

Instructor Evaluation Guidelines: Lesson Plan

INSTRUCTIONAL GUIDANCE

The instructional guidance section of the lesson plan provides the would-be instructor with critical information for delivering the lesson presentation properly.

a. General Course Information

- The lesson plan should include: course name and number, lesson plan date (last revision), lesson title, and total length of time required to deliver lesson.

b. Instructor Preparation Information

- The lesson plan should also include: what the instructor needs "to do" in order to properly prepare for the lesson (e.g., read the lesson plan, review a policy letter or regulation, practice with a piece of equipment, etc.).

c. Room Set-Up

- Room set-up should be explained in this segment to assist in preparing the learning environment.
- Should the room be set-up in small or large group tables for exercises? U-shaped for discussions? No tables for experiential learning exercises?

d. Required Training Materials/Media

- The lesson plan should indicate what media or materials are needed for successful lesson delivery.
- Explain the purpose and location of handouts, checklists, case studies, or scenarios needed during the lesson presentation.
- If media is needed, like overhead projectors, flip charts, PowerPoint projectors, video equipment, etc., then the lesson plan should describe in detail what is required, where the equipment can be obtained, and why it is needed.

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INTRODUCTION

The introduction section of the lesson plan establishes the foundation for the entire lesson. The lesson plan should include an attention step, lesson objectives, route/overview, importance statement, and instructor credibility statement.

e. Attention Step

- The purpose of this segment in the lesson plan is to gain the student's attention and get them interested in the lesson topic.
- The lesson plan should indicate what the attention step is (i.e., a short story, a fact or facts, a short video clip (couple of minutes max), an instructor question (rhetorical or overhead).
- If the attention step is a warm-up exercise, the lesson plan should indicate how long the exercise is supposed to last. Warm-up exercises should be kept short to avoid a lengthy introduction that cuts into precious content time.
- The primary focus here is to get the participants really interested in the lesson topic so they will stay focused throughout the lesson.
- It is possible this step could also serve to inspire and/or motivate the participants; therefore the hook/WIIFM may not be required later in the introduction.

f. Credibility Statement

- When meeting with the students for the first time, the instructor should provide professional background information to establish credibility with the students.
- Provide personal experiences that enhance the lesson and are directly related to the topic and/or objectives. One personal experience is generally adequate for the introduction. Keep credibility statements short < 1 minute.

g. Lesson Objectives

- The lesson plan should contain the terminal and enabling objectives that were developed in the initial design.

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- The objective should contain a performance, condition, and criteria component.
- Everything contained in the lesson plan should be linked to the designed lesson objectives.

h. Motivation (WIIFM)

- The lesson plan should have a statement that explains why the lesson is important to the participant's jobs and/or career development. The statement should explain how the lesson will help the participant's job performance in the field. Maybe the new knowledge or skill will save them time, enhance performance, or improve safety.
- The statement could also explain why the lesson is important to the BLM. Maybe the training will help the BLM save time, money, or keep it out of unnecessary litigation.
- This segment of the introduction is often referred to as the WIIFM (what's in it for me?), "hook," or "motivation statement."

i. Lesson Plan Route

- Simply stated, the lesson plan should indicate what main ideas/points will be covered in during the lesson presentation.
- The route should also include any anticipated exercises that will be conducted during the lesson.
- This segment of the introduction is sometimes referred to as the "overview".
- Bottom line: this segment is a "road map" for the participants; it lets them visually see where the instructor is taking them before the lesson journey begins.

BODY

This section of the lesson plan focuses on the content. While the format of the body can differ from lesson plan to lesson plan, the evaluator will assess the body of the lesson plan on the following factors:

a. Lesson Plan Content

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- The lesson plan contained detailed content for all main points/ideas mentioned in the route/overview during the introduction.
- Written content was thorough enough that any other SME within the same discipline could deliver the lesson with little preparation time.

b. Lesson Plan Contained Participant-Focused Delivery Strategies

- Lesson plan contained “active learning” strategies that involve the learner.
- Delivery strategies that involve the participants are topic, video and case-study discussions as well as individual and group exercises such as interviews, role-play, games, brainstorming and critical thinking groups.
- Bottom line: The lesson plan should encourage/stimulate participation and not be an outline for a lecture!

c. Lesson Plan is Personalized

- Personal experiences (e.g., stories, examples, thoughts, ideas, and cued verbal and non-verbal behaviors) that are related to the topic subject should be written in the margins of the LP.
- These personalized messages prompt the instructor to “do” something at a specific time during the lesson presentation. However, they’re personal, meaning, they were not part of the design but enhance the training to make it more interesting and fun for the participants.

d. Lesson Plan Grammar Aimed at Participants

- Content is written in a way that it sounds like it is being directed at the participants when read or spoken.
- Second person (you) is ideal for lesson plan content.
- For example...write like this: “When you take a water sample be sure you first...”.

e. Lesson Contain Planned Questions

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- The lesson plan should contain planned questions that are going to be used (asked) to get students involved in the lesson.
- The lesson plan should also contain the anticipated responses to each question in the lesson plan. This technique provides the instructor with a visual reference for ensuring full coverage of the question and topic.
- All questions within the lesson plan should be “open-ended” not “closed-ended”.
- All question should have a purpose; to assess whether or not participants have reached stated lesson objectives.

f. Lesson Plan Corresponds to Media

- All media (transparencies, wall charts, movies, slides, PowerPoint and handouts) that is required to deliver the lesson is explained in detail in the lesson plan.
- All media is referenced accurately within the lesson plan so the instructor can quickly link participants to the location of required media.
- For example: “You will that handout on page 41 in your participant course notebook”.
- These references can be made in *Instructor Notes*.

g. Transition Present

- Transitions statements should be evident throughout the lesson plan so participants to follow along during the lesson presentation. Transitions signal to the students that one topic is ending a new topic is beginning.
- Transitions tie material together in a meaningful manner. Link material previously taught with the present material, and link the present material with what will be taught later.
- Transitions let the participants know what main point/idea was covered and what main point/idea will be covered next.
- A good transition always “reviews” and “previews” for the participants throughout the lesson presentation.

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EXERCISES

This section deals with how well the lesson plan sets-up an exercise. Exercises can be conducted at anytime during the lesson and are usually accomplished via role-play, games, brainstorming sessions, and question and answer periods, etc.

a. Lesson Exercises Present

- Lesson plan contained exercises during/after each major point/idea.
- Lesson plan was “chunked” with exercises throughout.
- Lesson plan exercises varied to accommodate all types of learners (visual, auditory, and kinesthetic).

b. Lesson Exercises Align with Objectives

- Lesson plan exercises aligned with stated lesson objectives.
- Participants should not be asked to “do” anything that does not link back to stated lesson objectives.

c. Exercises Contain Detailed Instructions

- Every exercise contained in the lesson plan should include: how long the participant has, what equipment, tools, or materials are required, what they will be required to do before, during, and after the assessment.
- Lesson plan contained guidelines or rules for conducting/completing each exercise.

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CONCLUSION

The lesson plan conclusion is developed to ensure the major discussion points from the body of the lesson are reinforced with the participants and to reassure them that previously stated objectives for the lesson have been achieved.

a. Lesson Objectives

- Since the objectives are the “measuring stick” for successful performance, the lesson plan should contain the objectives again in the summary so they can be reviewed with the participants.

b. Summary of Each Main Point/Idea

- Summarize the material in the lesson plan at least once to ensure student understanding. In some cases, lesson content may need to be summarized more than once.
- The amount of content reviewed in the summary is not the issue; rather, did the summary contain key points from each main point/idea? This practice will serve to reinforce the content with the participants.
- The lesson plan should summarize the content covered in each of the major teaching points of the lesson.
- Use the major teaching points and/or objectives as an outline for the summary in the lesson plan.

c. Transfer Statement

- The lesson plan should contain a statement explaining how the knowledge and/or skill obtained from taking the lesson can be used back on-the-job.

d. Closing Statement

- Lesson plan should contain a statement that indicates what comes next or ties back to the attention step.
- Creativity is essential for a well-developed close.