



# 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  
(15.75 lecture / 24.25 application, including testing)
- 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.

## Table of Contents

Course Details .....	1
Table of Contents .....	2
Required Resources .....	3
Instructor Resources .....	3
Online Instructor Resources .....	3
Student Resources .....	4
Facilities, Equipment, and Personnel.....	4
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 1 Certification Process .....	9
Topic 1-3: Definition of Duties .....	10
Unit 2: Instructional Development .....	12
Topic 2-1: Identifying Adaptation Needs .....	12
Topic 2-2: Adapting Lesson Plans .....	14
Unit 3: Instructional Delivery .....	15
Topic 3-1: Organizing the Learning Environment .....	15
Topic 3-2: Presenting Lessons.....	17
Topic 3-3: Adjusting to Learner Characteristics.....	19
Topic 3-4: Operating Instructional Technology Tools.....	21
Unit 4: Evaluation and Testing.....	22
Topic 4-1: Administering Tests .....	22
Topic 4-2: Grading and Securing Examinations .....	23
Topic 4-3: Reporting Test Results .....	25
Topic 4-4: Providing Evaluation Feedback to Students .....	26
Topic 4-5 Evaluating Student-Instructor Lesson Presentations.....	27
Unit 5: Program Management .....	28
Topic 5-1: Assembling Course Materials .....	28
Topic 5-2: Preparing Resource Requests .....	29
Topic 5-3: Scheduling Instructional Sessions.....	30
Topic 5-4: Completing and Submitting Training Records .....	31
Unit 6: Distance and Hybrid Instruction .....	32
Topic 6-1: Delivering Instruction in a Distance or Hybrid Environment.....	32
How to Read a Course Plan.....	34

## 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, 3<sup>rd</sup> 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/divisions/state-fire-training/cfstes-professional-certification/>:

- 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).

## Time Table

Segment	Lecture	Application	Unit Total
<b>Unit 1: Introduction</b>			
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	
<b>Unit 1 Totals</b>	<b>1.5</b>	<b>0.50</b>	<b>2.0</b>
<b>Unit 2: Instructional Development</b>			
Topic 2-1: Identifying Adaptation Needs	0.5	1.0	
Topic 2-2: Adapting Lesson Plans	1.0	1.0	
<b>Unit 2 Totals</b>	<b>1.5</b>	<b>2.0</b>	<b>3.5</b>
<b>Unit 3: Instructional Delivery</b>			
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	
<b>Unit 3 Totals</b>	<b>6.5</b>	<b>16.0</b>	<b>22.5</b>
<b>Unit 4: Evaluation and Testing</b>			
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	
<b>Unit 4 Totals</b>	<b>3.5</b>	<b>0.5</b>	<b>4.0</b>
<b>Unit 5: Program Management</b>			
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	
<b>Unit 5 Totals</b>	<b>1.75</b>	<b>1.25</b>	<b>3.0</b>
<b>Unit 6: Distance and Hybrid Instruction</b>			
Topic 6-1: Delivering Instruction in a Distance or Hybrid Environment	1.0	0.5	
<b>Unit 6 Totals</b>	<b>1.0</b>	<b>0.5</b>	<b>1.5</b>
<b>Formative Assessments</b>			
Determined by AHJ or educational institution	0.0	1.5	1.5
<b>Summative Assessment</b>			
Determined by AHJ or educational institution	0.0	2.0	2.0

Segment	Lecture	Application	Unit Total
<b>Course Totals</b>	<b>15.75</b>	<b>24.25</b>	<b>40.0</b>

### 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

## 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

## **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

### **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

## **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



## **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

## **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.