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| **COMPREHENSIVE LESSON PLAN TEMPLATE** | | | | |
| **Instructor Name:** Melodie Kolmetz | | | **Date Submitted:**  02/25/2019 | |
| **Class Location: NYS DOH EMS Instructor Update** | | |
| **LESSON BASICS** | | | | |
| **Meaningful Topic:**  **Activities, Assessments, and Outcomes** | | **Student Types/Group:**  NYS EMS Educators | **Length of Lesson:**  One hour | |
| **Standard(s):**  NYS EMS Education standards require EMS educators to have knowledge of various types of student evaluations. | | | **Depth of Knowledge:**  1. Recall and Reproduction  2. Skills and Concepts  3. Short-term Strategic Thinking  4. Extended Thinking | |
| **Essential Question:**  How can we be sure that we are meeting our objectives/outcomes in the classroom? | | | | |
| **Objective(s):**  At the end of this session, learners will be able to:   1. explore the various types of assessments that can be utilized. (Cognitive Domain) 2. develop a course plan. (Affective Domain) 3. relate an educational activity to a learning outcome. (Knowledge Domain) 4. value non-traditional educational activities. (Interpersonal Domain) 5. practice developing an outcomes matrix. (Metacognitive Domain) 6. coordinate their course activities and assessments to map to learning outcomes. (Psychomotor) | | | | |
| **Required Materials/Equipment/Technology/Community Resources:**  Laptop/tablet, internet access | | | | |
| **Prior Knowledge/ Connections:**  The CLI & CIC curriculums include instruction on assessment and evaluation. | | **Required Vocabulary:**  [https://onlinelearningconsortium.org/consult/olc-quality-scorecard-suite/](https://onlinelearningconsortium.org/consult/olc-quality-scorecard-suite/%20) | **Instructional Methods:**  Large Group  Small Group  Cooperative Learning  Project-based  Independent Study  Computer-assisted  One-on-One Tutorial  Individualized  Guest Speaker  Field Trip  Other: Click here to enter text. | |
| **ACTIVITY PLAN** | | |
| 1. **Warm-up/Review/Connections:**   Discuss various assessment techniques. How can we present material in multiple ways so that learners can assimilate them? | | |
| 1. **Introduction to Content/Explanation:**   How do assessments connect with outcomes? | | |
| 1. **Presentation/Model the Learning Process:**   Demonstrate course plan development and outcome matrices. | | |
| 1. **Scaffolded/Guided Concrete Practice:**   Review video about outcomes and assessment. | | |
| 1. **Communicative/Collaborative Concrete Practice and Grouping Strategies:**   Group discussion about types of activities and assessments that instructors have utilized. | | |
| 1. **Independent Concrete Practice/Application:**   Practice developing a course plan and an outcome matrix. | | |
| 1. **Assessment:**   Present course plans/outcome matrices to the group. | | |
| 1. **Wrap-up/Concluding Activity:**   Where to go from here? | | |
| 1. **Instructor Reflection:**   What went well? Click here to enter text.  What did not go as planned? Click here to enter text.  What should change? Click here to enter text.  What should be addressed in future lessons? Click here to enter text. | | |