



**DEPARTMENT OF FORESTRY AND FIRE PROTECTION
OFFICE OF THE STATE FIRE MARSHAL
STATE FIRE TRAINING**

P.O. Box 944246
SACRAMENTO, CA 94244-2460
(916) 902-9738
Website: www.fire.ca.gov



Date: January 12, 2024

To: Statewide Training and Education Advisory Committee
State Board of Fire Services

From: Brandon Erickson, Certification Exam Manager
Chris Fowler, Deputy State Fire Marshal III, Supervisor
Caryn Petty, Deputy State Fire Marshal III, Specialist

SUBJECT/AGENDA ACTION ITEM:

National Accreditation Certification Expansion - Fire and Emergency Services Instructor 1 and 2

Recommended Actions:
Information Only

Background Information:

In 2016, State Fire Training (SFT) was accredited by the National Board on Fire Service Professional Qualifications (Pro Board) and the International Fire Service Accreditation Congress (IFSAC) to the following levels: Fire Fighter 1, Fire Fighter 2, Hazardous Materials Awareness, Hazardous Materials Operations, and Wildland Fire Fighter 1. In April 2022, STEAC directed SFT to research and make recommendations on expanding the IFSAC and Pro Board accreditation of other California Fire Service Training and Education System (CFSTES) certification levels. Following the success of this program expansion, STEAC directed SFT to seek Fire and Emergency Services Instructor (FESI) 1 and 2 IFSAC/Pro Board accreditation in April 2022 using data based on the Certification Issuance per Fiscal Year Summary Report.

The expansion of SFT's national accreditation, through IFSAC and Pro Board, to the FESI 1 and 2 requires a certification examination process similar to Fire Fighter 1 and 2. The proposed cognitive and skills exams and related procedures are presented for STEAC and stakeholders for feedback. Below is the proposed approval process for SFT to obtain national accreditation.

- STEAC January 2024 / SBFS February 2024 – Information Only
- STEAC April 2024 / SBFS May 2024 – Motion to seek IFSAC/Pro Board Approval
- June 2024 – SFT submits extension of accreditation to IFSAC and Pro Board

- STEAC October 2024 / SBFS November 2024– final review and approval for SFT to implement nationally accredited FESI 1 and 2 Certifications.
- January 2025 – Implementation

Analysis/Summary of Issue:

The expansion of national accreditation for FESI 1 and 2 would create two options for those seeking Instructor Certification: California State Certification and a Nationally Accredited Certification (State Certification + IFSAC/Pro Board seals). Candidates not wanting to complete the Certification Exam will be issued the California State Certification without IFSAC/Pro Board seals.

California State Certification

This proposal makes no change to the California State Certification for those who wish to continue utilizing the existing FESI 1 and 2 Certifications. The curriculum, FESI 1 and 2 Task Books, fees, the application process, etc. all remain the same and no Certification Exam would be required. For those who choose to seek the nationally accredited certification at a later date, they will be required to complete the Certification Exam.

Nationally Accredited Certification

Nationally accredited certification candidates would be required to complete a Certification Exam and pay a Certification Exam fee. FESI 1 candidates would complete a Certification Exam instead of a FESI 1 Task Book and certification would be automatically issued upon exam processing. FESI 2 candidates would complete a Certification Exam and upload a FESI 2 experience verification documenting teaching and work experience but would not need to complete a FESI 2 Task Book.

Comparison of Options:

The following is a comparison between the State Certification requirements and the Nationally Accredited Certification requirements:

Instructor 1

State Certification	Nationally Accredited Certification
• Instructor 1 Course (\$140)	• Instructor 1 Course (\$140)
• FESI 1 Task Book <ul style="list-style-type: none"> – 40 Hours Teaching Experience – Experience in a CA Fire Dept. 	• Certification Exam <ul style="list-style-type: none"> – Exam and Certification Fee: \$150
• Application + Certification Fee (\$100)	• Auto-issued Certification (no application)
• Total: \$240	• Total: \$290

Instructor 2

State Certification

- Instructor 2 Course (\$140)
- FESI 2 Task Book
 - 80 Hours Teaching Experience
 - Experience in a CA Fire Dept.
- Application + Certification Fee (\$100)

- Total: \$240

Nationally Accredited Certification

- Instructor 2 Course (\$140)
- Certification Exam
 - Exam and Certification Fee: \$150
- FESI 2 Experience Verification
 - 80 Hours Teaching Experience
 - Work Experience with a CA Fire Dept.
 - Uploaded to SFT User Portal Web Form

- Total: \$290

Certification Exam:

FESI 1 and FESI 2 will each have a Certification Exam that will contain a cognitive and skills evaluation component that can be delivered after the training has been completed. Certification Exams shall be hosted only by SFT Accredited Academies (ALAs and ARTPs).

Cognitive Exam

SFT will validate a separate cognitive exam test bank for IFSTA and Jones and Bartlett textbooks. This will allow the testing site to match the cognitive exam to the textbook publisher. FESI 1 and 2 cognitive exams will be comprised of 50 questions each and candidates will be permitted up to 60 minutes to complete the exam. A candidate who does not pass a cognitive exam will be allowed to retake the cognitive exam module up to two times within one year of the first attempt.

Skill Exam

In November of 2023, SFT coordinated a validation cadre to develop scoring rubrics/skill sheets for both FESI 1 and 2. The cadre worked to ensure that the scoring rubrics were correlated to the SFT Curriculum, Certification Training Standard (CTS), and any national accreditation requirements. The scoring rubrics are attached to this report.

FESI 1 will be comprised of 5 required skills and 1 randomly selected skill. FESI 2 will be comprised of 6 required skills and 1 randomly selected skill. Skills attempts are considered pass or fail. A candidate who does not pass a skill exam will be allowed to retake the skill exam up to one time within one year of the initial attempt.

Course Plan Update

The FESI Course Plans will be modified to include course time for the optional Certification Exams. The attached draft Course Plans reflect an additional eight (8) hours of time, which allows additional time for the Certification Exam testing and the retake.

Fees

The fees shall follow the same schedule as the Fire Fighter Certification Exams.

- \$75 Exam Fee
- \$75 Certification Fee
- \$150 Exam and Certification Fee

The exam and certification fee will be collected by the accredited testing site during exam registration and SFT will invoice at the time of exam processing (same as Fire Fighter Certification Exams). This streamlines certification issuance by allowing FESI 1 Nationally Accredited Certifications to be automatically issued at the time of exam processing and FESI 2 Nationally Accredited Certifications to be automatically issued after exam processing and the FESI 2 Experience Verification has been uploaded to the SFT User Portal Web Form.

Lead and Skills Evaluator

The FESI Registered Lead Evaluator and Skills Evaluator will follow the same application process as the Fire Fighter 1 and Fire Fighter 2 Registered Evaluators.

FESI 1:

FESI 1 Lead Evaluators must meet the Lead Evaluator requirements and be Instructor 1 certified (either Fire Instructor 1, Training Instructor 1, Instructor 1, or Fire and Emergency Services Instructor 1). There would be an application and a \$50 registration fee. FESI 1 Skill Evaluators must meet the Skill Evaluator requirements and be Instructor 1 certified (either Fire Instructor 1, Training Instructor 1, Instructor 1, or Fire and Emergency Services Instructor 1). There would be an application and a \$50 registration fee.

FESI 2:

FESI 2 Lead Evaluators must meet the Lead Evaluator requirements and be Instructor 2 certified (either Fire Instructor 2, Instructor 2, or Fire and Emergency Services Instructor 2). There would be an application and a \$50 registration fee. FESI 2 Skill Evaluators must meet the Skill Evaluator requirements and be Instructor 2 certified (either Fire Instructor 2, Instructor 2, or Fire and Emergency Services Instructor 2). There would be an application and a \$50 registration fee.

One-Time FESI Evaluator Import:

At the time of implementation, to quickly onboard FESI Evaluators, SFT will automatically batch issue a FESI Evaluator credential for eligible Evaluators that meet the following criteria:

- Lead FESI 1 = Instructor 1 Certified (any version) + Registered Lead Evaluator
- Skills FESI 1 = Instructor 1 Certified (any version) + Registered Skills Evaluator
- Lead FESI 2 = Instructor 2 Certified (any version) + Registered Lead Evaluator
- Skills FESI 2 = Instructor 2 Certified (any version) + Registered Skills Evaluator

Implementation Plan Development

The Implementation Plan will be developed following the recommendations and approvals received by STEAC, the State Board of Fire Services (SBFS), IFSAC, and the Pro Board.

Reciprocity - Out of State Certified Instructors

The process for Reciprocity eligibility under the *State Fire Training Procedures Manual (2020)* 1, Section 1.4.4.1: Eligibility, will provide the same pathway for out-of-state IFSAC/Pro Board-Certified FESI applicants to seek certification in California. Reciprocity applicants must have an IFSAC/Pro Board certification issued within ten years from the date of application, with the exception of Department of Defense (DoD) issued certifications. For FESI 2, the applicant will need experience with a California Fire Department prior to being issued reciprocity. Reciprocity will only provide applicants with a State Certification (no IFSAC/Pro Board seals)

Upgrade Certification

The process for currently certified instructors to apply for a Fire and Emergency Services Instructor 1 and 2 Nationally Accredited Upgrade Certification will follow a similar pathway as the Fire Fighter 1 (2019) Certification process.

Candidates with a legacy SFT Fire Instructor 1 Certification, SFT Training Instructor 1 Certification, SFT Instructor 1 Certification, or current Fire and Emergency Services Instructor 1 Certification will be eligible for nationally accredited FESI 1 Certification completing the Certification Exams. Candidates with a legacy SFT Fire Instructor 2 Certification, SFT Instructor 2 Certification, or current Fire and Emergency Services Instructor 2 Certification will be eligible for nationally accredited FESI 2 certification after completing the Certification Exams.

The upgrade process would not apply to registered instructors without certification or persons with coursework only and completion of the Certification Exam would be required.



INTERIM PROCEDURES

Fire and Emergency Services Instructor

Issued: XXXX 20XX

Procedure Changes

- Edition:** May 2020 edition of the State Fire Training Procedures Manual
- Effective Date:** February 1, 2022
- Section Change:** Updated section 7.7: Fire and Emergency Services Instructor
- Justification:** Added an optional SFT Certification Examination pathway for candidates seeking a nationally accredited Fire and Emergency Services Instructor Certification.
- SFT Contact:** [Contact SFT Staff](#) assigned to the specific certification.
- Note:** All new text appears in underline. All deleted text appears in ~~strikeout~~

7.7: FIRE AND EMERGENCY SERVICES INSTRUCTOR

7.2.2: CERTIFICATION PROCESS

- A. To pursue certification for a job function that does not yet require a certification task book, a candidate must:
1. Complete all prerequisite requirements
 2. Complete all educational requirements
 - i. Including a minimum 80% score on all written summative tests
 3. Pass the SFT Certification Exam (when applicable)
 4. Complete all experience requirements
 5. Complete all position requirements
 6. Apply for Certification
 - i. See **7.2.3: Application Process**

7.7.1: FIRE AND EMERGENCY SERVICES INSTRUCTOR 1

7.7.1.1: Overview

- A. The Fire and Emergency Services Instructor 1 certification provides the knowledge and skills needed for an entry-level Instructor to deliver instruction from a prepared lesson plan utilizing instruction aids and evaluation instruments, adapt a lesson plan, and complete reporting requirements to the local jurisdiction.
- B. Instructor 1 certification replaced Training Instructor I Certification, which retired on December 31, 2017.



INTERIM PROCEDURES

Fire and Emergency Services Instructor

- C. The Instruction 1 Certification title was changed to Fire and Emergency Services Instructor 1 to align with NFPA Professional Qualifications.
- D. The Fire and Emergency Services Instructor 1 certification became nationally accredited in DATE 2024.

7.7.1.2: History

- A. Established
 - May 22, 2014
- B. Revised
 - Not applicable

7.7.1.3: Prerequisites

- A. Not applicable

7.7.1.4: Education

- A. Instructor 1: Instructional Methodology

7.7.1.5: Certification Exam

- A. State Certification Candidates: Not applicable
- B. Nationally Accredited Certification Candidates:
 - a. Cognitive Exam Module(s)
 - i. Fire and Emergency Services Instructor 1
 - b. Skills Exam Module(s)
 - i. Fire and Emergency Services Instructor 1

7.7.1.6: Certification Task Book

- A. State Certification Candidates: Fire and Emergency Services Instructor 1 Certification Task Book
- B. Nationally Accredited Certification Candidates: Not applicable

7.7.1.7: Experience



INTERIM PROCEDURES

Fire and Emergency Services Instructor

A. State Certification Candidates:

a. Fire Service (one (1) of the following three (3) options)

- i. Have a minimum of one (1) years' full-time paid experience in a recognized fire agency in California
- ii. Have a minimum of two (2) years' part-time paid or volunteer experience in a recognized fire agency in California
- iii. Have a combination of full-time paid and part-time paid or volunteer experience equal to one (1) year full-time paid experience in a recognized fire agency in California
 1. Part-time paid or volunteer to full-time paid ratio is 2:1 (for example, two (2) months part-time paid or volunteer = one (1) month full-time paid)

b. Teaching

1. Have a minimum of forty (40) hours teaching/training experience (with feedback) within a fire service-related program
 - i. Teaching must be related to fire or emergency medical services and delivered in a formal classroom or drill ground environment.
 - ii. Document all teaching experience in the Fire and Emergency Services Instructor 1 Certification Task Book.

B. Nationally Accredited Certification Candidates: The experience requirement does not apply to Nationally Accredited Certification Candidates.

7.7.1.8: Position

A. Not Applicable

7.7.1.9: Application

A. See **7.2.3: Application Process**

7.7.1.10: Maintenance

A. Not applicable

7.7.1.11: Recertification

A. Not applicable

7.7.1.12: Upgrade



INTERIM PROCEDURES

Fire and Emergency Services Instructor

- A. A Fire and Emergency Services Instructor 1 upgrade is available for a candidate who is seeking IFSAC/Pro Board certification and certified with SFT with one of the following versions:
 - a. Fire and Emergency Services Instructor 1 certification
 - b. Instructor 1 certification
 - c. Training Instructor I certification
 - d. Fire Instructor I certification
- B. The candidate must meet the Certification Exam requirements in **7.7.1.5: Certification Exam**

7.7.1.13: Reciprocity

- A. Fire and Emergency Services Instructor 1 reciprocity is available for a candidate who has an accredited certification from IFSAC/Pro Board in NFPA 1041: Standard for Fire and Emergency Services Instructor 1.
- B. The candidate must meet the task book requirements in **7.7.1.6 (A) Certification Task**
 - a. **Book.**
- C. The candidate must meet the experience requirements in **7.7.1.7 (A) Experience.**
- D. See **7.2.3: Application Process.**
- E. SFT shall review applications as they are received.
 - a. See **7.2.3.2: State Fire Training Review.**



INTERIM PROCEDURES

Fire and Emergency Services Instructor

7.7.2: FIRE AND EMERGENCY SERVICES INSTRUCTOR 2

7.7.2.1: Overview

- A. The Fire and Emergency Services Instructor 2 certification provides the knowledge and skills utilized by intermediate-level Instructors to develop lesson plans and evaluation instruments, teach and deliver instruction, evaluate and coach other instructors, analyze resources, and formulate a program budget.
- B. Instructor 2 certification replaced Fire Instructor II certification, which retired on December 31, 2016.
- C. The Instruction 2 Certification title was changed to Fire and Emergency Services Instructor 2 to align with NFPA Professional Qualifications.
- D. The Fire and Emergency Services Instructor 2 certification became nationally accredited on **DATE** 2024.

7.7.2.2: History

- A. Established
 - May 22, 2014
- B. Revised
 - Not applicable

7.7.2.3: Prerequisites

- A. One of the following Office of the State Fire Marshal (OSFM) certifications:
 - Fire and Emergency Services Instructor 1
 - Instructor 1
 - Training Instructor I
 - Fire Instructor I

7.7.2.4: Education

- A. Instructor 2: Instructional Development

7.7.2.5: Certification Exam



INTERIM PROCEDURES

Fire and Emergency Services Instructor

- A. State Certification Candidates: Not applicable
- B. Nationally Accredited Certification Candidates:
 - a. Cognitive Exam Module(s):
 - i. Fire and Emergency Services Instructor 2
 - b. Skills Exam Module(s):
 - i. Fire and Emergency Services Instructor 2

7.7.2.6: Certification Task Book

- A. State Certification Candidates: Fire and Emergency Services Instructor 2 Certification Task Book
- B. Nationally Accredited Certification Candidates: Fire and Emergency Services Instructor 2 Certification Experience Verification

7.7.2.7: Experience

- A. State Certification Candidates:
 - a. Fire Service (one (1) of the following three (3) options)
 - i. Have a minimum of one (1) years' full-time paid experience in a recognized fire agency in California
 - ii. Have a minimum of two (2) years' part-time paid or volunteer experience in a recognized fire agency in California
 - iii. Have a combination of full-time paid and part-time paid or volunteer experience equal to one (1) year full-time paid experience in a recognized fire agency in California
 - 1. Part-time paid or volunteer to full-time paid ratio is 2:1 (for example, two (2) months part-time paid or volunteer = one (1) month full-time paid)
 - b. Teaching
 - i. Have a minimum of eighty (80) hours teaching/training experience (with feedback) within a fire service-related program
 - 1. Teaching must be related to fire or emergency medical services and delivered in a formal classroom or drill ground environment.
 - 2. Document all teaching experience in the Fire and Emergency Services Instructor 2 Certification Task Book.
- B. Nationally Accredited Certification Candidates:
 - a. Fire Service (one (1) of the following three (3) options)



INTERIM PROCEDURES

Fire and Emergency Services Instructor

- i. Have a minimum of one (1) years' full-time paid experience in a recognized fire agency in California
- ii. Have a minimum of two (2) years' part-time paid or volunteer experience in a recognized fire agency in California
- iii. Have a combination of full-time paid and part-time paid or volunteer experience equal to one (1) year full-time paid experience in a recognized fire agency in California
 1. Part-time paid or volunteer to full-time paid ratio is 2:1 (for example, two (2) months part-time paid or volunteer = one (1) month full-time paid)
- b. Teaching
 1. Have a minimum of eighty (80) hours teaching/training experience (with feedback) within a fire service-related program
 - iii. Teaching must be related to fire or emergency medical services and delivered in a formal classroom or drill ground environment.
 - iv. Document all teaching experience in the Fire and Emergency Services Instructor 2 Certification Experience Verification.

7.7.2.8: Position

A. Not applicable

7.7.2.9: Application

A. See **7.2.3: Application Process**

7.7.2.10: Maintenance

A. Not applicable

7.7.2.11: Recertification

A. Not applicable

7.7.2.12: Upgrade

- A. A Fire and Emergency Services Instructor 1 upgrade is available for a candidate who is seeking IFSAC/Pro Board certification and certified with SFT with one of the following versions:
- a. Fire and Emergency Services Instructor 2 certification
 - b. Instructor 2 certification



INTERIM PROCEDURES

Fire and Emergency Services Instructor

- c. Fire Instructor II certification
- B. The candidate must meet the Certification Exam requirements in 7.7.2.5: Certification Exam
- C. There is no upgrade application.

7.7.2.13: Reciprocity

- A. Fire and Emergency Services Instructor 2 reciprocity is available for a candidate who has an accredited certification from IFSAC/Pro Board in NFPA 1041: Standard for Fire and Emergency Services Instructor 2.
- B. The candidate must meet prerequisite requirements in 7.7.2.3: Prerequisites.
 - a. **Note** an accredited Fire and Emergency Services Instructor 1 certification from IFSAC/Pro Board does not meet this requirement.
- C. The candidate must meet the task book requirements in 7.7.2.6 (A) Certification Task
 - a. **Book.**
- D. The candidate must meet the experience requirements in 7.7.2.7 (A) Experience.
- E. See 7.2.3: Application Process.
- F. SFT shall review applications as they are received.
 - a. See 7.2.3.2: State Fire Training Review.



Instructor 1: Exam Scoring Rubric/Skills Summary

	Required Rubrics	Assessment Type
1.	3-2: Analyze, Adapt, and Assemble a Lesson Plan	Product
2.	4-1: Organizing the Learning Environment	Psychomotor
3.	5-5: Provide Student-Instructor Lesson Feedback	Psychomotor
4.	4-2A: Deliver a Prepared Cognitive Lesson	Psychomotor
5.	4-2B: Deliver a Prepared Skills Lesson	Psychomotor

	Randomly Selected Rubrics	Assessment Type
1.	2-3: Schedule an Instructional Session	Process, Product
2.	5-3: Report Test Results and Training Records	Process, Product
3.	5-4: Provide Student Testing Feedback	Psychomotor

Instructions: Provided an appropriate lesson plan, the Instructor 1 Candidate will perform all required rubrics and one randomly selected rubric according to AHJ policy and under the guidance of the SFT Registered Evaluator.



2-3: Schedule an Instructional Session

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Initial Attempt / Retake Attempt	
General Information	
Standard: NFPA 1041 (2019), JPR 4.2.4 / CTS Guide: 2-3 / Course Plan: Instructor 1 Topic 5-3	
Testing Criteria: Random / Methodology Type: Process, Product	
Performance Outcome: The candidate will demonstrate their ability to identify the resources needed to schedule a training session according to the AHJ's policies and procedures.	
Candidate Directions: Schedule a training session using resources provided by a training department or agency.	

Performance Measures (check appropriate box)	Initial	Retest
The candidate must complete all steps (100%) to receive a passing score.		
1. Schedule training session with supervisor at AHJ site.		
2. Complete necessary scheduling and resource request forms as per AHJ's policies and procedures.		
3. Plan far enough in advance to ensure training session is well organized and meets all requirements of the AHJ's policies and procedures.		
4. Confirm minimum enrollment for training session is met.		
5. Confirm minimum staffing needs for training session are met.		
1. Follow up with applicable facility to confirm booking (training classroom, burn building, etc.).		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Print Student Name:
Evaluator Signature / Date:
Print Evaluator Name:
Comments:



3-2: Analyze, Adapt, and Assemble a Lesson Plan

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Initial Attempt / Retake Attempt	
General Information	
Standard: NFPA 1041 (2019), JPR 4.2.3, 4.3.2, 4.3.3 / CTS Guide: 2-2, 3-1, 3-2 / Course Plan: Instructor 1 Topics 2-1, 2-2, 3-1, and 5-2	
Testing Criteria: Required / Methodology Type: Product	
Performance Outcome: The candidate will review a prepared lesson plan, analyze which elements of the lesson plan, learning environment, and/or resources need adaptation, and then assemble/prepare materials for lesson delivery.	
Candidate Directions: Analyze, adapt, and assemble a prepared lesson plan provided by the authority having jurisdiction (AHJ).	

Performance Measures (check appropriate box)	Initial	Retest
The candidate must complete all steps (100%) to receive a passing score.		
1. Review and analyze the prepared lesson plan provided by the AHJ. NOTE: Analysis of the prepared lesson plan should include all available resources, facilities, and materials.		
2. Identify items in the lesson plan, learning environment, and resources that need to be adapted for students.		
3. Adapt the lesson plan so that the needs of students and lesson objectives will be met.		
4. Confirm the adapted lesson plan is complete and well organized.		
5. Assemble and prepare materials for lesson delivery.		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Print Student Name:
Evaluator Signature / Date:
Print Evaluator Name:
Comments:



4-1: Organizing the Learning Environment

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Initial Attempt / Retake Attempt	
General Information	
Standard: NFPA 1041 (2019), JPR 4.4.2, 4.4.5 / CTS Guide: 4-1, 4-4 / Course Plan: Instructor 1 Topic 3-1, 3-4	
Testing Criteria: Required / Methodology Type: Psychomotor	
Performance Outcome: The candidate will organize and prepare the learning environment for a cognitive lesson presentation so that lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety are addressed.	
Candidate Directions: Set up a learning environment (classroom, lab, or outdoor site).	

Performance Measures (check appropriate box)	Initial	Retest
The candidate must complete all steps (100%) to receive a passing score.		
1. Obtain and organize course materials, resources, instructional media, and equipment.		
2. Adapt materials and resources, if necessary, to the learning environment.		
3. Organize the learning environment so all considerations are addressed, and needs are met: <ul style="list-style-type: none"> a. Lighting b. Distractions c. Climate/weather (temperature) d. Noise e. Seating f. Audiovisual equipment g. Teaching aids h. Safety 		
4. Confirm audiovisual equipment is arranged to allow unobstructed viewing/listening capabilities by all students. NOTE: Prior to beginning the lesson, make sure all audiovisual equipment is in working order.		
5. Confirm audiovisual equipment is clean and maintained at the field level		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Print Student Name:	



Evaluator Signature / Date:
Print Evaluator Name:
Comments:

DRAFT



4-2A: Deliver a Prepared Cognitive Lesson

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Initial Attempt / Retake Attempt
General Information
Standard: NFPA 1041 (2019), JPR 4.4.3, 4.4.4, 4.4.5, 4.5.2 / CTS Guide: 4-2, 4-3, 4-4, 5-1 / Course Plan: Instructor 1 Topic 2-1, 3-2, 3-3, 3-4, 4-1
Testing Criteria: Required / Methodology Type: Psychomotor
Performance Outcome: The candidate will deliver a prepared cognitive lesson using the methods indicated by the adapted lesson plan to achieve stated terminal learning objectives and student learning outcomes.
Candidate Directions: Give a prepared practical (cognitive) lesson.

Performance Measures (check appropriate box)	Initial	Retest
The candidate must complete all steps (100%) to receive a passing score.		
1. Confirm any audiovisual equipment is clean and maintained at the field level		
2. Communication Clarity: <ul style="list-style-type: none"> a. Voice is clear, appropriately pitched, and well-controlled when communicating. b. Speech is reasonably free of language errors. c. Style is reasonably free of distracting behaviors or mannerisms. 		
3. Begin the Preparation step in the Four-Step Method of Instruction. <ul style="list-style-type: none"> a. Candidate introduces themselves to class participants. b. Address location of amenities (restrooms, water fountains, etc.) and address any safety issues (i.e., the location of fire exits and other places of safety). c. Introduce subject matter d. Introduce Terminal Learning Objective-Must include condition, behavior and standard e. Introduce Enabling Learning Objectives . f. Explain how material(s) will be used. g. Establish rapport with class participants. 		
4. Begin the Presentation step of the Four-Step Method of Instruction. <ul style="list-style-type: none"> a. Use audiovisual equipment, as defined in the lesson plan, to aid in meeting learning objectives. b. Use a minimum of two forms of an audiovisual training aid. Video is limited to a maximum of two minutes c. Deliver the lesson outline d. Use the lesson plan in an instructional setting e. If applicable, transition smoothly within and between different types of instruction (audiovisual, activities, demonstration, discussion, etc.). 		



<ul style="list-style-type: none"> f. Guide students toward meeting lesson objectives. g. Adjust teaching methods/equipment/materials to differences in class participants' learner characteristics, abilities, cultures, and behavior. h. If applicable, appropriately address disruptive behaviors. i. If applicable, ensure class continuity is maintained. j. Summarize the key points or objectives of the presentation. 		
<p>5. Begin the Application step of the Four-Step Method of Instruction.</p> <ul style="list-style-type: none"> a. Ensure that class participants are allowed to apply concepts through discussions and activities, exercises, or demonstrations, individually or as groups. b. Provide basic coaching and motivational techniques throughout instruction. c. Correct disruptive behaviors. 		
<p>6. Complete the Evaluation/Closure step of the Four-Step Method of Instruction.</p> <ul style="list-style-type: none"> a. Ensure students have learned the Terminal Learning Objectives of the lesson. b. The closure should be drawn from the students by asking them questions, asking them to summarize steps, do another example, apply information in a new situation or draw conclusions, take a written, oral, or practical examination to determine whether students have achieved the lesson objectives. 		
<p>7. Optional: Briefly state what the topic of the next lesson will be.</p>	N/A	N/A

Evaluation Results

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Print Student Name:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



4-2B: Deliver a Prepared Psychomotor Lesson

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Initial Attempt / Retake Attempt
General Information
Standard: NFPA 1041 (2019), JPR 4.4.3, 4.4.4, 4.4.5, 4.5.2 / CTS Guide: 4-2, 4-3, 4-4, 5-1 / Course Plan: Instructor 1 Topic 2-1, 3-2, 3-3, 3-4, 4-1
Testing Criteria: Required / Methodology Type: Psychomotor
Performance Outcome: The candidate will present a prepared psychomotor lesson using the methods indicated by the adapted lesson plan and skills sheet to achieve stated terminal learning objectives and student learning outcomes.
Candidate Directions: Give a prepared practical (psychomotor) lesson.

Performance Measures (check appropriate box)	Initial	Retest
The candidate must complete all steps (100%) to receive a passing score.		
1. Confirm any audiovisual equipment is clean and maintained at the field level (if applicable)		
2. Communication Clarity: <ul style="list-style-type: none"> a. Voice is clear, appropriately pitched, and well-controlled when communicating. b. Speech is reasonably free of language errors. c. Style is reasonably free of distracting behaviors or mannerisms. 		
3. Begin the Preparation step in the Four-Step Method of Instruction. <ul style="list-style-type: none"> a. Candidate introduces themselves to class participants. b. Address location of amenities (restrooms, water fountains, etc.) and address any safety issues (i.e., the location of fire exits and other places of safety). c. Introduce subject matter d. Introduce Terminal Learning Objective - Must include condition, behavior and standard. e. Introduce Enabling Learning Objectives.. f. Explain why the skill is important, how it relates to other skills, how many people are required to perform it, and when it should be performed. g. Establish rapport with class participants. 		
4. Begin the Presentation step of the Four-Step Method of Instruction. <ul style="list-style-type: none"> a. Use training aids and devices as needed to aid in meeting terminal learning objectives. b. Present new concepts according to the prepared skills sheet. c. Use personal protective equipment and observe all safety precautions as needed 		



d. Demonstrate skill in real time. e. Demonstrate skill slowly, describing each step. f. Adjust teaching methods/equipment/materials to differences in class participants' learner characteristics, abilities, cultures, and behavior. g. If applicable, appropriately address disruptive behaviors. h. If applicable, ensure class continuity is maintained.		
5. Begin the Application step of the Four-Step Method of Instruction. a. Provide students an opportunity to perform under supervision. b. Coach students. Check and correct any errors. c. Correct disruptive behaviors.		
6. Complete the Evaluation/Closure step of the Four-Step Method of Instruction. a. Ensure students have learned the steps listed in the skills sheet. b. The closure should be drawn from the students by practical examination to determine whether students have achieved the lesson objectives.		
7. Optional: Briefly state what the topic of the next lesson will be.	N/A	N/A

Evaluation Results

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Print Student Name:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



5-3: Report Test Results and Training Records

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Initial Attempt / Retake Attempt	
General Information	
Standard: NFPA 1041 (2019), JPR 4.2.5, 4.5.4 / CTS Guide: 2-4, 5-3 / Course Plan: Instructor 1 Topics 4-3, 5-4	
Testing Criteria: Random / Methodology Type: Process, Product	
Performance Outcome: The candidate will demonstrate their ability to follow scoring guidelines to determine a final grade for a course as well as ensure test security and student privacy.	
Candidate Directions: Report test results and training records.	

Performance Measures (check appropriate box)	Initial	Retest
The candidate must complete all steps (100%) to receive a passing score.		
1. Using attendance sheets, skills checklists, and test results, complete a training report.		
2. Submit/forward reports to proper administrative organization(s).		
3. Confirm receipt of reports.		
4. Ensure all assessment materials/information remains confidential.		

Evaluation Results	
Overall Evaluation: Pass / Fail (circle one)	
Student Signature / Date:	
Print Student Name:	
Evaluator Signature / Date:	
Print Evaluator Name:	
Comments:	



5-4: Provide Student Testing Feedback

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Initial Attempt / Retake Attempt	
General Information	
Standard: NFPA 1041 (2019), JPR 4.5.4, 4.5.5 / CTS Guide: 5-3, 5-4 / Course Plan: Instructor 1 Topics 4-3, 4-4	
Testing Criteria: Random / Methodology Type: Psychomotor	
Performance Outcome: The candidate will demonstrate their ability to interpret and utilize test results to provide feedback to students individually.	
Candidate Directions: Give feedback to Level 1 Instructor student on their test result.	

Performance Measures (check appropriate box)	Initial	Retest
The candidate must complete all steps (100%) to receive a passing score.		
Individual Feedback After testing, meet with each student on a one-on-one basis as soon as possible.		
1. Speak in a clear, articulated voice.		
2. Inform student of their test result.		
3. Discuss possible source of student errors.		
4. Allow for student feedback.		
5. Coach candidate on how to improve to meet training/assessment objectives (additional reading, additional practice, tutoring, etc.).		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Print Student Name:
Evaluator Signature / Date:
Print Evaluator Name:
Comments:



5-5: Provide Student-Instructor Lesson Feedback

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Initial Attempt / Retake Attempt	
General Information	
Standard: OSFM / CTS Guide: 5-5 / Course Plan: Instructor 1 Topic 4-5	
Testing Criteria: Required / Methodology Type: Psychomotor, Product	
Performance Outcome: The candidate will evaluate a student-instructor teaching demonstration, and complete an evaluation form with constructive feedback identifying the strengths and weaknesses of the teaching demonstration.	
Candidate Directions: Give feedback to Level 1 Instructor students on their student-Instructor demonstration.	

Performance Measures (check appropriate box)	Initial	Retest
The candidate must complete all steps (100%) to receive a passing score.		
1. Observe a teaching demonstration		
2. Speak in a clear, articulated voice.		
3. Complete an evaluation form with constructive feedback		
4. Review findings with the student-Instructor: a. Discuss strengths and/or weaknesses with the content or delivery b. Review any errors with the content or delivery c. Confirm objectives were satisfied		
5. Allow for student feedback.		
6. Coach students on how to better meet training/assessment objectives (additional reading, additional practice, tutoring, etc.).		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Print Student Name:
Evaluator Signature / Date:
Print Evaluator Name:
Comments:



FIRE AND EMERGENCY SERVICES INSTRUCTOR 1 (2019) Skills Exam Summary Sheet

Fire and Emergency Services Instructor 1 – Required

All required skills shall be completed.

#	Skill Sheet Title	Assessment Type	Completed
1.	3-2: Analyze, Adapt, and Assemble a Lesson Plan	Product	
2.	4-1: Organizing the Learning Environment	Psychomotor	
3.	5-5: Provide Student-Instructor Lesson Feedback	Psychomotor	
4.	4-2A: Deliver a Prepared Cognitive Lesson	Psychomotor	
5.	4-2B: Deliver a Prepared Skills Lesson	Psychomotor	

Fire and Emergency Services Instructor 1 – Random*

*One random skill will be selected per certification exam.

#	Skill Sheet Title	Assessment Type	Assigned/ Completed
1.	2-3: Schedule an Instructional Session	Process, Product	
2.	5-3: Report Test Results and Training Records	Process, Product	
3.	5-4: Provide Student Testing Feedback	Psychomotor	



Instructional Methodology

Course Plan

Course Details

Certification:	Fire and Emergency Services Instructor 1
CTS Guide:	Fire and Emergency Services Instructor 1 Certification Training Standards Guide (2019)
Description:	This course provides the skills and knowledge needed for the entry level professional instructor to safely, effectively, and competently teach and deliver instruction from a prepared lesson plan utilizing instructional aids and evaluation instruments, adapt a lesson plan, and complete the reporting requirements to the local jurisdiction.
Designed For:	Personnel preparing to be a college level fire instructor, Company Officer, or SFT Registered Instructor, or anyone who provides instruction in a public safety environment.
Prerequisites:	Introduction to the Incident Command System (FEMA / IS-100.B) or National Incident Management System (FEMA / IS-700.A)*
Standard:	Complete all group activities and formative tests. Pass all individual activities without omitting critical criteria as identified on the activity sheet. Complete all summative tests with a minimum score of 80%.
Hours (Total):	40 hours** / 48 hours*** (15.75 lecture / 24.25 application, including testing)
Certification Exam Hours:	8 hours (only needed if state certification exam is being conducted within the course)
Maximum Class Size:	32
Instructor Level:	SFT Registered Instructor Any individual evaluating student teaching demonstrations must be a Registered SFT Instructor, a certified Instructor 2, or a certified Fire and Emergency Services Instructor 2.
Instructor/Student Ratio:	1:32 (lecture) / 1:16 (teaching demonstrations)
Restrictions:	None
SFT Designation:	CFSTES

*FEMA often changes course titles and course codes. SFT will accept the current equivalent course title/code.

****Course only. No state certification exam will be provided during the course.**

*****Course and State Certification Exam. The state certification exam is included with course delivery.**

DRAFT

Table of Contents

Course Details	1
Table of Contents	3
Required Resources	4
Instructor Resources	4
Online Instructor Resources	4
Student Resources	5
Facilities, Equipment, and Personnel.....	5
Time Table.....	7
Time Table Key.....	8
Unit 1: Introduction	9
Topic 1-1: Orientation and Administration.....	9
Topic 1-2: Fire and Emergency Services Instructor 1 Certification Process	10
Topic 1-3: Definition of Duties.....	11
Unit 2: Instructional Development	13
Topic 2-1: Identifying Adaptation Needs.....	13
Topic 2-2: Adapting Lesson Plans	15
Unit 3: Instructional Delivery	16
Topic 3-1: Organizing the Learning Environment.....	16
Topic 3-2: Presenting Lessons.....	18
Topic 3-3: Adjusting to Learner Characteristics.....	20
Topic 3-4: Operating Instructional Technology Tools.....	22
Unit 4: Evaluation and Testing.....	23
Topic 4-1: Administering Tests	23
Topic 4-2: Grading and Securing Examinations	24
Topic 4-3: Reporting Test Results	26
Topic 4-4: Providing Evaluation Feedback to Students	27
Topic 4-5 Evaluating Student-Instructor Lesson Presentations.....	28
Unit 5: Program Management	29
Topic 5-1: Assembling Course Materials	29
Topic 5-2: Preparing Resource Requests	30
Topic 5-3: Scheduling Instructional Sessions.....	31
Topic 5-4: Completing and Submitting Training Records	32
Unit 6: Distance and Hybrid Instruction	33
Topic 6-1: Delivering Instruction in a Distance or Hybrid Environment.....	33
How to Read a Course Plan.....	35

Required Resources

Instructor Resources

To teach this course, instructors need:

- *Fire and Emergency Services Instructor* (IFSTA, 9th ed., ISBN 978-0-87939-696-1) **or**
- *Fire Service Instructor: Principles and Practice* (Jones & Bartlett, 3rd ed., ISBN: 978-1284172331)
- Copies of local agency policies and procedures and sample forms, such as:
 - Procurement of materials and equipment
 - Scheduling instructional sessions
 - Training records
 - Organizing and adapting the learning environment
 - Online learning safety standards, practices, and risk management
 - Skills checklists
 - Evaluation and testing
 - Reporting test results
 - Reporting unusual testing circumstances
- A collection of cognitive and psychomotor lesson plans that can be delivered in 30 minutes (Topic 2-2)
- A personal laptop or tablet with presentation or other viewing hardware and/or software
- Other devices as needed for distance learning (if applicable)
 - Camera, microphone, internet access with appropriate broadband capability, participation platform that allows for student monitoring, etc.

Online Instructor Resources

The following instructor resources are available in the public domain:

- Textbook resources on publisher websites
- NFPA 901: Standard Classifications for Incident Reporting and Fire Protection Data (current edition)
- CCR Title 8, Chapter 3.2 (CAL-OSHA), §342 Reporting Work Connected Fatalities and Serious Injuries

The following instructor resources are available online at <https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications>:

- Activity 2-1a: Reviewing and Adapting a Cognitive Lesson Plan
- Activity 2-1b: Reviewing and Adapting a Psychomotor Lesson Plan
- Activity 2-2a: Adapting a Cognitive Lesson Plan
- Activity 2-2b: Adapting a Psychomotor Lesson Plan
- Activity 3-2a: Presenting a Cognitive Lesson
- Activity 3-2b: Presenting a Psychomotor Lesson
- Activity 4-5a: Evaluating a Student-Instructor Cognitive Teaching Demonstration

- Activity 4-5b: Evaluating a Student-Instructor Psychomotor Teaching Demonstration
- Activity 6-1: Adapting a Lesson Plan for Distance or Hybrid Delivery
- Student Supplement: Alternatives to “Death by PowerPoint”
- Student Supplement: Cognitive Lesson Plan Checklist
- Student Supplement: Cognitive Teaching Demonstration Evaluation
- Student Supplement: Psychomotor Lesson Plan Checklist
- Student Supplement: Psychomotor Teaching Demonstration Evaluation
- Student Supplement: Sample Failing Student-Instructor Cognitive Teaching Demonstration Evaluation
- Student Supplement: Sample Failing Student-Instructor Psychomotor Teaching Demonstration Evaluation
- Student Supplement: Sample Passing Student-Instructor Cognitive Teaching Demonstration Evaluation
- Student Supplement: Sample Passing Student-Instructor Psychomotor Teaching Demonstration Evaluation

Student Resources

To participate in this course, students need:

- Textbook identified by instructor
- Two 30-minute lesson plans typically delivered within their field or industry
 - One cognitive (technical) lesson plan
 - One psychomotor (manipulative) lesson plan

Students may be asked to supply:

- A personal laptop or tablet with presentation or other viewing hardware and/or software
- Other devices as needed for distance learning (if applicable)
 - Camera, microphone, internet access with appropriate broadband capability

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:

- Standard learning environment or facility, which may include:
 - Writing board or paper easel chart
 - Markers, erasers
 - Amplification devices
 - Projector and screen
 - Laptop or tablet with presentation or other viewing software
 - Internet access with appropriate broadband capabilities
- Access to a computer lab for some sessions
- Access to an outdoor facility for some sessions

- Equipment as needed for student-led demonstrations or psychomotor lessons such as appliances, extinguishers, hose, hand tools, ladders, power tools, protective equipment/clothing, rope, salvage equipment, simulation materials

Instructor must submit letter for approval of conditions outside the parameters of normal classroom instruction (e.g., class size exceeds 32, compressed course delivery, distance learning format).

DRAFT

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	0.5	0.50	
Topic 1-2: Fire and Emergency Services Instructor 1 Certification Process	0.5	0.0	
Topic 1-3: Definitions of Duties	0.5	0.0	
Unit 1 Totals	1.5	0.50	2.0
Unit 2: Instructional Development			
Topic 2-1: Identifying Adaptation Needs	0.5	1.0	
Topic 2-2: Adapting Lesson Plans	1.0	1.0	
Unit 2 Totals	1.5	2.0	3.5
Unit 3: Instructional Delivery			
Topic 3-1: Organizing the Learning Environment	0.5	0.0	
Topic 3-2: Presenting Lessons	4.0	16.0	
Topic 3-3: Adjusting to Learner Characteristics	0.5	0.0	
Topic 3-4: Operating Instructional Technology Tools	0.5	0.0	
Unit 3 Totals	6.5	16.0	22.5
Unit 4: Evaluation and Testing			
Topic 4-1: Administering Tests	1.0	0.0	
Topic 4-2: Grading and Securing Examinations	0.5	0.0	
Topic 4-3: Reporting Test Results	0.5	0.0	
Topic 4-4: Providing Evaluation Feedback to Students	1.0	0.0	
Topic 4-5: Evaluating Student-Instructor Lesson Presentations	0.5	0.0	
Unit 4 Totals	3.5	0.5	4.0
Unit 5: Program Management			
Topic 5-1: Assembling Course Materials	0.5	0.5	
Topic 5-2: Preparing Resource Requests	0.5	0.25	
Topic 5-3: Scheduling Instructional Sessions	0.25	0.0	
Topic 5-4: Completing and Submitting Training Records	0.5	0.5	
Unit 5 Totals	1.75	1.25	3.0
Unit 6: Distance and Hybrid Instruction			
Topic 6-1: Delivering Instruction in a Distance or Hybrid Environment	1.0	0.5	
Unit 6 Totals	1.0	0.5	1.5
Formative Assessments			
Determined by AHJ or educational institution	0.0	1.5	1.5
Summative Assessment			
Determined by AHJ or educational institution	0.0	2.0	2.0

Segment	Lecture	Application	Unit Total
Certification Examination			
[Optional] Determined by AHJ or educational institution	0.0	8.0	*8.0
Course Totals (without optional Certification Exam)	15.75	24.25	40.0
Course Totals (with optional Certification Exam)	15.75	32.25	*48.0

Time Table Key

1. The Time Table documents the amount of time required to deliver the content included in the course plan.
2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.
3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.
4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.

The following is a breakdown of what a program might look like if there were fewer students. These estimates may need to be adjusted based on student abilities.

- 40 – 50 Students = 260 hours
 - 30 – 40 Students = 180 hours
 - 20 – 30 Students = 120 hours
 - 1 – 20 Students = 60 hours
5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, skills exercises, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
 - Restroom locations
 - Food locations
 - Smoking locations
 - Emergency procedures
2. Identify classroom requirements
 - Start and end times
 - Breaks
 - Electronic device policies
 - Special needs and accommodations
 - Other requirements as applicable
3. Review course syllabus
 - Course objectives
 - Calendar of events
 - Course requirements
 - Student evaluation process
 - Assignments
 - Activities
 - Required student resources
 - Class participation requirements

Discussion Questions

1. Determined by instructor

Application

1. Have students complete all required registration forms.

Topic 1-2: Fire and Emergency Services Instructor 1 Certification Process

Terminal Learning Objective

At the end of this topic a student will be able to identify the requirements for Fire and Emergency Services Instructor 1 certification and describe the certification task book and examination process.

Enabling Learning Objectives

1. Identify the levels of certification in the Fire and Emergency Services Instructor certification track
 - Fire and Emergency Services Instructor 1
 - Fire and Emergency Services Instructor 2
 - Fire and Emergency Services Instructor 3
2. Identify the prerequisites for Fire and Emergency Services Instructor 1 certification
 - None
3. Identify the course work required for certification
 - Instructor 1: Instructional Methodology (2019) **or** (2012)
4. Identify the exams requirements for certification
 - No exams outside of summative course testing
5. Identify the task book requirements for certification
 - Fire and Emergency Services Instructor 1 Certification Task Book (2019)
6. Identify the experience requirements for certification
 - A minimum of one year full-time paid or two years' volunteer or part-time paid experience in a recognized California fire agency; **and**
 - A minimum of 40 hours teaching/training experience* within a fire service-related program (with feedback)
 - Teaching must be related to fire or emergency medical services, delivered in a formal classroom or drill ground environment, and documented in the table above.
 - No teaching/training experience hours shall be accepted prior to the completion of all certification educational requirements
7. Identify the position requirements for certification
 - None
8. Describe the certification task book process
9. Describe the certification testing process
 - Not applicable at this time

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 1-3: Definition of Duties

Terminal Learning Objective

At the end of this topic a student, given roles and responsibilities, will be able to define the role of an Instructor 1 regarding program management, instructional development, instructional delivery, and evaluation and testing.

Enabling Learning Objectives

1. Identify instructional roles by NPFA professional qualification level
 - Instructor 1 – Demonstrates the knowledge and ability to:
 - Deliver instruction effectively from a prepared lesson plan, including instructional aids and evaluation instruments
 - Adapt lesson plans to the unique requirements of the students and AHJ
 - Organize the learning environment so that learning and safety are maximized
 - Meet the record-keeping requirements of the AHJ
 - Instructor 2 – In addition to meeting Fire and Emergency Services Instructor I qualifications, demonstrates the knowledge and ability to:
 - Develop individual lesson plans for a specific topic including learning objectives, instructional aids, and evaluation instruments
 - Schedule training sessions based on overall training plan of AHJ
 - Supervise and coordinate the activities of other instructors
 - Instructor 3 – In addition to meeting Fire and Emergency Services Instructor II qualifications, demonstrates the knowledge and ability to:
 - Develop comprehensive training curricula and programs for use by single or multiple organizations
 - Conduct organization needs analysis
 - Design record keeping and scheduling systems
 - Develop training goals and implementation strategies
 - Live Fire Instructor – Has the training and experience to supervise students during a live fire training evolution
 - Live Fire Instructor In Charge – Has the training and experience to be in charge of the live fire training evolution
2. Describe Instructor 1 program management responsibilities
 - Manage basic resources, records, and reports essential to the instructional process
3. Describe Instructor 1 instructional development responsibilities
 - Review and adapt prepared instructional materials to the unique requirements of the students and AHJ without altering content or lesson objectives
4. Describe Instructor 1 instructional delivery responsibilities
 - Deliver instructional sessions utilizing prepared course materials
5. Describe Instructor 1 evaluation and testing responsibilities
 - Administer and grade student evaluation instruments
 - Conduct program evaluations according to policies and procedures

Discussion Questions

1. What is the basic definition of an Instructor 1?
2. What are the restrictions of an Instructor 1 regarding testing?

Application

1. Determined by instructor

CTS Guide Reference: 1-1

DRAFT

Unit 2: Instructional Development

Topic 2-1: Identifying Adaptation Needs

Terminal Learning Objective

At the end of this topic a student, given materials for a specific topic, target audience, learner characteristics, and learning environment, will be able to review instructional materials and identify which elements of the lesson plan, learning environment, and resources need adaptation.

Enabling Learning Objectives

1. Define “learner characteristics”
 - Designating a target group of learners and defining those aspects of their personal, academic, social, or cognitive self that may influence how and what they learn (NFPA 1041)
2. Recognize student characteristics, needs, and diversity
 - Need for specially designed academic instruction in English (SDAIE)
 - Visual, Oral, Reading-Writing, or Kinesthetic (VORK) styles
 - Student exceptionalities
 - Members of the public (a non public safety audience)
3. Describe methods of instruction
4. Describe the components of a lesson plan
5. Define lesson plan terminology and definitions
6. Identify types of resource materials (including but not limited to)
 - Instructional materials and textbooks
 - Graphics
 - Physical items
 - Instructional activities
7. Describe how to organize the learning environment
 - Including: lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety
8. Identify policies and procedures for adapting instruction or the learning environment
9. Analyze resources, facilities, and materials
 - Building schedules
 - Facility access
 - Heating and cooling
 - Power sources (including back up power)
 - Access to building maintenance personnel

Discussion Questions

1. Under what conditions would you choose to adapt your method of instruction or your instructional materials?
2. What are the typical elements of a learning environment?
3. What factors of a learning environment can and cannot be adapted?
4. What is the difference between adapting and modifying a lesson plan?

Application

1. Activity 2-1a: Reviewing and Adapting a Cognitive Lesson Plan
2. Activity 2-1b: Reviewing and Adapting a Psychomotor Lesson Plan

Instructor Notes

1. ELO 3 – See Alternatives to “Death by PowerPoint” student supplement.
2. The instructor guides the students through Activity 2-1a and 2-1b as a demonstration of how to adapt a cognitive and psychomotor lesson plan. Students will use this knowledge to adapt their own lesson plan in upcoming assignments.

CTS Guide Reference: CTS 3-1

DRAFT

Topic 2-2: Adapting Lesson Plans

Terminal Learning Objective

At the end of this topic a student, given course materials and an assignment, will be able to adapt a prepared lesson plan to meet student needs and achieve lesson plan objectives.

Enabling Learning Objectives

1. Describe how to analyze a lesson plan to identify needed adaptations
2. Describe how to select instructional aids and methods to support the lesson plan
3. Demonstrate instructor preparation and organizational skills (including but not limited to)
 - Learning environment
 - Facility capabilities
 - Available equipment
 - Target audience
 - Time allocation

Discussion Questions

1. How might you adapt an outdoor learning environment to address safety?
2. What aspects should you consider when analyzing components of a lesson plan?
3. What events, elements, or factors (anticipated or unanticipated) might require you to adapt a lesson plan?

Application

1. Activity 2-2a: Adapting a Cognitive Lesson Plan
2. Activity 2-2b: Adapting a Psychomotor Lesson Plan

Instructor Notes

1. All students need to bring a cognitive and a psychomotor plan that can be delivered in 30 minutes. These lesson plans will serve as the basis for all adaptation, delivery, and evaluation application activities in the course. Be prepared for students to forget these items and have a folder ready with sample lesson plans to use.

CTS Guide Reference: CTS 3-2

Unit 3: Instructional Delivery

Topic 3-1: Organizing the Learning Environment

Terminal Learning Objective

At the end of this topic a student, given a facility and an assignment, will be able to organize the classroom, laboratory, or outdoor learning environment to address lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety.

Enabling Learning Objectives

1. Describe current classroom management practices
 - Maximizing student application time
 - Rules and procedures personal electronic devices
 - Attendance requirements
 - Excused absence coordinated with instructor
 - Codes of conduct for student/instructor and student/student interaction
2. Describe current safety practices
 - Compliance with AHJ Injury Illness Prevention Program
 - CA Health and Safety Code, Division 12
 - Cal/OSHA
 - NFPA safety standards
 - 1403: Standard on Live Fire Training Evolutions
 - 1584: Standard on the Rehabilitation Process For Members During Emergency Operations and Training Exercises
 - 1983: Standard on Life Safety Rope and Equipment for Emergency Services
 - Considerations for psychomotor lessons
 - Protective equipment
 - Modeling good safety practices during demonstrations
 - Guided practice
 - Additional instructors to ensure safety
 - Constant monitoring to prevent incidents
3. Identify advantages and limitations of audiovisual equipment and teaching aids
 - Passive vs. active learning environment
 - Equipment capabilities and limitations
 - Experience or comfort level
4. Describe classroom arrangements that best fit the content, learning environment, and student needs during presentation
 - May need to adapt physical set up of classroom to adapt for presentation formats and learner needs
 - Lecture format
 - Small group format
 - Skills practice format

5. Describe instruction methods and techniques that best fit the lesson, learning environment, and student needs
 - Instruction methods (included but not limited to)
 - Presentation
 - Questions and answer
 - Debate
 - Panel discussions
 - Lecture
 - Case study
 - Problem solving
6. Describe methods of dealing with changing circumstances in the learning environment
 - Equipment failure
 - Weather
 - Audio and visual distractions
 - Limited resources
 - Change in presentation location
7. Use instructional media and teaching aids that best fit the lesson, learning environment, and student needs

Discussion Questions

1. How can you minimize distractions in the learning environment?
2. How can the use of personal electronic devices affect the learning environment, test security, etc.?
3. What safety concerns you can foresee in a cognitive classroom setting?
4. What would you do if the power went out during your slide presentation?
5. What is your AHJ's procedure for weather emergencies, such as a tornado or earthquake?
6. How does your choice of instructional method affect how you organize the learning environment?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 4-1

Topic 3-2: Presenting Lessons

Terminal Learning Objective

At the end of this topic a student, given a prepared lesson plan that specifies the cognitive and psychomotor learning methods, will be able to present and adjust prepared lessons using the cognitive and psychomotor methods indicated by the lesson plans to achieve stated objectives or learning outcomes, following applicable safety standards and practices, and addressing risks.

Enabling Learning Objectives

1. Describe laws and principles of learning
2. Describe instructional methods and techniques
3. Describe elements of the communication process
4. Identify learner characteristics
 - Prepare for known characteristics in advance
 - Monitor mastery of learning by evaluating audience responses
 - Adapt presentation length, format, style to meet audience needs
5. Describe student-centered learning principles (VARK)
 - Visual learners
 - Auditory learners
 - Reading-writing learners
 - Kinesthetic/movement/experience learners
6. Identify instructional technology tools
7. Identify the impact of cultural differences on instructional delivery
8. Describe safety rules, regulations, and practices
9. Identify training hazards
10. Use oral and nonverbal communication techniques for classroom presentations
11. Use instructional methods and techniques
12. Demonstrate the ability to adapt to changing circumstances
13. Use lesson plans in an instructional setting

Discussion Questions

1. What risks are involved in various models of distance learning?
2. How can you use verbal and nonverbal cues to communicate respect for your audience?
3. How would you adapt a lesson plan to meet the needs of a visual learner? An auditory learner? An experiential learner?
4. How can an instructor assist a reading-writing learner with taking notes?

Application

1. Activity 3-2a: Presenting a Cognitive Lesson
2. Activity 3-2b: Presenting a Psychomotor Lesson

Instructor Notes

1. Application time is based on number of students, allowing 60 minutes per student (30 min. cognitive and 30 min. psychomotor). If there are more than 16 students, you will need to divide the class into two groups and use a skills evaluator for the second group.
2. Each student will carry out the application activities from Topic 4-5 (Evaluating a Student-Instructor Cognitive/Psychomotor Teaching Demonstration) at least twice (once

for cognitive and once for psychomotor) after other students present their cognitive and psychomotor lesson plans as part of Topic 3-2.

3. Review the forms and processes outlined in Topic 4-5 before the teaching presentations begin.

CTS Guide Reference: CTS 4-2

DRAFT

Topic 3-3: Adjusting to Learner Characteristics

Terminal Learning Objective

At the end of this topic a student, given the instructional environment, will be able to adjust to differences in learner characteristics, abilities, cultures, and behaviors, to accomplish lesson objectives, address disruptive behavior, and maintain a safe and positive learning environment.

Enabling Learning Objectives

1. Describe motivation and coaching techniques
 - Factors that influence the learning process and need for motivation or coaching:
 - Attitude
 - Experience
 - Knowledge
 - Education
 - Personality
 - Physical condition (fatigue, illness, etc.)
 - Unsafe behavior
 - Motivation
 - Competing demands for time
2. Describe learner characteristics (including but not limited to)
 - Race
 - Gender
 - Sexual orientation
 - Generation (Baby Boomers, GenX, Millennial, GenZ, currently unlabeled next generations)
3. Describe types of learning disabilities and methods for dealing with them
4. Describe methods of dealing with disruptive and unsafe behavior
 - Harassment
 - Abuse
 - Discrimination
 - Disruption of training
 - Horseplay
 - Lack of respect for others
5. Use basic coaching and motivational techniques
6. Correct disruptive behaviors
7. Adapt lesson plans or materials to specific instructional situations

Discussion Questions

1. How can you prevent behavior problems in the learning environment before they occur?
2. How can you help students feel safe and supported in the learning environment?
3. How would you adapt a lesson plan to increase active participation?
4. What would you call the next generation (after GenZ)? (speculation – no known name)
5. How does a person's generation impact their learning style or preferences?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 4-3

DRAFT

Topic 3-4: Operating Instructional Technology Tools

Terminal Learning Objective

At the end of this topic a student, given a learning environment and equipment, will be able to operate instructional technology tools and demonstration devices so that the equipment functions properly, the intended objectives are presented, and transitions between media and other parts of the presentation are accomplished.

Enabling Learning Objectives

1. Describe instructional technology tools
 - Projectors, smartboards, slides, televisions, etc.
2. Describe demonstration devices
 - Actual items or tools (ladders, hoses, axes, etc.)
3. Identify selection criteria
 - Appropriate tools to meet objectives
 - Available resources
 - Budgetary considerations
4. Use instructional technology tools and demonstration devices to support the learning process
5. Use transition techniques
 - Shifting between different instructional tools and modalities
6. Observe how to clean and maintain audiovisual equipment at the field level, following manufacturer instructions

Discussion Questions

1. Why is it important to run through the audiovisual setup prior to class?
2. What kind of transitions might you use during a presentation to help students stay alert and attentive?
3. What are the benefits and disadvantages of using Power Point in the classroom?

Application

1. Determined by instructor

Instructor Notes

1. This is a “show and tell” topic. Bring in tech and allow time to have students connect to it. Note differences in software (different programs and platforms) and hardware (Mac vs. PC)

CTS Guide Reference: CTS 4-4

Unit 4: Evaluation and Testing

Topic 4-1: Administering Tests

Terminal Learning Objective

At the end of this topic a student, given a lesson plan, evaluation instruments, and AHJ evaluation procedures, will be able to administer oral, written, and performance tests in a manner that eliminates bias and discrimination, conducts tests following correct procedures, and maintains test material security.

Enabling Learning Objectives

1. Describe AHJ test administration practices
2. Apply AHJ testing policies
3. Describe test administration laws and policies pertaining to discrimination during training and testing
 - Federal
 - State
 - Vocational
 - AHJ
4. Describe testing bias and methods for eliminating it
5. Identify laws affecting records and disclosure of training and testing information
 - Retention
 - Disclosure
6. Describe purposes of evaluation and testing
7. Describe how to evaluate performance skills
8. Use skills checklists
9. Use assessment techniques

Discussion Questions

1. What is testing bias?
2. What are some methods for eliminating bias in testing?
3. What are your local agency's procedures for conducting tests?
4. What are some privacy concerns to consider in relation to test results?

Application

1. Determined by instructor

Instructor Notes

1. Suggested resource for skills checklist: Psychomotor Lesson Plan Checklist (see Online Resources)
2. The FSTEP course Techniques of Evaluation is a good resource for this unit.

CTS Guide Reference: CTS 5-1

Topic 4-2: Grading and Securing Examinations

Terminal Learning Objective

At the end of this topic a student, given class answer sheets or skills checklists and appropriate answer keys, will be able to accurately grade student oral, written, or performance tests and properly secure student examinations.

Enabling Learning Objectives

1. Describe grading methods
 - Methods
 - Manual
 - Electronic
 - Levels
 - Level 1 (basic)
 - Level 2 (intermediate)
 - Level 3 (comprehensive)
 - Test type (including but not limited to)
 - Fill in the blank
 - Multiple choice
 - Essay
 - Short answer
 - True/false
 - Cognitive vs. psychomotor
 - Objective vs. subjective
 - Safety violations = automatic failure
2. Describe methods for eliminating bias during grading
 - During written testing
 - During performance testing
3. Describe processes for correcting errors and omissions on written tests
 - Correcting errors
 - Correcting knowledge gaps
4. Describe methods for maintaining exam security and confidentiality of scores
 - In a fire agency
 - In a training academy
 - In a college environment
 - In a mixed/dual environment
5. Describe how to analyze test results
 - To evaluate student learning effectiveness
 - To evaluate instructor teaching effectiveness
 - To evaluate currency of content

Discussion Questions

1. What are some ways to eliminate bias while scoring performance tests?
2. Why is it important to address errors and omissions in written tests?
3. What are your AHJ's policies for exam security?

4. What are your local agency's policies for retaining test result records?
5. Why would you perform a test analysis after grading?

Application

1. Determined by instructor

Instructor Notes

1. The FSTEP course Techniques of Evaluation is a good resource for this unit.

CTS Guide Reference: CTS 5-2

DRAFT

Topic 4-3: Reporting Test Results

Terminal Learning Objective

At the end of this topic a student, given a set of test answer sheets or skills checklists, a report form, and reporting policies and procedures, will be able to report test results by recording them accurately, forwarding test result forms according to procedure, and reporting any unusual circumstances in testing or test results.

Enabling Learning Objectives

1. Describe how to interpret test results
2. Describe AHJ reporting procedures
3. Demonstrate communication techniques for submitting test results
 - Procedures for communicating with the agency that collects test results
4. Provide basic coaching
 - Feedback to organization regarding test results
 - Report on effectiveness of training materials

Discussion Questions

1. What procedures should you follow for reporting test results?
2. How do you interpret test results to the AHJ?
3. What is the purpose of giving feedback to the organization offering the course?

Application

1. Determined by instructor

Instructor Notes

1. The FSTEP course Techniques of Evaluation is a good resource for this unit.

CTS Guide Reference: CTS 5-3

Topic 4-4: Providing Evaluation Feedback to Students

Terminal Learning Objective

At the end of this topic a student, given evaluation data, will be able to provide student evaluation feedback that is timely, specific enough for the student to make efforts to modify behavior, objective, clear, relevant, and includes suggestions for additional study or behavior modification based on the data.

Enabling Learning Objectives

1. Describe AHJ reporting procedures
2. Describe how to interpret test results
 - Identify areas requiring additional study or remediation
3. Use communication skills for providing effective student feedback
4. Use basic coaching techniques
 - Document remediation or other coaching discussion according to AHJ requirements

Discussion Questions

1. How would you coach a student who narrowly failed a test in your class?
2. How do you present test results in a way that allows students to improve their learning?

Application

1. Determined by instructor

Instructor Notes

1. The FSTEP course Techniques of Evaluation is a good resource for this unit.

CTS Guide Reference: CTS 5-4

Topic 4-5 Evaluating Student-Instructor Lesson Presentations

Terminal Learning Objective

At the end of this topic a student, given a recent student-instructor demonstration and an evaluation form, will be able to evaluate student-instructor presentations to provide constructive feedback that identifies the teaching demonstration's strengths and weaknesses.

Enabling Learning Objectives

1. Describe how to observe a teaching demonstration
2. Describe how to evaluate and document strengths and weaknesses of student-instructor performance according to established criteria
3. Describe how to facilitate a teaching demonstration review and discussion
 - Presentation flow
 - Alignment between teaching style and audience learning styles
4. Observe a teaching demonstration
5. Complete an evaluation form
6. Conduct a teaching demonstration review and discussion with a student-instructor

Discussion Questions

1. What is the purpose of providing oral and written feedback to the student-instructor?
2. What is the value of peer evaluation versus instructor evaluation?
3. What is the purpose of facilitating a discussion regarding a teaching demonstration?

Application

1. Activity 4-5a: Evaluating a Student-Instructor Cognitive Teaching Demonstration
2. Activity 4-5b: Evaluating a Student-Instructor Psychomotor Teaching Demonstration

Instructor Notes

1. You, as the instructor for the course, are evaluating how a student in the course performs their evaluation of another student giving a presentation. You are not directly evaluating the student giving the presentation.
2. Each student will carry out the application activities from Topic 4-5 (Evaluating a Student-Instructor Cognitive/Psychomotor Teaching Demonstration) at least twice (once for cognitive and once for psychomotor) after other students present their cognitive and psychomotor lesson plans as part of Topic 3-2.
3. The FSTEP course Techniques of Evaluation is a good resource for this unit.

CTS Guide Reference: CTS 5-5

Unit 5: Program Management

Topic 5-1: Assembling Course Materials

Terminal Learning Objective

At the end of this topic a student given a specific topic, will be able to assemble course materials by obtaining the lesson plan and all resources and equipment needed to deliver the lesson.

Enabling Learning Objectives

1. Describe AHJ policies and procedures for the procurement of materials and equipment
2. Describe resource availability
 - What is available?
 - What do you need?
 - What if what you need is not available?

Discussion Questions

1. What are some good sources for finding lesson plans?
2. What selection criteria do you use to determine the validity of your lesson plan?
3. What factors determine the resources necessary for delivering a lesson?

Application

1. Given a topic and an audience, have students generate a list of materials needed for their student teaching demonstration and note the source(s) for each item.

Instructor Notes

1. None

CTS Guide Reference: CTS 2-1

Topic 5-2: Preparing Resource Requests

Terminal Learning Objective

At the end of this topic a student given training goals and current resources, will be able to prepare resource requests by identifying and documenting the resources required to meet training goals.

Enabling Learning Objectives

1. Describe resource management for instructional materials
2. Identify sources of instructional resources and equipment
3. Demonstrate effective oral and written communication techniques for requesting instructional materials
4. Complete resource request forms

Discussion Questions

1. Where can you obtain instructional resources and equipment?
2. What is the process for requesting instructional resources in your agency?

Application

1. Given a topic and an audience, have students complete a resource request form for their cognitive or psychomotor teaching demonstration and explain how to request instructional resources or facilities through the proper channels.

Instructor Notes

1. None

CTS Guide Reference: CTS 2-2

Topic 5-3: Scheduling Instructional Sessions

Terminal Learning Objective

At the end of this topic a student, given a training assignment, AHJ scheduling procedures, instructional resources, facilities, and a timeline for delivery, will be able to schedule instructional sessions to deliver specified lessons according to AHJ policies and procedures.

Enabling Learning Objectives

1. Describe AHJ scheduling procedures
2. Describe resource management for scheduling instruction
3. Complete a training schedule

Discussion Questions

1. What factors should you consider when scheduling training sessions?
2. What type of training sessions might you schedule as an Instructor 1?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 2-3

DRAFT

Topic 5-4: Completing and Submitting Training Records

Terminal Learning Objective

At the end of this topic a student, given policies and procedures and forms, will be able to complete training records and report forms accurately and submit them in accordance with procedures.

Enabling Learning Objectives

1. Identify types of records and reports required
2. Describe policies and procedures for processing records and reports
 - Agency timeline for completing the required reports
 - NFPA 901: Standard Classifications for Incident Reporting and Fire Protection Data
 - CCR Title 8, Chapter 3.2 (CAL-OSHA), §342 Reporting Work Connected Fatalities and Serious Injuries
 - Ethical and legal implications of incomplete or falsified records
3. Write basic training reports
4. Complete training records

Discussion Questions

1. What are the potential consequences of failing to complete training records accurately?
2. What information do you need to document a training session?
3. What is the difference between an individual's privacy as an employee and as a college student?

Application

1. Given their own AHJ policies and procedures, have students discuss different types of training reporting systems.

Instructor Notes

1. In the lecture portion of the topic, demonstrate to students how to complete and submit a training record/report.

CTS Guide Reference: CTS 2-4

Unit 6: Distance and Hybrid Instruction

Topic 6-1: Delivering Instruction in a Distance or Hybrid Environment

Terminal Learning Objective

At the end of this topic a student given a lesson plan, instructional tools and technology, and resources, will be able to deliver instruction in a distance or hybrid environment so that lesson plans, the learning environment, and resources are adapted; stated objectives or learning outcomes are achieved; instructional technology tools are used effectively and properly; testing is bias free and secure; and feedback is delivered in a manner that meets learner needs and in accordance with AHJ policies and procedures and distance or hybrid learning best practices.

Enabling Learning Objectives

1. Define “electronically delivered courses” (per OSFM)
 - Those in which the entire content of the course can be communicated between the instructor and the student electronically (online course)
 - Those which require both classroom attendance and the use of electronic communication (hybrid course)
2. Identify the benefits and limitations of a distance or hybrid learning environment
3. Identify distance or hybrid learning delivery methods
 - Methods
 - Synchronous
 - Asynchronous
 - Modalities
 - Online learning
 - Blended (hybrid) e-learning
 - Technology based instruction (TBI)
 - Computer based training (CBT)
 - Learning management systems (LMS)
 - Instructor led training (ILT)
 - Interactive/smart screen
 - Podcasts
4. Identify applicable laws, rules, and regulations
 - Local, state, and federal
 - Americans with Disabilities Act
 - Copyright and fair use laws (use and restrictions)
 - Print materials
 - Digital materials
 - Video/audio content
 - Privacy
5. Identify AHJ policies for delivering distance or hybrid instruction
6. Identify instructional technology tools and resources
 - Hardware requirements
 - Software requirements

- Interactive technology requirements
 - Internet access requirements
 - Physical learning environment
 - Physical instructional environment
7. Describe the instructor's role in distance or hybrid instruction
 - Facilitator
 - Instructor led training
 - Transition to student-to-student collaborative learning
 8. Describe effective methods of instruction that best fit
 - Learning objectives
 - Learning environment
 - Student needs
 9. Identify components of a lesson plan requiring adaption
 10. Describe how to engage students with different learning characteristics, backgrounds, and needs
 11. Describe effective classroom management practices
 12. Describe how to conduct testing
 - AHJ policies and procedures
 - Test security
 - Student confidentiality
 - Ensuring ethical behavior
 - Ensuring equal access and accommodation
 - Eliminating testing bias
 13. Describe how to provide effective student feedback
 14. Describe how to facilitate a teaching demonstration review and discussion
 15. Adapt lesson plans
 16. Communicate orally and in writing in a digital platform

Discussion Questions

1. How does teaching in a distance or hybrid environment differ from a live classroom setting?
2. What are some advantages and disadvantages of distance or hybrid learning?
3. What tools and resources do you need to teach students in an online course to ensure they can receive the content, submit work, and participate at the desired level?

Application

1. Activity 6-1: Adapting a Lesson Plan for Distance or Hybrid Delivery

Instructor Notes

1. None

CTS Guide Reference: CTS 5-6

How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses the course plan as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer course and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

Course Details

The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

Required Resources

The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

Unit

Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

Topics

Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

Terminal Learning Objective

A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

Enabling Learning Objectives

The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master to complete the TLO.

Discussion Questions

The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

Application

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

Instructor Notes

The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

CTS Guide Reference

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

Skill Sheet

The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.

DRAFT



Instructor 2: Exam Scoring Rubric/Skills Summary

#	Required Rubrics	Assessment Type
1.	2-5: Evaluate an Instructor	Psychomotor
2.	3-1: Create Lesson Plan	Product
3.	4-1: Conduct a Class and Instructional Sessions	Psychomotor
4.	5-1A: Develop a Cognitive Test Evaluation Instrument	Product
5.	5-1B: Develop a Performance Skills Evaluation Instrument	Product
6.	5-2: Develop a Class Evaluation Instrument	Product

#	Randomly Selected Rubrics	Assessment Type
1.	2-1: Assigning Instructional Sessions	Product
2.	2-3: Perform a Needs Analysis for Training Resources	Process, Product
3.	2-4: Maintain and Secure Accurate Training Records	Product
4.	4-2: Supervising Training Activities	Psychomotor

Instructions: Provided an appropriate lesson plan, the Instructor 2 Candidate will perform all required rubrics and one randomly selected rubric according to AHJ policy and under the guidance of the SFT Registered Evaluator.

Using the rubric provided, grade the effectiveness of the candidate and use the rubric to provide feedback on areas needing improvement. The candidate must complete all of the steps (100%) to receive a passing score.



2-1: Assigning Instructional Sessions

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Initial Attempt / Retake Attempt	
General Information	
Standard: NFPA 1041 (2019), JPR 5.2.2 / CTS Guide: 2-1 / Course Plan: Instructor 2, Topics 5-1	
Testing Criteria: Random / Methodology Type: Process, Product	
Performance Outcome: The candidate will schedule instructional sessions, given AHJ scheduling policy, instructional resources, staff, facilities, and timeline for delivery, so that the specified sessions are delivered according to AHJ policy.	
Candidate Directions: Select resources, staff, and facilities for specified instructional sessions.	

Performance Measures (check appropriate box)	Initial	Retest
The candidate must complete all steps (100%) to receive a passing score.		
1. Assess factors that affect the scheduling of the instructional session(s).		
2. Determine staffing and resource requirements.		
3. Determine availability of resources, staff, and facilities.		
4. Coordinate training for the instructional session(s).		
5. Create a schedule for the instructional session(s).		
6. Publish the instructional session schedule.		
7. Revise the instructional session schedule, as needed.		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Print Student Name:
Evaluator Signature / Date:
Print Evaluator Name:
Comments:



2-3: Perform a Needs Analysis for Training Resources

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Initial Attempt / Retake Attempt	
General Information	
Standard: NFPA 1041 (2019), JPR 5.2.3, 5.2.4 / CTS Guide: 2-2, 2-3 / Course Plan: Instructor 2, Topics 5-2, 5-3	
Testing Criteria: Random / Methodology Type: Process, Product	
Performance Outcome: The candidate will prioritize needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified, documented, and obtained within established timelines and budget constraints.	
Candidate Directions: Perform a needs analysis for training resources.	

Performance Measures (check appropriate box)	Initial	Retest
The candidate must complete all steps (100%) to receive a passing score.		
1. Identify training goals. a. Priority one – training that is mandated. b. Priority two – training required to meet organizational goals. c. Priority three – training that would benefit the organization		
2. Determine resources needed to meet goals.		
3. Obtain and review department budget processes and equipment acquisition policies.		
4. Create timeline for training resources acquisition.		
5. Review budgetary requirements regarding training resources and budgeting processes.		
6. Complete training resources acquisitions based on department policy.		
7. Submit completed forms to supervisor.		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Print Student Name:
Evaluator Signature / Date:
Print Evaluator Name:
Comments:



2-4: Maintain and Secure Accurate Training Records

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Initial Attempt / Retake Attempt
General Information
Standard: NFPA 1041 (2019), JPR 5.2.5 / CTS Guide: 2-4 / Course Plan: Instructor 2, Topic 5-4
Testing Criteria: Random / Methodology Type: Product
Performance Outcome: The candidate will demonstrate their ability to properly manage and maintain the information the AHJ wishes to keep as part of their training records system.
Candidate Directions: Maintain and secure accurate training records so that all agency and legal requirements are met.

Performance Measures (check appropriate box)	Initial	Retest
The candidate must complete all steps (100%) to receive a passing score.		
1. Complete attendance form.		
2. Document course name.		
3. Document dates and hours of instruction		
4. Document names of instructor(s).		
5. Document method of instruction.		
6. Document test scores of students.		
7. Document certification results of students (if applicable).		
8. Ensure records include the name of the person creating the record, as well as time and date of completion.		
9. Ensure confidential information is secured.		
10. Ensure records are retained for length of time required by the AHJ.		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Print Student Name:
Evaluator Signature / Date:
Print Evaluator Name:
Comments:



2-5: Evaluate an Instructor

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Initial Attempt / Retake Attempt	
General Information	
Standard: NFPA 1041 (2019), JPR 5.2.6 / CTS Guide: 2-5 / Course Plan: Instructor 2, Topic 5-5	
Testing Criteria: Required / Methodology Type: Psychomotor	
Performance Outcome: The candidate will administer an evaluation utilizing a prepared evaluation form that addresses criteria for the instructional methods and techniques a Level 1 instructor should possess	
Candidate Directions: Administer a Level 1 Instructor performance evaluation.	

Performance Measures (check appropriate box)	Initial	Retest
The candidate must complete all steps (100%) to receive a passing score.		
1. Identify departmental policies for evaluating Level 1 Instructors.		
2. Identify evaluation method(s) for evaluating Level 1 Instructors.		
3. Observe and evaluate the teaching presentation of the Level 1 Instructor		
4. Complete the evaluation form, identifying the Level I Instructor's strengths and weaknesses.		
5. Coach the evaluated Level 1 Instructor by recommending changes in instructional style or communication methods.		
6. Allow for feedback from the Level 1 Instructor.		
7. Document evaluation records per AHJ policies.		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Print Student Name:
Evaluator Signature / Date:
Print Evaluator Name:
Comments:



3-1: Create Lesson Plan

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Initial Attempt / Retake Attempt
General Information
Standard: NFPA 1041 (2019), JPR 5.3.2 / CTS Guide: 3-1 / Course Plan: Instructor 2, Topic 2-4
Testing Criteria: Required / Methodology Type: Product
Performance Outcome: The candidate will create a lesson plan that addresses job performance requirements (JPRs) or learning objectives, a lesson outline, course materials, instructional technology tools, and an evaluation plan.
Candidate Directions: Create a lesson plan. <i>NOTE: Lesson plan development differs among instructors. The important factor is that the lesson plan is complete.</i>

Performance Measures (check appropriate box)	Initial	Retest
The candidate must complete all steps (100%) to receive a passing score.		
1. Choose appropriate lesson plan template. NOTE: If your AHJ uses a template for lesson plans, follow the template provided.		
2. Determine the topic of the lesson.		
3. List prerequisites that students must have completed or mastered before starting this lesson.		
4. Estimate the time and order in which knowledge and skills will be taught.		
5. List specific resources, textbooks, and other reference materials used to help enhance the lesson.		
6. Determine the level of instruction students will reach by the end of the lesson.		
7. Determine Terminal and Enabling Learning Objectives.		
8. Create a lesson outline with the information to be taught. Determine the format you will use for the outline: <ul style="list-style-type: none"> a. Outline with only major points b. Detailed outline c. Outline featuring major points supported with explanatory information 		
9. Identify lesson assignments/activities that reinforce objectives and provide students the opportunity to apply what they have learned.		
10. Write the lesson summary/conclusion to emphasize important, critical, or key information. Allow time for a review of today's lesson and a preview of the next lesson.		
11. Determine type of evaluation instruments to use to determine whether students have met the lesson objectives.		



Evaluation Results	
Overall Evaluation:	Pass / Fail (circle one)
Student Signature / Date:	
Print Student Name:	
Evaluator Signature / Date:	
Print Evaluator Name:	
Comments:	

DRAFT



4-1: Conduct a Class and Instructional Sessions

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Initial Attempt / Retake Attempt
General Information
Standard: NFPA 1041 (2019), JPR 5.4.2 / CTS Guide: 4-1 / Course Plan: Instructor 2, Topic 3-1
Testing Criteria: Required / Methodology Type: Psychomotor
Performance Outcome: The candidate will conduct a class utilizing a prepared lesson plan created by a level 2 Instructor following criteria consistent with level 1 instruction
Candidate Directions: Conduct a class using a lesson plan created by a Level 2 Instructor candidate.

Performance Measures (check appropriate box)	Initial	Retest
The candidate must complete all steps (100%) to receive a passing score.		
1. Select two or more teaching methods (lecture, demonstration, discussion, etc.) for the subject being taught.		
2. Teach a class consistent with Level 1 Instructor criteria. <ul style="list-style-type: none"> a. State the terminal learning objective(s) of the lesson. b. State the student enabling objectives c. Use an introduction that will catch the students' interest. d. Provide a brief overview of the lesson's content. e. State student expectations. f. Define or explain unfamiliar terminology. g. Present the lesson. h. Provide examples to clarify and emphasize key points. i. Use appropriate transitions between key ideas. j. Incorporate technology tools or support materials. k. Check for student understanding throughout the lesson presentation. l. Answer questions throughout the lesson presentation. m. Provide closure for the lesson. Restate what you expect the students to gain from the lesson/materials. n. Ask for and answer student questions. o. Provide assessments/tests, if applicable. p. Provide a preview for the next lesson topic. q. Complete any follow-up items necessary after the lesson presentation is complete, including evaluation forms. r. Complete all course records/reports necessary per AHJ policies and procedures. 		



Evaluation Results	
Overall Evaluation:	Pass / Fail (circle one)
Student Signature / Date:	
Print Student Name:	
Evaluator Signature / Date:	
Print Evaluator Name:	
Comments:	



4-2: Supervising Training Activities

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Initial Attempt / Retake Attempt
General Information
Standard: NFPA 1041 (2019), JPR 5.4.3 / CTS Guide: 4-2 / Course Plan: Instructor 2, Topic 3-2
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: The candidate will supervise other instructors and students during high-hazard training, so applicable safety standards are followed and instructional goals are met.
Candidate Directions: Given a training scenario with increased hazard exposure, supervise other instructors and students during training, so applicable safety standards and practices are followed and instructional goals are met.

Performance Measures (check appropriate box)	Initial	Retest
The candidate must complete all steps (100%) to receive a passing score.		
1. Identify applicable department policies, regulations, standards, and recommended safety practices regarding the increased hazard exposure training session. (i.e., live fire exercise, hazardous materials, high angle or below grade rescue evolutions)		
2. Identify the procedures that will be implemented to address identified safety issues.		
3. Identify resources (staff, equipment, facilities, apparatus, props, etc.) needed to address any safety issues.		
4. Describe procedures used to supervise multiple instructors and candidates to include: <ul style="list-style-type: none"> a. Observation techniques b. Evaluation form(s) c. Provision of feedback/coaching 		
5. Describe how the resources in Step 2 will be utilized.		
6. Review the Incident Action Plan (IAP) that: <ul style="list-style-type: none"> a. Addresses safety issues b. Implements an Incident Management System (IMS) c. Ensures compliance with safety rules, policies, regulations, and appropriate practices that include: NIMS Compliant, Incident Command Utilized, Water Supply, Operations 		
7. Supervise instructors and candidates during the training, following all appropriate AHJ SOPs and the IAP.		
8. Document that all training goals and learning objectives were accomplished.		



Evaluation Results	
Overall Evaluation:	Pass / Fail (circle one)
Student Signature / Date:	
Print Student Name:	
Evaluator Signature / Date:	
Print Evaluator Name:	
Comments:	



5-1A: Develop a Cognitive Test Evaluation Instrument

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Initial Attempt / Retake Attempt
General Information
Standard: NFPA 1041 (2019), JPR 5.5.2 / CTS Guide: 5-1 / Course Plan: Instructor 2, Topic 4-1
Testing Criteria: Required / Methodology Type: Product
Performance Outcome: The candidate will develop a student cognitive test evaluation instrument, given learning objectives, learner characteristics, and training goals so that the evaluation instrument measures whether the student has achieved the learning objectives.
Candidate Directions: Develop a student evaluation instrument that measures whether the student has achieved the learning objective(s) of a cognitive test evaluation.

Performance Measures (check appropriate box)	Initial	Retest
The candidate must complete all steps (100%) to receive a passing score.		
1. Review departmental policy regarding test development.		
2. Determine the purpose and type of test item to be developed.		
3. Identify specific learning objectives/outcomes to be covered by the test item.		
4. Determine the level of learning to be assessed.		
5. Create an appropriate cognitive test item.		
6. Identify the correct answer on the rubric.		
7. Ensure test usability, validity, and reliability.		
8. Create an answer key.		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Print Student Name:
Evaluator Signature / Date:
Print Evaluator Name:
Comments:



5-1B: Develop a Performance Skills Evaluation Instrument

Candidate Information
Candidate Name and SFT ID Number:
Circle One: Initial Attempt / Retake Attempt
General Information
Standard: NFPA 1041 (2019), JPR 5.5.2 / CTS Guide: 5-1 / Course Plan: Instructor 2, Topic 4-1
Testing Criteria: Required / Methodology Type: Product
Performance Outcome: The candidate will develop a student skills evaluation instrument, given learning objectives, learner characteristics, and training goals so that the evaluation instrument measures whether the student has achieved the learning objectives.
Candidate Directions: Develop a student evaluation instrument that measures whether the student has achieved the learning objective(s) of a performance skills evaluation.

Performance Measures (check appropriate box)	Initial	Retest
The candidate must complete all steps (100%) to receive a passing score.		
1. Review department policy regarding performance skills evaluation instruments.		
2. Identify skills to be evaluated.		
3. Reference learning objectives of the performance skills.		
4. List tasks to be performed.		
5. Develop a scoring/rating system.		
6. Develop a passing score and/or critical failures.		
7. Write instructions for the proctor in evaluating performance skills.		
8. Identify resources required for the skill being evaluated.		
9. Identify the conditions under which the evaluation will take place.		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Print Student Name:
Evaluator Signature / Date:
Print Evaluator Name:
Comments:



5-2: Develop a Class Evaluation Instrument

Candidate Information	
Candidate Name and SFT ID Number:	
Circle One: Initial Attempt / Retake Attempt	
General Information	
Standard: NFPA 1041 (2019), JPR 5.5.3 / CTS Guide: 5-2 / Course Plan: Instructor 2, Topic 4-2	
Testing Criteria: Required / Methodology Type: Product	
Performance Outcome: The candidate will develop an evaluation instrument, given AHJ policy and evaluation goals, that will provide feedback on the instructor’s performance, techniques, learning environment, course content, and student materials.	
Candidate Directions: Develop a class evaluation form.	

Performance Measures (check appropriate box)	Initial	Retest
The candidate must complete all steps (100%) to receive a passing score.		
1. Review department policy regarding class evaluation instruments.		
2. Develop a class evaluation form that allows for student feedback regarding: <ul style="list-style-type: none"> a. Instructor performance b. Instructional methods c. Communication techniques d. Learning environment e. Course content f. Student materials 		
3. Ensure class evaluation form is worded clearly and is free of grammatical errors.		
4. Determine an appropriate review method.		

Evaluation Results
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Print Student Name:
Evaluator Signature / Date:
Print Evaluator Name:
Comments:



FIRE AND EMERGENCY SERVICES INSTRUCTOR 2 (2019) Skills Exam Summary Sheet

Fire and Emergency Services Instructor 2 – Required

All required skills shall be completed.

#	Skill Sheet Title	Assessment Type	Completed
1.	2-5: Evaluate an Instructor	Psychomotor	
2.	3-1: Create Lesson Plan	Product	
3.	4-1: Conduct a Class and Instructional Sessions	Psychomotor	
4.	5-1A: Develop a Cognitive Test Evaluation Instrument	Product	
5.	5-1B: Develop a Performance Skills Evaluation Instrument	Product	
6.	5-2: Develop a Class Evaluation Instrument	Product	

Fire and Emergency Services Instructor 2 - Random*

*One random skill will be selected per certification exam.

#	Skill Sheet Title	Assessment Type	Assigned/ Completed
1.	2-1: Assigning Instructional Sessions	Product	
2.	2-3: Perform a Needs Analysis for Training Resources	Process, Product	
3.	2-4: Maintain and Secure Accurate Training Records	Product	
4.	4-2: Supervising Training Activities	Psychomotor	



Instructional Development

Course Plan

Course Details

- Certification:** Fire and Emergency Services Instructor 2
- CTS Guide:** Fire and Emergency Services Instructor 2 Certification Training Standards Guide (2019)
- Description:** This course provides the skills and knowledge needed for the intermediate level professional instructor to safely, effectively, and competently develop lesson plans and evaluation instruments, teach and deliver instruction, evaluate and coach other instructors, and analyze resources and formulate a program budget.
- Designed For:** Personnel preparing to be a college level fire instructor, Company Officer, or SFT Registered Instructor, or anyone who provides instruction in a public safety environment.
- Prerequisites:** Instructor 1: Instructional Methodology (2012) or (2019)
- Standard:** Complete all group activities and formative tests. Pass all individual activities without omitting critical criteria as identified on the activity sheet.
Complete all summative tests with a minimum score of 80%.
- Hours (Total):** 40 hours* / 48 hours**
(11.75 lecture / 28.25 application, including testing)
- Certification**
- Exam Hours:** 8 hours (only needed if state certification exam is being conducted within the course)
- Maximum Class Size:** 32
- Instructor Level:** SFT Registered Instructor
Any individual evaluating student teaching demonstrations must be a Registered SFT Instructor, a certified Instructor 2, or a certified Fire and Emergency Services Instructor 2.
- Instructor/Student Ratio:** 1:32 (lecture) / 1:16 (teaching demonstrations)
- Restrictions:** None
- SFT Designation:** CFSTES

*Course only. No state certification exam will be provided during the course.

****Course and State Certification Exam. The state certification exam is included with course delivery.**

DRAFT

Table of Contents

Course Details	1
Table of Contents	3
Required Resources	4
Instructor Resources	4
Online Instructor Resources	4
Student Resources	5
Facilities, Equipment, and Personnel.....	5
Time Table.....	6
Time Table Key.....	7
Unit 1: Introduction	8
Topic 1-1: Orientation and Administration.....	8
Topic 1-2: Fire and Emergency Services Instructor 2 Certification Process	9
Topic 1-3: Definition of Duties.....	10
Unit 2: Instructional Development	12
Topic 2-1: Creating Lesson Plans	12
Unit 3: Evaluation and Testing.....	14
Topic 3-1: Conducting Classes and Instructional Sessions.....	14
Topic 3-2: Supervising Training Activities.....	15
Unit 4: Program Management.....	17
Topic 4-1: Developing Student Evaluation Instruments.....	17
Topic 4-2: Developing Class Evaluation Instruments.....	18
Unit 5: Program Management.....	19
Topic 5-1: Assigning Instructional Sessions	19
Topic 5-2: Recommending Budget Needs	20
Topic 5-3: Gathering Training Resources.....	21
Topic 5-4: Managing Training Records	22
Topic 5-5: Evaluating Student-Instructors	23
How to Read a Course Plan.....	24

Required Resources

Instructor Resources

To teach this course, instructors need one of the following:

- *Fire and Emergency Services Instructor* (IFSTA, 9th ed., ISBN 978-0-87939-696-1) **or**
- *Fire Service Instructor: Principles and Practice* (Jones & Bartlett, 3rd ed., ISBN: 978-1284172331)
- Copies of local agency policies and procedures and sample forms, such as:
 - Needs analysis
 - Purchasing
 - Scheduling policy
 - Budget policy
 - Training records
 - Record auditing procedures
 - Instructor testing and evaluation
 - Test blueprint or planning sheet
 - Classroom evaluation
 - Online learning safety standards, practices, and risk management
- A personal laptop or tablet with presentation or other viewing hardware and/or software
- Other devices as needed for distance learning (if applicable)
 - Camera, microphone, internet access with appropriate broadband capability, participation platform that allows for student monitoring, etc.

Online Instructor Resources

The following instructor resources are available in the public domain:

- Textbook downloadable resources on publisher websites
- Field Operations Guide (FEMA / ICS 420-1)
http://www.usfa.fema.gov/downloads/pdf/publications/field_operations_guide.pdf

The following instructor resources are available online at <https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications>:

- Activity 2-1a: Developing a Cognitive Lesson Plan
- Activity 2-1b: Developing a Psychomotor Lesson Plan
- Activity 3-1a: Presenting a Cognitive Lesson Plan
- Activity 3-1b: Presenting a Psychomotor Lesson Plan
- Activity 4-1a: Creating a Test Planning Sheet
- Activity 4-1b: Constructing Test Items
- Activity 4-1c: Evaluating Test Performance
- Activity 5-5a: Evaluating a Student-Instructor Cognitive Teaching Demonstration
- Activity 5-5b: Evaluating a Student-Instructor Psychomotor Teaching Demonstration
- Student Supplement: Cognitive Lesson Plan Template

- Student Supplement: Guidelines for Test Items
- Student Supplement: Psychomotor Lesson Plan Template
- Student Supplement: Test Analysis Tool (Blank)
- Student Supplement: Test Analysis Tool (Sample)
- Student Supplement: Test Planning Sheet Template (Blank)
- Student Supplement: Test Planning Sheet Template (Sample)

Student Resources

To participate in this course, students need:

- Textbook identified by instructor
- A course/lesson outline that can be expanded into a course/lesson plan
 - One cognitive
 - One psychomotor

Students may be asked to supply:

- A personal laptop or tablet with presentation or other viewing hardware and/or software
- Other devices as needed for distance learning

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:

- Standard learning environment or facility, which may include:
 - Writing board or paper easel chart
 - Markers, erasers
 - Amplification devices
 - Projector and screen
 - Laptop or tablet with presentation or other viewing software
 - Internet access with appropriate broadband capabilities
- Access to a computer lab for some sessions
- Access to an outdoor facility for some sessions
- Equipment as needed for student-led demonstrations or psychomotor lessons such as appliances, extinguishers, hose, hand tools, ladders, power tools, protective equipment/clothing, rope, salvage equipment, simulation materials.

Instructor must submit letter for approval of conditions outside the parameters of normal classroom instruction, e.g., class size exceeds 32, compressed course delivery, distance learning format.

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	0.5	0.25	
Topic 1-2: Fire and Emergency Services Instructor 2 Certification Process	0.25	0.0	
Topic 1-3: Definition of Duties	0.5	0.0	
Unit 1 Totals	1.25	0.25	1.5
Unit 2: Instructional Development			
Topic 2-1: Creating Lesson Plans	1.0	2.0	
Unit 2 Totals	1.0	2.0	3.0
Unit 3: Instructional Delivery			
Topic 3-1: Conducting Classes and Instructional Sessions	3.0	20.0	
Topic 3-2: Supervising Training Activities	1.0	0.5	
Unit 3 Totals	4.0	20.5	24.5
Unit 4: Evaluation and Testing			
Topic 4-1: Developing Student Evaluation Instruments	1.5	1.5	
Topic 4-2: Developing Class Evaluation Instruments	1.0	0.0	
Unit 4 Totals	2.5	1.5	4.0
Unit 5: Program Management			
Topic 5-1: Assigning Instructional Sessions	0.5	0.0	
Topic 5-2: Recommending Budget Needs	0.5	0.0	
Topic 5-3: Gathering Training Resources	0.5	0.0	
Topic 5-4: Managing Training Records	0.5	0.0	
Topic 5-5: Evaluating Student-Instructors	1.0	1.0	
Unit 5 Totals	3.0	1.0	4.0
Formative Assessment			
Determined by AHJ or educational institution	0.0	1.5	1.5
Summative Assessment			
Determined by AHJ or educational institution	0	1.5	1.5
Skills Practice (Lab / Sets and Reps)			
Determined by AHJ or educational institution	TBD	TBD	TBD
Certification Examination			
[Optional] Determined by AHJ or educational institution	0.0	8.0	*8.0

Segment	Lecture	Application	Unit Total
Course Totals (without optional Cert. Exam)	11.75	28.25	40.0
Course Totals (with optional Certification Exam)	11.75	36.25	*48.0

Time Table Key

1. The Time Table documents the amount of time required to deliver the content included in the course plan.
2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.
3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.
4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.

The following is a breakdown of what a program might look like if there were fewer students. These estimates may need to be adjusted based on student abilities.

- 40 – 50 Students = 260 hours
 - 30 – 40 Students = 180 hours
 - 20 – 30 Students = 120 hours
 - 1 – 20 Students = 60 hours
5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, skills exercises, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
 - Restroom locations
 - Food locations
 - Smoking locations
 - Emergency procedures
2. Identify classroom requirements
 - Start and end times
 - Breaks
 - Electronic device policies
 - Special needs and accommodations
 - Other requirements as applicable
3. Review course syllabus
 - Course objectives
 - Calendar of events
 - Course requirements
 - Student evaluation process
 - Assignments
 - Activities
 - Required student resources
 - Class participation requirements

Discussion Questions

1. Determined by instructor

Application

1. Have students complete all required registration forms.

Topic 1-2: Fire and Emergency Services Instructor 2 Certification Process

Terminal Learning Objective

At the end of this topic a student will be able to identify different levels in Fire and Emergency Services Instructor 2 certification and describe the certification task book and examination process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Fire and Emergency Services Instructor certification track
 - Instructor 1
 - Instructor 2
 - Instructor 3
2. Identify the prerequisites for Fire and Emergency Services Instructor 2 certification
 - Fire and Emergency Services Instructor 1
3. Identify the course work required for certification
 - Instructor 2: Instructional Development (2019) **or** (2012)
4. Identify the exam requirements for certification
 - No exams outside of summative course testing
5. Identify task book requirements for certification
 - Fire and Emergency Services Instructor 2 Certification Task Book (2019)
6. Identify the experience requirements for certification
 - A minimum of one year full-time paid or two years' volunteer or part-time paid experience in a recognized California fire agency; **and**
 - An additional 40 hours teaching/training experience beyond the Fire and Emergency Services Instructor 1 certification requirements (for a total of 80 hours) within a fire service-related program (with feedback)
 - Teaching must be related to fire or emergency medical services, delivered in a formal classroom or drill ground environment, and documented in the table above.
 - No teaching/training experience hours shall be accepted prior to the completion of all certification educational requirements
7. Identify the position requirements for certification
 - None
8. Describe the certification task book process
9. Describe the certification testing process
 - Not applicable

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 1-3: Definition of Duties

Terminal Learning Objective

At the end of this topic a student, given roles and responsibilities, will be able to define the role of an Instructor 2 regarding program management, instructional development, instructional delivery, and evaluation and testing.

Enabling Learning Objectives

1. Identify instructional roles by NPFA professional qualification level
 - Instructor 1 – Demonstrates the knowledge and ability to:
 - Deliver instruction effectively from a prepared lesson plan, including instructional aids and evaluation instruments
 - Adapt lesson plans to the unique requirements of the students and AHJ
 - Organize the learning environment so that learning and safety are maximized
 - Meet the record-keeping requirements of the AHJ
 - Instructor 2 – In addition to meeting Fire and Emergency Services Instructor I qualifications, demonstrates the knowledge and ability to:
 - Develop individual lesson plans for a specific topic including learning objectives, instructional aids, and evaluation instruments
 - Schedule training sessions based on overall training plan of AHJ
 - Supervise and coordinate the activities of other instructors
 - Instructor 3 – In addition to meeting Fire and Emergency Services Instructor II qualifications, demonstrates the knowledge and ability to:
 - Develop comprehensive training curricula and programs for use by single or multiple organizations
 - Conduct organization needs analysis
 - Design record keeping and scheduling systems
 - Develop training goals and implementation strategies
 - Live Fire Instructor – Has the training and experience to supervise students during a live fire training evolution
 - Live Fire Instructor In Charge – Has the training and experience to be in charge of the live fire training evolution
2. Describe program management
 - The management of instructional resources, staff, facilities, and records and reports
3. Describe instructional development
 - The development of instructional materials for specific topics
4. Describe instructional delivery
 - Conducting classes using a lesson plan
5. Describe evaluation and testing
 - The development of student evaluation instruments to support instruction and the evaluation of test results

Discussion Questions

1. What is the major difference between an Instructor 1 and 2?
2. What are testing responsibilities of an Instructor 2?

Application

1. Determined by instructor

CTS Guide Reference: CTS 1-1

DRAFT

Unit 2: Instructional Development

Topic 2-1: Creating Lesson Plans

Terminal Learning Objective

At the end of this topic a student, given a topic, learner characteristics, and a lesson plan format, will be able to create a lesson plan that addresses job performance requirements (JPRs) or learning objectives, a lesson outline, course materials, instructional technology tools, and an evaluation plan.

Enabling Learning Objectives

1. Describe elements of a lesson plan
2. Describe components of learning objectives
3. Describe instructional methodology
 - Determine methods of delivery that best fit the content
 - Determine delivery methods for different delivery modes (classroom, hybrid, online)
4. Describe student-centered learning
 - Apply instructional strategies to meet learning styles of each audience
5. Describe methods for eliminating bias in instructional materials
 - Identify elements of instructional materials that can bias the success of some students over others
 - Identify elements of potential bias inherent in specific agency equipment
6. Describe types and application of instructional technology and techniques
 - Recommend two forms of media to be utilized during instructional delivery
 - State how the chosen instructional media supports the learning objectives
 - Identify how instructional technology can be used across different delivery platforms (classroom, hybrid, online)
7. Describe copyright law as it pertains to lesson planning
 - Plagiarism
 - Fair use
 - Intellectual property
 - Public domain
8. Select evaluation techniques
9. Identify references and materials
 - Conduct basic research
 - Textbooks
 - Online resources
 - Student materials
 - AHJ resources
 - Local, state, federal resources
 - Additional resources that support learning objectives
10. Use JPRs to develop enabling learning objectives
11. Assess student needs
 - Use pre-tests

- Consider audience/learner characteristics
 - Assess students' prior knowledge of equipment, procedures, and features
 - Provide reasonable accommodations for all students
12. Develop instructional technology tools
 - Use instructional media to support learning objectives
 - Comply with U.S. copyright law and respect intellectual property rights
 13. Apply lesson outline techniques
 14. Apply evaluation techniques
 15. Analyze resource needs
 - Determine number of handouts, equipment, software licenses needed
 - Match instructional delivery time with number of students and skill being taught to determine sufficiency of resources

Discussion Questions

1. What factors should you consider when creating the lesson plan to ensure that you can deliver the learning objective within the allocated time?
2. How does the evaluation step influence the overall lesson plan?
3. What intellectual property rights could be violated in course delivery?

Application

1. Activity 2-1a: Developing a Cognitive Lesson Plan
2. Activity 2-1b: Developing a Psychomotor Lesson Plan

Instructor Notes

1. Provide guidance on all delivery modes (classroom, hybrid, online) throughout the topic.

CTS Guide Reference: CTS 3-1

Unit 3: Evaluation and Testing

Topic 3-1: Conducting Classes and Instructional Sessions

Terminal Learning Objective

At the end of this topic a student, given a topic and a target audience, will be able to conduct a class using a lesson plan that the student instructor has prepared, so that the lesson is delivered in a safe and effective manner and the objectives are achieved.

Enabling Learning Objectives

1. Describe student-centered learning methods
2. Describe discussion methods
3. Describe facilitation methods
4. Describe problem-solving techniques
5. Describe methods for eliminating bias
6. Describe types and application of instructional technology tools
7. Describe evaluation tools and techniques
8. Facilitate instructional sessions
9. Apply student-centered learning
10. Evaluate instructional delivery
11. Use and evaluate instructional technology tools
12. Use and evaluate evaluation techniques
13. Use and evaluate resources

Discussion Questions

1. When might you need to implement an alternate instructional method?
2. What techniques can you employ to keep a small group discussion focused?
3. What are the advantages and disadvantages of having students report back to the class after a small group discussion?
4. What media tools can you utilize when leading a small group discussion?

Application

1. Given instructional techniques, have students compare techniques used for leading a small group discussion vs. a lecture presentation.
2. Activity 3-1a: Presenting a Cognitive Lesson Plan
3. Activity 3-1b: Presenting a Psychomotor Lesson Plan

Instructor Notes

1. Some of the ELOs appear to duplicate those in Topic 2-1. In this topic, reframe them from the perspective of how an instructor delivers the content, not the content itself.
2. Provide guidance on all delivery modes (classroom, hybrid, online) throughout the topic.
3. Each student will carry out the application activities from Topic 5-5 (Evaluating Student-Instructors) at least twice (once for cognitive and once for psychomotor) after other students present their cognitive and psychomotor lesson plans as part of Topic 3-1.
4. Review the forms and processes outlined in Topic 5-5 before the teaching presentations begin.

CTS Guide Reference: CTS 4-1

Topic 3-2: Supervising Training Activities

Terminal Learning Objective

At the end of this topic a student, given a specialized training scenario, will be able to supervise other instructors and students during training to ensure that all participants follow applicable safety standards and practices and meet instructional goals.

Enabling Learning Objectives

1. Describe safety rules, regulations, and practices for training scenarios
 - Limitations based on safety equipment being utilized (age, condition, etc.)
 - Applicable codes and regulations
 - Cal/OSHA
 - NFPA
 - Manufacturer's guidelines
 - AHJ guidelines, policies, and procedures
 - State Fire Training instructor-student ratios, instructor qualifications, site approval, etc.
 - Considerations for increased hazard exposure
 - Risk assessment
 - Low risk / low probability
 - Low risk / high probability
 - High risk / low probability
 - High risk / high probability
2. Describe the incident management system (IMS)
3. Describe leadership techniques
 - Listening (more than talking)
 - Equipping employees with tools and resources necessary to effectively fulfill requirements of their positions
 - Appreciating the people they work with and investing time, effort and money to show gratitude
 - Developing opportunities for growth and advancement
 - Enlisting support from others
 - Investing in building and deepening professional relationships
 - Seeking ways to serve employees instead of waiting on employees to serve them
4. Identify leadership responsibilities
 - Plan and coordinate all training activities
 - Monitor activities to ensure safe practices
 - Inspect training structure integrity prior to each fire
 - Assign instructors to specific functional and teaching tasks
 - Brief instructors on responsibilities
 - Assign coordinating personnel
 - Ensure adherence to safety practices by all persons within the training area
5. Conduct and document a safety briefing
6. Communicate

7. Implement the IMS

Discussion Questions

1. What components of the IMS do you use for all hazards?
2. What components of the IMS would you implement for unique scenarios?
3. What equipment limitations are acceptable in training environments?
4. When and how do you perform a risk assessment?

Application

1. Given simulated training scenarios, have students assign IMS positions.

Instructor Notes

1. The Field Operations Guide (ICS 420-1) has incident scenarios to use as a resource for the Application exercise.

CTS Guide Reference: CTS 4-2

DRAFT

Unit 4: Program Management

Topic 4-1: Developing Student Evaluation Instruments

Terminal Learning Objective

At the end of this topic a student, given learning objectives, learner characteristics, and training goals, will be able to develop student evaluation instruments that determine whether the student has achieved the learning objectives.

Enabling Learning Objectives

1. Describe evaluation methods
2. Determine which evaluation methods are the best measures of learning outcomes
3. Describe principles of test validity
4. Describe the components of evaluation forms
5. Describe how to develop evaluation instruments
 - Test planning sheet or test blueprint
 - Test analysis tools
 - Test item analysis tools
6. Describe how to assess evaluation instrument validity
7. Describe how to assess evaluation instrument reliability
8. Construct evaluation items
9. Assemble evaluation instruments
 - Use test bank items if available
 - Verify that test bank items are valid
 - Field test new items according to AHJ procedure

Discussion Questions

1. How does test planning facilitate comprehensive evaluation of learning objectives?
2. What is the process for field testing a new test item?

Application

1. Activity 4-1a: Creating a Test Planning Sheet
2. Activity 4-1b: Constructing Test Items
3. Activity 4-1c: Conducting a Test Analysis

Instructor Notes

1. Activities 4-1a and 4-1c use Microsoft® Excel® documents that must be opened and manipulated on a computer or other device with spreadsheet software.
2. A simple SUM formula is used in the Test Planning Sheet. For the Test Analysis tool, review the basic calculations involved in analyzing a group of test scores, if necessary.
3. More information about test validity can be found in *Standards for educational and psychological testing* (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999).
4. More information about test planning sheets (also called blueprints), item banks, and field testing can be found in texts such as *Developing and Validating Test Items* (Haladayna & Rodriguez, 2013, Routledge).

CTS Guide Reference: CTS 5-1

Topic 4-2: Developing Class Evaluation Instruments

Terminal Learning Objective

At the end of this topic a student, given AHJ policy and evaluation goals, will be able to develop a class evaluation instrument that gives students the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.

Enabling Learning Objectives

1. Identify the purpose of a course evaluation
 - Quality assurance
 - Cost effectiveness
 - Maximizing resources
 - Continual improvement
2. Describe training evaluation methods
3. Determine which evaluation methods are the best measure of student feedback to the instructor
4. Describe how to use evaluation instruments
5. Describe how to assess the validity of evaluation instruments
6. Describe how to assess the reliability of evaluation instruments
7. Develop training evaluation instruments
 - Questions are worded clearly
 - Evaluation questions cover elements of the course
 - Includes feedback about facilities, drill ground, or learning environment
 - Provides actionable feedback for the instructor about instruction and materials
8. Identify how to request course feedback from SFT when teaching SFT courses

Discussion Questions

1. What kinds of actionable feedback should an instructor solicit in a class evaluation?
2. What types of rating scales can be used to evaluate aspects of the course (e.g., content, design, instructor, environment)?
3. What is an instructor's responsibility regarding data collected during a course evaluation?
4. What tool does State Fire Training use to gather feedback following an SFT-delivered course?

Application

1. Determined by instructor

Instructor Notes

1. Tell students that if they would like to see student evaluations of your courses, you must request it from State Fire Training. It is not provided automatically.

CTS Guide Reference: CTS 5-2

Unit 5: Program Management

Topic 5-1: Assigning Instructional Sessions

Terminal Learning Objective

At the end of this topic a student, given AHJ scheduling policy, instructional resources, staff, facilities, and a timeline for delivery, will be able to assign instructional sessions to ensure delivery of specified sessions according to AHJ policy.

Enabling Learning Objectives

1. Describe AHJ policy as it relates to course scheduling
2. Describe AHJ scheduling processes
3. Identify level of supervision resources needed to deliver and monitor training
 - Active vs. passive supervision
 - Instructors/evaluators level of expertise
 - Instructor-student ratio
4. Describe resource management needed to delivery training
 - Facilities
 - Equipment
 - Personnel
 - Instructional materials
5. Select resources, staff, and facilities for specified instructional sessions

Discussion Questions

1. How do you determine how many instructors/evaluators you need to deliver a course?
2. What are some resource management principles to consider when scheduling courses?
3. What challenges do firefighter shift schedules present for scheduling courses?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 2-1

Topic 5-2: Recommending Budget Needs

Terminal Learning Objective

At the end of this topic a student, given training goals, AHJ budget policy, and current resources, will be able to recommend budget needs by identifying and documenting the resources required to meet training goals.

Enabling Learning Objectives

1. Describe AHJ training budget policy
2. Describe resource management for analyzing needs and resources
3. Describe how to perform a needs analysis
4. Determine sources of instructional materials and equipment
5. Conduct resource analysis
 - Costs for outside resources
 - Scheduling internal resources
6. Prepare supporting documentation
 - Identify AHJ forms required

Discussion Questions

1. How do you identify what resources are available in your department?
2. What are some low-cost alternatives for utilizing training resources that your department does not own?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 2-2

Topic 5-3: Gathering Training Resources

Terminal Learning Objective

At the end of this topic a student, given an identified need, will be able to gather training resources within established timelines and budget constraints, and according to AHJ policy.

Enabling Learning Objectives

1. Describe AHJ policies for acquiring training resources
2. Describe purchasing procedures
3. Describe training resource budget management principles
4. Complete required forms and records

Discussion Questions

1. What are the required forms in your agency for acquiring training resources?
2. What is your agency's standard timeline and deadlines for acquiring training resources?
3. How do you determine reoccurring resource needs?
4. How do you adjust to an emergent need for training or equipment outside of the standard budget planning process?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 2-3

Topic 5-4: Managing Training Records

Terminal Learning Objective

At the end of this topic a student, given training records, AHJ policy, and a training activity, will be able to manage training record keeping in a way that meets all AHJ and legal requirements.

Enabling Learning Objectives

1. Describe record-keeping processes
2. Describe AHJ policies for record keeping
3. Identify laws affecting records and disclosure of training information
4. Identify professional standards applicable to training records
5. Identify systems used for record keeping
6. Manage records
7. Perform training record auditing procedures
 - Daily procedures
 - Checks required before applying for funding
 - Checks for duplicate records
 - Accuracy of training codes
 - Accuracy of logged training hours (actual vs. allotted)
8. Identify purpose of training record audits
 - Determine need for make-up training
 - Determine need for new equipment training
 - Prepare to respond to external audit or public information requests
 - Quality assurance

Discussion Questions

1. What procedures does your agency use to manage training records?
2. What forms do you need to be familiar with for various training certifications?
3. How often are your records audited?
4. How long are you required to keep a student's training records?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 2-4

Topic 5-5: Evaluating Student-Instructors

Terminal Learning Objective

At the end of this topic a student, given an evaluation tool, AHJ policy, objectives, and JPRs (job performance requirements), will be able to evaluate instructors to identify areas of strengths and weaknesses, recommend changes in instructional style and communication methods, and provide opportunity for instructor feedback to the evaluator.

Enabling Learning Objectives

1. Identify purpose of evaluating instructors
 - Quality assurance
 - Continual improvement
 - Consistency of content delivery across regions
2. Describe personnel evaluation methods
3. Identify level of supervision needed to deliver an evaluation
4. Describe AHJ policy for evaluating instructors
5. Describe effective instructional methods and techniques
6. Apply observation techniques
7. Provide coaching to improve instruction
8. Complete evaluation records

Discussion Questions

1. Why should instructors be evaluated?
2. What personnel evaluation methods does your agency use?
3. How can coaching develop instructors' skills?

Application

1. Activity 5-5a: Evaluating a Student-Instructor Cognitive Teaching Demonstration
2. Activity 5-5b: Evaluating a Student-Instructor Psychomotor Teaching Demonstration

Instructor Notes

1. Each student will carry out the application activities from Topic 5-5 (Evaluating Student-Instructors) at least twice (once for cognitive and once for psychomotor) after other students present their cognitive and psychomotor lesson plans as part of Topic 3-1.

CTS Guide Reference: CTS 2-5

How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses the course plan as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer courses and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

Course Details

The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

Required Resources

The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

Unit

Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

Topics

Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

Terminal Learning Objective

A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

Enabling Learning Objectives

The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master to complete the TLO.

Discussion Questions

The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

Application

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

Instructor Notes

The Instructor Notes segment documents suggestions and resources to enhance an instructor’s ability to teach a specific topic.

CTS Guide Reference

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

Skill Sheet

The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.

DRAFT