Instructional Methodology

Course Plan

Course Details

Certification:	Instructor I
CTS Guide:	Instructor I Certification Training Standards Guide (May, 2014)
Description:	This course provides the skills and knowledge needed for the entry level professional instructor to perform his or her duties safely, effectively, and competently. The curriculum is based on the 2012 edition of NFPA 1041 Standard for Fire Service Instructor Professional Qualifications. At the end of this course, candidates for Instructor I certification will be able to teach and deliver instruction from a prepared lesson plan utilizing instructional aids and evaluation instruments. The Instructor I will also be able to adapt a lesson plan and complete the reporting requirements to the local jurisdiction.
Designed For:	Personnel preparing for a college level fire instructor, Company Officer, or SFT Certified Training Instructor position
Prerequisites:	None, but the following courses are recommended:
	Introduction to the Incident Command System (IS-100.B), FEMA or National Incident Management System (IS-700.A), FEMA
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:	Lecture and group activities: 14:30
	Individual activities (assignments) 3:30
	Individual activities (Teaching demonstrations): 20:00 considering 1 hour per student; includes teaching demonstration and feedback
	Testing: 2:00
Hours (Total):	40:00 based on 32 students
Maximum Class Size:	32

Instructor Level: SFT Credentialed Instructor. The primary instructor should meet SFT Instructor II qualifications or higher; in addition, the primary instructor must have completed an FSTEP course that surveys these areas: testing, audiovisual presentations, e-learning delivery and learning management systems, and group dynamics. Assistant instructors (skills evaluators) should meet Instructor I qualifications or higher.

Instructor/Student Ratio: Lecture 1:32, plus additional skills evaluators as needed to maintain 1:16 ratio for teaching demonstrations.

Restrictions: None. 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.

SFT Designation: CFSTES

Required Resources

Instructor Resources

To teach this course, instructors need one of the following:
- *Fire and Emergency Services Instructor*, 8th edition, IFSTA 2012, ISBN 9780879394417
- *Fire Service Instructor: Principles and Practice*, 2nd edition, Jones & Bartlett Learning, 2014, ISBN: 9781449670832
- Important points not already covered in the above texts are called out in bullet points below the enabling learning objective (ELO) in each topic.

Copies of local agency policies and procedures for the following, 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

Online Instructor Resources

- Textbook downloadable resources on publisher websites
- NFPA 901, Standard Classifications for Incident Reporting and Fire Protection Data
- CAL-OSHA Title 8 chapter 3.2, Reporting Work Connected Fatalities and Serious Injuries

The following instructor resources are available online at
http://osfm.fire.ca.gov/training/resources:
- Cognitive Lesson Plan Format
- Psychomotor Lesson Plan Format
- Sample completed lesson plans

Student Resources

To participate in this course, students need textbooks, as identified by the instructor:
- *Fire and Emergency Services Instructor*, 8th edition, IFSTA 2012, ISBN 9780879394417
- *Fire Service Instructor: Principles and Practice*, 2nd edition, Jones & Bartlett Learning, 2014, ISBN: 9781449670832

Students may be asked to supply:
- Their own 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
- 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.

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, 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. What is a formative test? What is a summative test?

Activities

1. Have students complete all required registration forms.

Topic 1-2: Instructor I Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Instructor certification track, the courses and requirements for Instructor I certification, and be able to describe the certification task book and testing process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Instructor certification track
   - Instructor I

- Instructor II
- Instructor III
2. Identify the courses required for Instructor I
   - Instructional Methodology
3. Identify any other requirements for Instructor I
4. Describe the certification task book process
   - Complete all prerequisites and course work
   - Submit application and fees to request certification task book
   - Complete all job performance requirements included in the task book
   - Must have identified evaluator verify individual task completion via signature
   - Must have Fire Chief or authorized representative verify task book completion via signature
   - Must be employed by a California Fire Agency in the position prior to submitting completed task book to State Fire Training
5. Describe the certification testing process
   - Complete coursework
   - Schedule online certification test
   - Schedule skills evaluation test

Discussion Questions
1. How many levels are there in the Instructor certification track? What are they?

Activities
1. To be determined by the instructor.

Topic 1-3: Definitions of Duty

Terminal Learning Objective
At the end of this topic, a student, given the definitions of duty, will be able to define the role of the Instructor I with regard to program management, instructional development, instructional delivery, and evaluation and testing.

Enabling Learning Objectives
1. Describe program management
   - The management of basic resources and the records and reports essential to the instructional process
2. Describe instructional development
   - The review and adaptation of prepared instructional materials
   - The Instructor I should not alter the content or the lesson objectives in this process
3. Describe instructional delivery
   - The delivery of instructional sessions utilizing prepared course materials
4. Describe evaluation and testing
   - The administration and grading of student evaluation instruments
   - Primarily deals with student evaluation; however, the Instructor I could be required to conduct program evaluations according to policies and procedures.

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

Activities
1. To be determined by the instructor.

Unit 2: Instructional Development

Topic 2-1: Determining Needed Adaptations

Terminal Learning Objective

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

Enabling Learning Objectives
1. Recognize student characteristics, needs, and cultural diversity
   - Need for specially designed academic instruction in English (SDAIE)
   - Visual, Oral, Reading-Writing, or Kinesthetic (VORK) styles
   - Student exceptionalities
   - Members of the public
2. Describe methods of instruction
3. Identify types of resource materials
4. Identify aspects of an organized learning environment
5. Identify policies and procedures for adapting instruction or the learning environment
6. Analyze resources, facilities, and materials
   - Facility conditions such as working equipment and schedule of HVAC and power operations

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

Activities
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. Ask civilians or other non-fire service personnel taking this course to bring a lesson plan from their own discipline and adapt it to fit within a 15 minute time frame.

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 the needs of the student and the objectives of the lesson plan.

Enabling Learning Objectives

1. Analyze the components of a lesson plan
2. Select instructional aids and methods to support the lesson plan
3. Identify aspects of an organized learning environment
4. Demonstrate instructor preparation and organizational skills
   - Preparation includes developing an awareness, prior to the beginning of the course, of the following aspects:
     - learning environment
     - capability of facilities
     - type of equipment available
     - target audience

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?

Activities

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

Instructor Notes

1. Components of a lesson plan and presentation methods are covered in recommended textbooks.

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, taking the following elements into consideration: lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety.

Enabling Learning Objectives

1. Describe classroom management and current safety practices
   - Compliance with agency's Injury Illness Prevention Program
   - CA Health and Safety Code, Division 12
   - Cal/OSHA

- NFPA safety standards such as 1403 <u>Standard on Live Fire Training Evolutions</u>, 1584 <u>Standard on the Rehabilitation Process For Members During Emergency Operations and Training Exercises</u>, 1983 <u>Standard on Life Safety Rope and Equipment for Emergency Services</u>
- Describe safety practices specific to NFPA professional qualification(s) currently held
- Considerations for psychomotor lessons:
  - Protective equipment
  - Modeling good safety practices during demonstrations
  - Guided practice
  - Additional instructors to ensure safety
- Techniques to maximize student application time
- Rules and procedures for use of personal electronic devices

2. Identify advantages and limitations of audiovisual equipment and teaching aids
3. Determine the classroom arrangement that best fits the lesson, learning environment, and student needs
4. Determine which methods and techniques of instruction best fit the lesson, learning environment, and student needs
5. Select 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 uninhibited use of personal electronic devices affect the learning environment, test security, etc?
3. What are some safety concerns you can forsee in a cognitive setting such as the classroom?
4. How do your choices of instructional methods affect how you organize the learning environment?

Activities
1. To be determined by the instructor.

Instructor Notes
1. IFSTA text covers safety considerations for presenting psychomotor lessons in depth.

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 indicates the cognitive presentation methods and a lesson plan that indicates the psychomotor learning methods, will be able to present prepared lessons using the cognitive and psychomotor methods indicated by the lesson plans to achieve stated objectives and enable students to achieve learning outcomes, following applicable safety standards and practices and addressing risks.

Enabling Learning Objectives
1. Describe laws and principles of learning

2. Describe methods and techniques of instruction
3. Describe lesson plan components
4. Describe elements of the communication process
5. Define lesson plan terminology
6. Identify impact of cultural differences on instructional delivery
7. Employ safety rules, regulations, and practices
8. Mitigate training hazards
9. Identify elements, benefits, and limitations of distance learning
10. Identify distance learning delivery methods
    - online learning
    - blended e-learning
    - web-based instruction
    - computer-based training
    - interactive television
    - podcasts
11. Describe the instructor's role in distance learning
12. Demonstrate oral and nonverbal communication techniques for classroom or distance learning presentation
13. Demonstrate methods and techniques of instruction
14. Utilize 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?

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

Instructor Notes
1. Activity time is based on number of students, allowing 60 minutes' lesson demonstration time per student (30 min cognitive and 30 min psychomotor).
2. Elements of the communication process are covered in recommended textbooks.

CTS Guide Reference: CTS 4-2

Topic 3-3: Adjusting Presentations for Changing Circumstances

Terminal Learning Objective
At the end of this topic, a student, given a lesson plan and changing circumstances in the class environment, will be able to adjust presentation methods to maintain class continuity and to achieve learning outcomes, without altering the content of the lesson or the lesson objectives.

Enabling Learning Objectives
1. Describe methods of dealing with changing circumstances in the learning environment
    - Equipment failure
    - Weather

- Audio and visual distractions
- Safety
- Limited resources
- Presentation location

Discussion Questions
1. What would you do if the power went out during your slide presentation?
2. What is your local agency's procedure for weather emergencies, such as tornado or earthquake?

Activities
1. To be determined by the instructor.

Instructor Notes
1. none

CTS Guide Reference: CTS 4-3

Topic 3-4: Maintaining a Safe and Positive Learning Environment

Terminal Learning Objective

At the end of this topic, a student, given the instructional environment, will be able to adjust to differences in learning styles, abilities, cultures, and behaviors, in order 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 can influence the learning process and need for motivation or coaching include:
     o Attitude
     o Experience
     o Knowledge
     o Education
     o Personality
     o Physical condition (fatigue, illness, etc.)
     o Unsafe behavior
     o Motivation
     o Competing demands for time
2. Describe learning styles
3. Describe types of learning disabilities and methods for meeting students' needs
4. Describe methods of dealing with disruptive and unsafe behavior
   - Harassment
   - Abuse
   - Discrimination
   - Disruption of training
   - Horseplay
   - Lack of respect for others

5. Employ basic coaching and motivational techniques
6. Demonstrate corrective techniques to manage 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. What are some ways you can help students feel safe in the learning environment?
3. How would you adapt your lesson plan to increase active participation?

Activities
1. To be determined by the instructor.

Instructor Notes
1. none

CTS Guide Reference: CTS 4-4

Topic 3-5: Operating Instructional Audiovisual Equipment

Terminal Learning Objective
At the end of this topic, a student, given a learning environment and equipment, will be able to operate audiovisual equipment and demonstration devices so that the equipment functions properly.

Enabling Learning Objectives
1. Describe components of audiovisual equipment
2. Use audiovisual equipment to support the learning process
3. Observe how to clean and maintain audiovisual equipment at the field level, following manufacturer instructions

Discussion Questions
1. Why is it important to rehearse the audiovisual setup prior to class?
2. What 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?

Activities
1. To be determined by the instructor.

Instructor Notes
1. none

CTS Guide Reference: CTS 4-5

Topic 3-6: Utilizing Audiovisual Materials

Terminal Learning Objective
At the end of this topic, a student, given prepared topical media and equipment, will be able to utilize audiovisual materials, presenting intended objectives clearly and transitioning smoothly between media and other parts of the presentation, and return audiovisual media to storage.

Enabling Learning Objectives
1. Describe media types, including benefits and limitations of each
2. Describe selection criteria for media

3. Demonstrate transition techniques within and between media

Discussion Questions
1. What kind of transitions might you use during a presentation to help students stay alert and attentive?
2. What are the benefits and disadvantages of using Power Point in the classroom?

Activities
1. To be determined by the instructor.

Instructor Notes
1. none

CTS Guide Reference: CTS 4-6

Unit 4: Evaluation and Testing

Topic 4-1: Administering and Conducting Tests

Terminal Learning Objective
At the end of this topic, a student, given a lesson plan, evaluation instruments, and the evaluation procedures of the agency, will be able to administer oral, written, and performance tests in a manner that eliminates bias and discrimination, conduct tests following correct procedures, and maintain the security of test materials.

Enabling Learning Objectives
1. Describe test administration practices
2. Apply agency testing policies
3. Identify laws and policies pertaining to discrimination during training and testing
4. Describe methods for eliminating testing bias
5. Identify laws affecting records and disclosure of training and testing information
6. Describe purposes of evaluation and testing
7. Describe performance skills evaluation principles
8. Use skills checklists
9. Use oral questioning techniques for testing

Discussion Questions
1. What are some methods of eliminating bias in testing?
2. What are your local agency procedures for conducting tests?
3. What are some privacy concerns to consider in relation to test results?

Activities
1. To be determined by the instructor.

Instructor Notes
1. Suggested resource for skills checklist: *Psychomotor Lesson Materials Checklist* from Activity 2-1b.

CTS Guide Reference: CTS 5-1

Topic 4-2: Grading and Securing Student Examinations

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe grading methods
2. Describe methods for eliminating bias during grading
3. Describe methods for maintaining exam security and confidentiality of scores

Discussion Questions

1. What are some ways to eliminate bias while scoring performance tests?
2. What are your local agency's policies for exam security?
3. What are your local agency's policies for retaining records of test results?

Activities

1. To be determined by the instructor.

Instructor Notes

1. IFSTA text covers grading methods in depth.

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 policies and procedures for reporting, 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 reporting procedures
2. Interpret test results
   - Determine number who passed and failed
3. Demonstrate communication techniques for submitting test results
   - Procedures for communicating with the agency that collects test results
4. Provide basic coaching as feedback to the organization regarding test results

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?

Activities

1. To be determined by the instructor.

Instructor Notes

1. none

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 from oral, written, and performance tests, will be able to provide student evaluation feedback that is timely, objective, clear, relevant, and specific enough for the student to make efforts to modify behavior, and will include suggestions for additional study or behavior modification based on the data.

Enabling Learning Objectives

1. Describe reporting procedures
2. Interpret test results
   - Identify areas requiring additional study or remediation
3. Demonstrate communication skills for providing student feedback
4. Provide basic coaching
   - Document remediation or other coaching discussion

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 way that allows students to use the data to improve their learning?

Activities

1. To be determined by the instructor.

Instructor Notes

1. none

CTS Guide Reference: CTS 5-4

Topic 4-5 Evaluating Student Instructor Lesson Demonstrations

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 other student instructor presentations to provide constructive feedback that identifies strengths and weaknesses of the teaching demonstration.

Enabling Learning Objectives

1. Observe a teaching demonstration
2. Document strengths and weaknesses of student instructor performance according to established criteria
3. Facilitate a review and discussion of the teaching demonstration, including instructor style
   - Consider flow of presentation
   - Consider whether teaching style and audience learning styles are well matched

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?

Activities
1. Activity 4-5a: Evaluating a Student Instructor's Cognitive Teaching Demonstration as a Primary Evaluator
2. Activity 4-5b: Evaluating a Student Instructor's Psychomotor Teaching Demonstration as a Primary Evaluator

Instructor Notes
1. More information about teaching styles can be found in *Teaching With Style* (Grasha, 1996).

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 the components of a lesson plan
2. Apply department policies and procedures for the procurement of materials and equipment
3. Determine availability of resources based on student needs and number of students

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?

Activities
1. 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, given training goals and current resources, a student will be able to prepare requests for resources 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 materials 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?

Activities
1. Have students explain how to request instructional resources or facilities through the proper channels.

Instructor Notes
1. Students will be asked to complete forms in the Task Book.

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, department scheduling procedures, instructional resources, facilities, and a timeline for delivery, will be able to schedule instructional sessions to deliver specified lessons according to department procedure.

Enabling Learning Objectives
1. Apply departmental scheduling procedures
2. Describe resource management for scheduling instruction
3. Schedule an instructional session

Discussion Questions
1. What factors do you need to consider when scheduling training sessions?
2. What type of training sessions might you schedule as an Instructor I?

Activities
1. To be determined by the 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, <u>Standard Classifications for Incident Reporting and Fire Protection Data</u>
- CAL-OSHA Title 8 chapter 3.2, Reporting Work Connected Fatalities and Serious Injuries
- Ethical and legal implications of incomplete or falsified records
3. Write basic training reports and 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?

Activities
1. Have students discuss and list different types of training reporting systems.

Instructor Notes
1. Writing reports and records will be covered in the task book.

CTS Guide Reference: CTS 2-4

Time Table

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	00:30		
Activity 1-1: Recommended by SFT		00:15	
Topic 1-2: Instructor I Certification Process			
Lecture	00:30		
Activity 1-2: To be determined by instructor		00:00	
Topic 1-3: Definitions of Duty			
Lecture	00:30		
Activity 1-3: To be determined by instructor		00:00	
Unit 1 Totals	**1:30**	**00:15**	**1:45**
Unit 2: Instructional Development			
Topic 2-1: Determining Needed Adaptations			
Lecture	00:20		
Activity 2-1: Reviewing and Adapting Lesson Plans		00:40	
Topic 2-2: Adapting Lesson Plans			
Lecture	00:60		
Activity 2-2: Adapting Lesson Plans		00:60	

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 2 Totals	**1:30**	**1:30**	**3:00**
Unit 3: Instructional Delivery			
Topic 3-1: Organizing the Learning Environment			
Lecture	00:30		
Activity 3-1: To be determined by instructor		00:00	
Topic 3-2: Presenting Lessons			
Lecture	4:00		
Activity 3-2: Presenting Cognitive and Psychomotor Lesson Plans		20:00	
Topic 3-3: Adjusting Presentations for Changing Circumstances			
Lecture	00:30		
Activity 3-3: To be determined by instructor		00:00	
Topic 3-4: Maintaining a Safe and Positive Learning Environment			
Lecture	00:30		
Activity 3-4: To be determined by instructor		00:00	
Topic 3-5: Operating Instructional Audiovisual Equipment			
Lecture	00:30		
Activity 3-5: To be determined by instructor		00:00	
Topic 3-6: Utilizing Audiovisual Materials			
Lecture	00:30		
Activity 3-6: To be determined by instructor		00:00	
Unit 3 Totals	**6:30**	**20:00**	**26:30**
Unit 4: Evaluation and Testing			
Topic 4-1: Administering and Conducting Tests			
Lecture	1:00		
Activity 4-1: To be determined by instructor		0:00	
Topic 4-2: Grading and Securing Student Examinations			
Lecture	00:30		

Segment	Lecture Time	Activity Time	Total Unit Time
Activity 4-2: To be determined by instructor		00:00	
Topic 4-3: Reporting Test Results			
Lecture	00:30		
Activity 4-3: to be determined by instructor		00:00	
Topic 4-4: Providing Evaluation Feedback to Students			
Lecture	1:00		
Activity 4-4: To be determined by instructor		0:00	
Topic 4-5: Evaluating Student Instructor Lesson Presentations			
Lecture	0:30		
Activity 4-5: Evaluating a Student Instructor's Cognitive and Psychomotor Teaching Demonstrations as a Primary Evaluator		0:30	
Unit 4 Totals	**3:30**	**0:30**	**4:00**
Unit 5: Program Management			
Topic 5-1: Assembling Course Materials			
Lecture	00:30		
Activity 5-1: Recommended by SFT		00:30	
Topic 5-2: Preparing Resource Requests			
Lecture	00:15		
Activity 5-2: Recommended by SFT		00:15	
Topic 5-3: Scheduling Instructional Sessions			
Lecture	00:15		
Activity 5-3: To be determined by instructor		00:00	
Topic 5-4: Completing and Submitting Training Records			
Lecture	00:30		
Activity 5-4: Recommended by SFT		00:30	
Unit 5 Totals	**1:30**	**1:15**	**2:45**
Lecture, Activity, and Unit Totals:	**14:30**	**23:30**	**38:00**

Course Totals

Segment Type	Time
Total Lecture Time (LT)	14:30
Total Activity Time (AT)	23:30
Total Testing Time (TT)	2:00
Total Course Time	**40:00**