



# Instructional Development

## Course Plan

### Course Details

<b>Certification:</b>	Fire and Emergency Services Instructor 2
<b>CTS Guide:</b>	Fire and Emergency Services Instructor 2 Certification Training Standards Guide (2019)
<b>Description:</b>	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.
<b>Designed For:</b>	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.
<b>Prerequisites:</b>	Instructor 1: Instructional Methodology (2012) or (2019)
<b>Standard:</b>	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%.
<b>Hours (Total):</b>	40 hours  (11.75 lecture / 28.25 application, including testing)
<b>Maximum Class Size:</b>	32
<b>Instructor Level:</b>	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.
<b>Instructor/Student Ratio:</b>	1:32 (lecture) / 1:16 (teaching demonstrations)
<b>Restrictions:</b>	None
<b>SFT Designation:</b>	CFSTES

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

- 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
<b>Unit 1: Introduction</b>			
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	
<b>Unit 1 Totals</b>	<b>1.25</b>	<b>0.25</b>	<b>1.5</b>
<b>Unit 2: Instructional Development</b>			
Topic 2-1: Creating Lesson Plans	1.0	2.0	
<b>Unit 2 Totals</b>	<b>1.0</b>	<b>2.0</b>	<b>3.0</b>
<b>Unit 3: Instructional Delivery</b>			
Topic 3-1: Conducting Classes and Instructional Sessions	3.0	20.0	
Topic 3-2: Supervising Training Activities	1.0	0.5	
<b>Unit 3 Totals</b>	<b>4.0</b>	<b>20.5</b>	<b>24.5</b>
<b>Unit 4: Evaluation and Testing</b>			
Topic 4-1: Developing Student Evaluation Instruments	1.5	1.5	
Topic 4-2: Developing Class Evaluation Instruments	1.0	0.0	
<b>Unit 4 Totals</b>	<b>2.5</b>	<b>1.5</b>	<b>4.0</b>
<b>Unit 5: Program Management</b>			
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	
<b>Unit 5 Totals</b>	<b>3.0</b>	<b>1.0</b>	<b>4.0</b>
<b>Formative Assessment</b>			
Determined by AHJ or educational institution	<b>0.0</b>	<b>1.5</b>	<b>1.5</b>
<b>Summative Assessment</b>			
Determined by AHJ or educational institution	<b>0</b>	<b>1.5</b>	<b>1.5</b>
<b>Skills Practice (Lab / Sets and Reps)</b>			
Determined by AHJ or educational institution	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
<b>Lecture, Activity, and Unit Totals</b>	<b>11.75</b>	<b>28.25</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 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

## 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

## 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.