

## POST CURRICULUM SME COMMITTEE LESSON PLAN REVIEW GUIDELINES

### Lesson Plans:

To assist Academy Directors and Academy Faculty to develop course materials and POST Curriculum SME Committee members to provide consistent reviews of submitted lesson plans, a lesson plan is defined as follows:

1. A lesson plan includes all the information that must be delivered to teach the subject matter to a level of proficiency that allows the student to perform the tasks on the job. The lesson plan should be constructed so that the required material can be taught given the time constraints using effective methodologies.
2. The instructional content must be sufficient in scope and specificity to allow a competent instructor with subject-matter expertise who did not author the lesson plan or develop the supporting materials to effectively teach the course ensure consistency between all sessions of the academy over time.
3. A reviewer must be able to determine from the lesson plan that the content required to substantiate all stated POST goals, objectives and/or outcomes of the course will be covered. The lesson plan may include content that goes beyond the minimum standards required by POST.
4. The instructional content must be adequate to document, for later scrutiny, what was taught. However, it is not intended to be a script that every instructor must follow to the letter. A good lesson plan allows for individual instructor creativity and can be customized to account for the needs of the students in each class.
5. Instructional content is written to the student, instructor guidance is written to the instructor. If there is a direction to the instructor to explain something, the explanation must be included.

Some specific considerations that will help create lesson plans that accomplish the above four definitions are:

- The lesson plan should not be a simple topic outline but should include course content, discussion questions with desired answers, practice activities, directions for role-play, scenario set-up, etc. A lesson plan template is attached to illustrate.
- Critical content should be written on the left side of the two-column format and only delivery prompts, which may include slide and PO numbers, is written on the right side. If an academy deems it necessary to switch column format between left and right all lesson plans from an academy should be consistent.
- Instructional process, e.g. "discuss the importance of..." is listed on the right side of the lesson plan format. Discussion questions that are expected to be asked are part of the course content and listed on the left side with desired answers.

- To save space and to ensure complete thoughts are communicated, outline numbering should be avoided and the text should be written in sentences and paragraphs.
- It should not be necessary to review the lesson plan and the PowerPoint side by side to see the complete content to be taught. All instructional content should be contained in the lesson plan.
- All performance outcomes must be addressed in the course content included in the lesson plan.
- All source material used to develop the content should be listed, including websites and periodical articles. If not required or recommended in the POST curriculum, additional resources, including video links, should be labeled as “Additional Materials”.
- The primary handouts used in the class should be listed. This does not preclude additional handouts being added as the class progresses.
- Test questions should not be included in the lesson plan unless there is a designated section for them. Any discussion questions or questions assigned for homework shall be included in the lesson plan.
- Lesson plans should include proposed scenarios and role-plays. Rubrics, scripts, equipment needed, and safety plans may be separate documents but should be cited by name in the lesson plan. Scenarios need to be reviewed for legality and ethics.

### **Tests and Assessment**

Tests are tools to check for and measure learning. They may be written or practical but should address each performance outcome consistent with the performance described. If the outcome asks the student to “demonstrate” a concept or skill, a written test may not be the best assessment method.

- Written tests should require higher order thinking and not simple recall.
- True/false tests are easy to write but only ask the student to recognize information. These can be improved by asking the student to describe why the answer is correct. True/false questions do not prepare students to pass the POST test.
- Multiple choice questions should offer three or four equally plausible choices written in the same style so as not to signal the correct answer. Complex distractors are best.
- Scenarios and role-play offer more reality-based assessment but need to be scripted with performance rubrics and safety plans included. Other reality-based assessments include group teach backs, case study review, video – id crimes, etc. Any assessment requiring demonstration of multiple competencies will benefit from the use of a performance rubric which will provide consistent feedback to the student.
- Number of test questions needed is determined by how often the topic is included in the periodic academy testing and by the volume of information required to adequately measure learning for a particular topic. The same question should not appear repeatedly on tests given over the course of the academy. All performance outcomes should have test questions or other assessment as indicated by the verb used.

**PowerPoint**

PowerPoint is an instructional aid and does not substitute for a lesson plan. A PowerPoint slide is most useful to display video, graphics and photos, discussion questions, instructions for activities and can serve as a topic outline for the subject to be discussed to keep the instructor on track. An instructional aid may be updated between sessions of a class to provide fresh videos and activities to support the course content and to allow creativity between instructors.

When a PowerPoint presentation has enough details to serve as a lesson plan format it is generally a poor presentation. There is no set minimum number of slides. However, there may be a concern with too many slides.

If the PowerPoint is to be used as a complete reference to the students for studying for tests, a PowerPoint should contain all the relevant content. To avoid poor classroom presentation, it is recommended that a separate student manual be created either in Word or using a PowerPoint deck designed for that purpose. This would be separate from the deck used for presentation in class. This advice applies to both print manuals and those provided to the student online.

Note: This information on PowerPoint is advisory only. No requirement is suggested or intended.