detailed above.
- Adhere to the details found in the *Guidelines for Mini Grants* document.
- So you can receive the Mini-Grant, a budget is needed. In order for the budget to make sense to our funders, it needs to be a part of a lesson plan. Please adhere to the description for this task in the *Rivers Institute Lesson Plan Details and Rubric* document (disregarding the rubric).

Taking the Rivers Institute for 2 Graduate Credits?

- Adhere to the *Rivers Institute Syllabus 2012* document for all requirements necessary to receive 2 graduate credits.

Action Plan Rubric

Elements	0 points	2 points	4 points	6 points
Curriculum and Standards	The lesson provides no connection to core curriculum or a standard course of study or to state and/or national curriculum standards.	The lesson provides some connection to core curriculum with a few references to a course of study and to curriculum standards. The lesson focuses on one curricular area, lacking integration.	The lesson provides connections to core curriculum areas with clear references to a course of study and curriculum standards. The lesson integrates skills or content from several core curriculum areas.	The lesson supports core curriculum content appropriate to the targeted student group and is well integrated with a course of study and aligned with curriculum standards. The lesson integrates skills and content across the curriculum.
Student-Centeredness	The lesson is flat and uninspiring. There is no evidence of student choice or flexibility in pace, topic or end product.	The lesson is appealing, but student choice and flexibility are limited.	The lesson is appealing, and there is evidence of instructional flexibility or accommodation of students' interests.	The lesson is appealing, and it invites students to be creative. It supports student choice and encourages students to take responsibility for their learning by having at least one section that is open-ended.
Thinking skills	Students are not required to use the higher order thinking skills.	Students are not required to use the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, or evaluation, though some implied opportunities exist.	Students are required to use higher order thinking skills in parts of the lesson. The skills of knowledge, comprehension, application, analysis, synthesis, or evaluation are implied, though not specifically addressed.	Students are required to use higher order thinking skills throughout the lesson. The skills of knowledge, comprehension, application, analysis, synthesis, or evaluation are specifically addressed.

The role of the teacher	The lesson does not describe the teacher's role.	The lesson alludes to the teacher's role via general "tips." OR The teacher's role is implicit in the lesson description.	The lesson describes the teacher's specific activities and how he or she is to support student learning.	The lesson describes the teacher's specific activities and how he or she is to support and assess student learning. It identifies potential challenges inherent to the lesson and suggests alternative instructional strategies.
Instructional Design	The lesson seems incomplete or sketchy.	The lesson is complete, but lacks depth. It does not offer strategies for adaptations to students with special needs or learning style preferences.	The lesson is complete, goes into depth, but lacks specific examples of adaptations for students with special needs or learning style preferences.	The lesson is complete, deep, and adaptable. It offers extensions for more motivated learners and/or adaptations for students with special needs or learning style preferences.
Assessment	There is no evidence of connection to educational objectives nor to assessment strategies.	There is some mention of educational objectives, but inadequate or incomplete references to assessment and evaluation.	There is adequate identification of educational objectives. Some examples of formative assessment and summative evaluation strategies are included.	Educational objectives are clear, obtainable, and measurable. Multiple, authentic formative assessment and summative evaluation strategies are clearly described.