

# Training Design & Development

## LESSON PLAN DEVELOPMENT PLANNING SHEET

Participant: \_\_\_\_\_  
Topic: \_\_\_\_\_

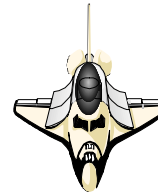
Remember, your assignment this week is to develop a complete lesson plan that reflects the knowledge and skills you have gained this week. Your lesson plan should be a complete product, including all visual aids, handouts, Powerpoint disks, etc. You will have 15 minutes to share your design strategy with a small group on Friday morning and 5 minutes for a debriefing session. You will have the opportunity to gain insight and suggestions for resolving any design problems from your colleagues.

**IMPORTANT: Don't write it only for your delivery. Your lesson plan should be written so clearly that anyone can read it and immediately understand exactly how to deliver it. (Remember the value of good documentation!)**

Please attach to your lesson plan the following:

- ❶ The problem statement that supports your topic.
- ❷ The draft of your needs assessment strategy.
- ❸ The evaluation strategy (immediate, intermediate, ultimate impact).
- ❹ Visual aids and/or handouts.

## Lesson Plan Pre-Flight Checklist



### A. Lesson Plan (General/Cover page)

- |  |                |
|--|----------------|
| <input type="checkbox"/> Number of hours of duration identified?                                       | ___ Yes ___ No |
| <input type="checkbox"/> Is number of hours reasonably related to the topic?                           | ___ Yes ___ No |
| <input type="checkbox"/> Number of participants defined?   | ___ Yes ___ No |
| <input type="checkbox"/> Is an appropriate Job Class/Position targeted?                                | ___ Yes ___ No |
| <input type="checkbox"/> Is room setup described?  | ___ Yes ___ No |
| <input type="checkbox"/> Is room setup <u>conducive to participant-centered</u> learning and activity? | ___ Yes ___ No |
| <input type="checkbox"/> Are all resources and materials needed identified?                            | ___ Yes ___ No |
| <input type="checkbox"/> Problem Statement: Is a problem statement attached to the lesson plan?        | ___ Yes ___ No |
| <input type="checkbox"/> Can the training topic be defended as "Needs Assessment" based?               | ___ Yes ___ No |

### B. Performance Objectives

- |  |                |
|--|----------------|
| <input type="checkbox"/> Are Performance Objectives in correct format and contain all 3 parts? | ___ Yes ___ No |
| <input type="checkbox"/> Do they represent a progression of learning?                          | ___ Yes ___ No |
| <input type="checkbox"/> Do they tap different learning styles in "Condition?"                 | ___ Yes ___ No |
| <input type="checkbox"/> Are the action words appropriate to the domain of learning need?      | ___ Yes ___ No |
| <input type="checkbox"/> Do the standards facilitate measurement and evaluation?               | ___ Yes ___ No |
| <input type="checkbox"/> Do they target the learning that will reasonably                      |                |

- meet the need identified in the problem statement?      \_\_\_ Yes \_\_\_ No
- ☐ Are there 2 impact level (Performance on the Job and Agency Benefit) objectives?      \_\_\_ Yes \_\_\_ No

**C. In the design of the Anticipatory Set: “WHY?”**

- ☐ Does it answer the question “Why?”      \_\_\_ Yes \_\_\_ No
- ☐ Is learner readiness established?      \_\_\_ Yes \_\_\_ No
- ☐ Does it link old/previous information to new information?      \_\_\_ Yes \_\_\_ No
- ☐ Does it set the expectations of the program and share the Performance Objectives?      \_\_\_ Yes \_\_\_ No

**D. In the design of Instructional Input: “WHAT?”**

- ☐ Does it answer the Question “What?”      \_\_\_ Yes \_\_\_ No
- ☐ Does it minimize lecture?      \_\_\_ Yes \_\_\_ No
- ☐ Provide the Key Content, Knowledge, Skills and Values in a way that appealed to all learning styles?      \_\_\_ Yes \_\_\_ No
- ☐ Allows Wait Time so the information can be processed?      \_\_\_ Yes \_\_\_ No
- ☐ Checks for Understanding to ensure the information was understood.      \_\_\_ Yes \_\_\_ No
- ☐ Asks Processing Questions throughout?      \_\_\_ Yes \_\_\_ No
- ☐ Models the content appropriately for the topic?      \_\_\_ Yes \_\_\_ No
- ☐ Maintains smooth transitions throughout?      \_\_\_ Yes \_\_\_ No

**E. In the design of the Guided Practice: “HOW?”**

- ☐ Does it address the “How” through the application of the subject?      \_\_\_ Yes \_\_\_ No
- ☐ Are participants provided the opportunity for personal use of the information?      \_\_\_ Yes \_\_\_ No
- ☐ Are Checks for Understanding included to ensure that participants understood the purpose and directions of the Guided Practice?      \_\_\_ Yes \_\_\_ No
- ☐ Is a “Trainer Safety Net” provided?      \_\_\_ Yes \_\_\_ No
- ☐ Are smooth transitions incorporated?      \_\_\_ Yes \_\_\_ No

**F. In the design of the Independent Practice: “NOW, WHAT IF?”**

- ☐ Does it answer the question “Now, What If....?”      \_\_\_ Yes \_\_\_ No
- ☐ Is there a mechanism established for assistance, follow-up?      \_\_\_ Yes \_\_\_ No
- ☐ Does it facilitate creativity and innovation with relevant content?      \_\_\_ Yes \_\_\_ No

**G. In the design of the Closure and Evaluation: “SO WHAT?”**

- ☐ Does it answer the question “So What?”      \_\_\_ Yes \_\_\_ No
- ☐ Does the closure keep the learner engaged?      \_\_\_ Yes \_\_\_ No
- ☐ Does it facilitate participant feedback?      \_\_\_ Yes \_\_\_ No
- ☐ Does it reiterate the key concepts of the presentation?      \_\_\_ Yes \_\_\_ No

- ☐ Does it re-state the performance objectives and  
assess accomplishment of them? ☐ Yes ☐ No
- ☐ Does it build a bridge to the next module or future learning? ☐ Yes ☐ No

**H. In the design of the overall Training Impact/Evaluation Strategy** (attach to lesson plan)


- ☐ Is there a feedback mechanism for participant  
critique/comments at the end of training? ☐ Yes ☐ No
- ☐ Does the lesson plan include a true evaluation component?
- Does it measure Immediate impact  
(i.e., during learning environment)  
How accomplished? ☐ Yes ☐ No
  - Intermediate impact (assess behavior change on the job)  
How accomplished? ☐ Yes ☐ No
  - Ultimate impact (assess change in agency  
“Quality Control” factors)  
How Accomplished? ☐ Yes ☐ No

## ANALYZING LESSON PLANS


### Lesson Plan Debriefing Sheet


**Please use as a debriefing guide concerning your colleagues' Lesson Plans**


Name: \_\_\_\_\_ Topic: \_\_\_\_\_


 Cover Sheet:

Duration (hours allocated) appropriate?  
Room setup conducive to participant-centered activity?  
Participant Job-Class defined?  
Resources and materials described on page 2?

 Is Topic problem statement attached?

 Is proposed needs assessment strategy attached?

 Are visuals, etc., attached?

 Is an evaluation strategy included for:  
    Immediate Impact  
    Intermediate Impact  
    Ultimate Impact

I. Analyze the performance objectives on the cover sheet.

Do they contain all three parts?  
Do they address more than one learning style?  
Are they targeting the correct domain of learning given the topic?  
Are two of them “impact level” objectives? (On the job/agency Benefit)  
What suggestions can you make for improving any performance objectives you have identified as deficient?

II. Next, analyze the body of the lesson plan.

Does it “Teach the Wheel” and include instructional components to address all four learning styles?

Cite the specific page and nature of the activity that targets each learning style.

If you judge that less than 4 learning styles are targeted in the lesson plan, please suggest an appropriate activity/component that could be included for each one that is missing.

✓ Anticipatory set: contains a valid and brief anticipatory set? Makes learner ready? Answers “why?” adequately?

✓ Input Section: Content? Answers “what?” adequately?

√ Guided Practice Section: Allows hands-on, practical activity with trainer safety net? Answers “How?” adequately?

√ Independent Practice Section: Allows true opportunity to experiment and try things out and tinker a bit. No, or very little, trainer involvement. Adequately answers the question: “Now, what if we just.....?”

√ In the closure/evaluation, is a bridge built to prepare the learning for a module to follow? Is there a valid evaluation component present? Are Performance Objectives restated and perhaps measured?

Any comments or concerns:

3/6/2002

<p style="text-align: center;"><b>NATIONAL INSTITUTE OF CORRECTIONS</b>  <b>ACADEMY DIVISION</b>  <b>LESSON PLAN</b></p>
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**Course Title** \_\_\_\_\_  
**Lesson Title** \_\_\_\_\_  
**Instructor(s)** \_\_\_\_\_  
**Prepared By** \_\_\_\_\_ **Date** \_\_\_\_\_

<b>Time Frame:</b> Total      hr.,      min. Suggested Schedule: Day: Times:	<b>Target Population:</b>  Number of Participants:  Space Requirements/Room Setup:
<b>Performance Objectives:</b>	<b>Evaluation Procedures:</b> (How will objectives be evaluated)
<b>Methods/Techniques:</b>	
<b>Instructor Materials:</b>	<b>References:</b>

**Equipment and Supplies Needed:**

<i>Flip Chart &amp; Stands</i>		<i>Video Player (VCR)</i>
<i>Chalkboard</i>		<i>Type: ½" VHS</i>
<i>16 mm Projector</i>		<i>Other</i>
<i>Film Length: min.</i>		<i>Videotape length:</i>
<i>Slide Projector</i>	<i>min.</i>	
<i>Type: Carousel</i>		<i>Videotape recorder with camera</i>
<i>Tray</i>		<i>TV(s) 23" 27" 33"</i>
<i>Sound-on-</i>		<i>(Indicate size and quantity)</i>
<i>Slide</i>		<i>LCD Projector</i>
<i>Screen</i>		<i>Laptop or Desktop Computer &amp; cables</i>
<i>Flip Chart Pad</i>	<i>Number Needed</i>	<i>Overhead Projector</i>
<i>Felt-tip Markers</i>	<i>Different Colors</i>	
<i>Masking Tape (size ½")</i>	<i>Rolls Needed</i>	
<i>Other</i>		

**Student Materials (Handouts)**

<u>Title</u>	<u># Needed</u>	<u>When Distributed</u>	<u>Comments</u>
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Copyright clearances will need to be obtained, unless otherwise indicated.

LESSON PLAN

Lesson Plan

	<u>NOTES TO TRAINER</u>
<u>I. ANTICIPATORY SET</u>	



LESSON PLAN

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	<u>NOTES TO TRAINER</u>
<u>II. INPUT</u>	

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Lesson Plan

	<u>NOTES TO TRAINER</u>
<u>III. GUIDED PRACTICE</u>	

LESSON PLAN

Lesson Plan

	<u>NOTES TO TRAINER</u>
<u>IV. INDEPENDENT PRACTICE</u>	

<u>NARRATIVE (CONTENT) SCRIPT</u>	<u>NOTES TO TRAINER</u>
<p data-bbox="446 399 803 430"><b><u>V. CLOSURE/EVALUATION</u></b></p>	

<u>NARRATIVE (CONTENT) SCRIPT</u>	<u>NOTES TO TRAINER</u>