

# FIRE 0180 - INSTRUCTIONAL DEVELOPMENT - INSTRUCTOR II

## Catalog Description

Prerequisite: Completion of FIRE 179 with grade of "C" or better  
 Advisory: IS-100.B (Introduction to the Incident Command System) and IS-700.A (FEMA - National Incident Management System)

Hours: 40 (24 lecture, 16 laboratory)

Description: Designed for those seeking to become fire service instructors and provides the skills and knowledge needed for the intermediate level professional instructor to perform his or her duties safely, effectively, and competently. At the end of this course, candidates for Instructor II certification are able to develop lesson plans and evaluation instruments, teach and deliver instruction, and evaluate and coach other instructors. The Instructor II is also able to analyze resources and formulate a program budget. (CSU-with unit limitation)

## Course Student Learning Outcomes

- CSLO #1: Formulate a technical lesson plan to include: learning objectives, outline, course materials, instructional aids, and an evaluation plan.
- CSLO #2: Demonstrate how to conduct a class using a lesson plan that was prepared by the instructor using multiple teaching methods.
- CSLO #3: Develop student evaluation instruments that evaluate performance in an objective, reliable and verifiable manner.

## Effective Term

Fall 2018

## Course Type

Credit - Degree-applicable

## Contact Hours

40

## Outside of Class Hours

48

## Total Student Learning Hours

88

## Course Objectives

Lecture Objectives:

1. Identify the different levels of certification in the Instructor II certification track.
2. Identify the courses required for Instructor II.
3. Describe the certification task book process.
4. Describe the certification testing process.
5. Describe program management.
6. Describe instructional development.
7. Describe instructional delivery.
8. Describe evaluation and testing.

9. Describe elements of a lesson plan.
10. Describe components of learning objectives.
11. Describe methods and techniques of instruction.
12. Describe principles of adult learning.
13. Describe techniques for eliminating bias in instructional materials.
14. Differentiate types and application of instructional media.
15. Distinguish evaluation techniques.
16. Identify sources of references and materials.
17. Apply JPRs to develop enabling learning objectives.
18. Assess student needs.
19. Analyze resource needs.
20. Describe elements of a lesson plan.
21. Describe components of learning objectives.
22. Describe methods and techniques of instruction.
23. Describe principles of adult learning.
24. Describe techniques for eliminating bias in instructional materials.
25. Support types and application of instructional media.
26. Outline evaluation techniques.
27. Identify sources of references and materials.
28. Use JPRs to modify enabling learning objectives.
29. Modify instructional media.
30. Describe use and limitations of teaching methods and techniques.
31. Transition between different teaching methods.
32. Describe safety rules, regulations, and practices for training scenarios with increased hazard exposure.
33. Describe the Incident Command System (ICS).
34. Apply leadership techniques.
35. Describe effective instructional methods and techniques.
36. Determine which evaluation methods are the best measures of the desired learning outcome.
37. Describe principles of test validity.
38. Describe the components of evaluation forms.
39. Assemble evaluation instruments.
40. Determine which evaluation methods are the best measure of student feedback to the instructor.
41. Describe departmental policy as it relates to course scheduling.
42. Describe departmental scheduling processes.
43. Describe level of supervision for scheduling training.
44. Describe resource management for scheduling courses.
45. Describe agency training budget policy.
46. Describe resource management for analyzing needs and resources.
47. Determine sources of instructional materials and equipment.
48. Conduct resource analysis.
49. Describe agency policies for acquiring training resources.
50. Describe purchasing procedures.
51. Describe training resource budget management principles.
52. Describe record-keeping processes.
53. Describe departmental policies for record keeping.
54. Outline laws affecting records and disclosure of training information.
55. Analyze professional standards applicable to training records.
56. Identify data used for training records.
57. Perform training record-auditing procedures.
58. Describe personnel evaluation methods.
59. Describe supervision techniques.
60. Describe agency policy for evaluating instructors.
61. Describe effective instructional methods and techniques.
62. Provide coaching to improve instruction.

Laboratory Objectives:

1. Perform basic research.
2. Develop instructional media.
3. Apply outlining techniques.
4. Apply evaluation techniques.

5. Conduct small group discussions.
6. Develop a test planning sheet or test blueprint.
7. Construct evaluation items.
8. Develop valid evaluation forms.
9. Apply observation techniques.

## General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

## Articulation Information

- CSU Transferable

## Methods of Evaluation

- Objective Examinations
  - Example: Students will take a multiple-choice examination on methods of instruction. Standard Grading. Example Question: What factors combine to determine performance in training? A. Learning and motivation, B. Cognitive and psychomotor factors, C. Time and Distance, D. Interaction and participation.
- Reports
  - Example: In a short report, students are to describe the training records required by the fire department. Rubric Grading.
- Skill Demonstrations
  - Example: Students will develop and deliver a Psychomotor lesson plan on an assigned topic. Rubric Grading.

## Repeatable

No

## Methods of Instruction

- Laboratory
- Lecture/Discussion
- Distance Learning

Lab:

1. Instructor will lecture on how to develop a skills sheet for a psychomotor lesson. Each student will then develop a skill sheet on an assigned subject.

Lecture:

1. Instructor will lecture on Equal Employment Opportunity, Affirmative Action, and Americans with Disabilities Act requirements. Students will then break into groups and review provided scenarios and determine if EEO, AA, and ADA requirements were followed and present their findings to the class.

Distance Learning

1. Following and instructor lecture and demonstration on observation techniques, students will apply observation techniques while observing another students teaching demonstration.

## Typical Out of Class Assignments Reading Assignments

1. Student will read the material in the textbook on learning objectives and then write a learning objective for their approved subject. 2. Student will read the chapter in the textbook on training aids and develop a list of training aids they will use in their psychomotor lesson teaching demonstration.

## Writing, Problem Solving or Performance

1. Student will write a psychomotor lesson plan on a subject approved by the instructor. 2. Student will present a 20 minute psychomotor lesson to the class on a subject approved by the instructor.

## Other (Term projects, research papers, portfolios, etc.)

### Required Materials

- Fire Service Instructor
  - Author: Forest F. Reeder & Alan E. Joos
  - Publisher: Jones and Bartlett
  - Publication Date: 2014
  - Text Edition: 2nd
  - Classic Textbook?:
  - OER Link:
  - OER:
- Fire and Emergency Services Instructor
  - Author: International Fire Service Training Association
  - Publisher: Fire Protection Publications, Oklahoma State University
  - Publication Date: 2012
  - Text Edition: 8th
  - Classic Textbook?:
  - OER Link:
  - OER:

## Other materials and-or supplies required of students that contribute to the cost of the course.