



# 2013 Rivers Institute Lesson Plan Details and Rubric

## ***Lesson Plan Description***

The lesson plan could cover one or multiple instructional periods, but focuses on one objective. This lesson plan should demonstrate what you have learned in the course by integrating your learning into your professional practice. Your implementation plan should include a description of:

- A specific detailed objective showcasing what the student will learn and do
- The specific skill, process and/or content goal for the lesson

## ***Lesson Plan Criteria Checklist***

- The plan is easy to follow.
- Student experiences relate to the objective and are described completely.
- Lesson showcases student experiences grounded in inquiry.
- Experiences are engaging, developmentally appropriate, culturally equitable, use a variety of resources and are based on principles of effective instruction. (Examples: cooperative learning, service-learning, projects, role plays, creative demonstrations, unique discussions, games, simulations, etc.)
- Content is tied to specific standards, is up-to-date and complete.
- Teaching strategies accommodate diverse learning styles and are appropriate for the target group.
- Lesson blends learning from a number of curricular areas, including but not limited to language arts, science, math, social studies or other content areas. Inter-curricular connections need to be highlighted via standards or other purposeful language.
- Lesson requires student to use higher order thinking skills. (Think of and include connections to Bloom's Taxonomy: Remember Understand, Apply, Analyze, Evaluate, and Create.)
- Lesson Plan should include:
  - Some form of assessment or evaluation strategy. Assessments and evaluation techniques measure the learning outcomes and allow students to demonstrate learning through performance.
  - Suggestions for creating a product to demonstrate what the student has learned, or as part of the activity there is a product created which shows what the student has learned as a result of the activity.
  - Use of Science Notebooks
  - Reference to Waters to the Sea and any other activities introduced during the Rivers Institute Workshop

## ***Format and Details***

- Double spaced, 12 point Times New Roman font, 1" margins
- No cover page necessary, page numbers in upper right corner
- First line of paper reads: *Lesson Plan – First and Last Name* (Example: *Lesson Plan – Cara Rieckenberg*)
- Document saved as: *Last Name Lesson Plan* (Example: *Rieckenberg Lesson Plan*)
- Document sent as attachment in email to Cara Rieckenberg ([crieckenberg01@hamline.edu](mailto:crieckenberg01@hamline.edu)) before one month from last date of Institute. Subject line of email should read Last Name – Lesson Plan.

### Lesson Plan Rubric

<b>Elements</b>	<b>0 points</b>	<b>2 points</b>	<b>4 points</b>	<b>6 points</b>
<b>Curriculum and Standards</b>	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.
<b>Student-Centeredness</b>	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.
<b>Thinking skills</b>	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.

<b>The role of the teacher</b>	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.
<b>Instructional Design</b>	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 <b>and/or</b> adaptations for students with special needs <b>or</b> learning style preferences.
<b>Assessment</b>	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 assessment and/or evaluation strategies are included.	Educational objectives are clear, obtainable, and measurable. Multiple, authentic assessment and/or evaluation strategies are clearly described.