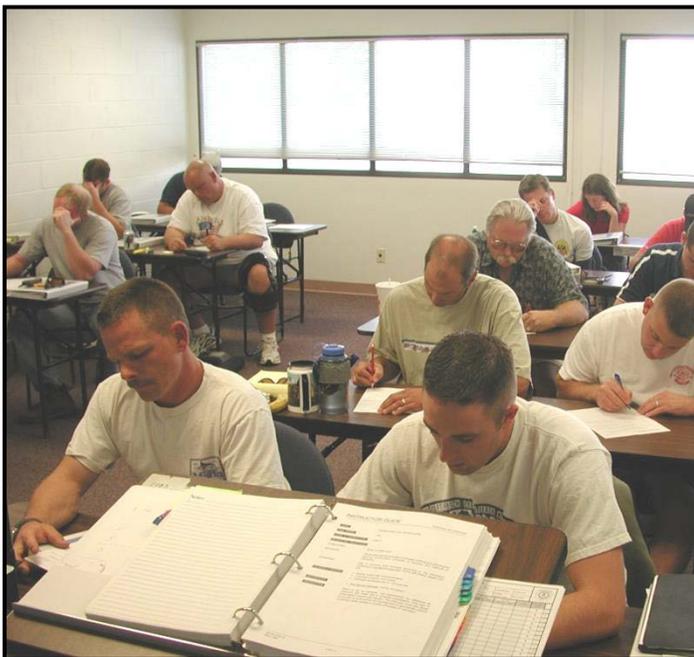


TRAINING INSTRUCTOR

Approved and Adopted by the
Office of State Fire Marshal



Recommended for adoption by the
Statewide Training and Education
Advisory Committee and the
State Board of Fire Services



STUDENT SUPPLEMENT

January 2010



TRAINING INSTRUCTOR 1A

COGNITIVE LESSON DELIVERY

STUDENT SUPPLEMENT



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TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery



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State Fire Training



State Fire Training

Mission Statement

The mission of State Fire Training is to enable the California fire service to safely protect life and property through education, training, and certification.

California Fire Service Training and Education System

The California Fire Service Training and Education System (CFSTES) was established to provide a single statewide focus for fire service training in California. CFSTES is a composite of all the elements that contribute to the development, delivery, and administration of training for the California fire service. The authority for the central coordination of this effort is vested in the Training Division of the California State Fire Marshal's Office with oversight provided by the State Board of Fire Services.

The role of CFSTES is one of facilitating, coordinating, and assisting in the development and implementation of standards and certification for the California fire service. CFSTES manages the California Fire Academy System by providing standardized curriculum and tests; accredited courses leading to certification; approved standardized training programs for local and regional delivery; administering the certification system; and publishing Certification Training Standards, Instructors Guides, Student Manuals, Student Supplements, and other related support materials.

This system is as successful and effective as the people involved in it are. It is a fire service system developed by the fire service, for the fire service... and we believe it is the best one in the country.

Acknowledgments

State Fire Training coordinated the development of the material contained in this guide. Before its publication, the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS) recommended this guide for adoption by the State Fire Marshal (SFM). This guide is appropriate for fire service personnel and for personnel in related occupations that are pursuing State Fire Training certification.

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Fire Service Training Specialist III

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"We gratefully acknowledge the hard work and accomplishments of those before us who built the solid foundation on which this program continues to grow."



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Course Outline



Course Outline

Course Objectives: To provide the student with...

- a) A variety of methods and techniques for training in accordance with the latest concepts in career education.
- b) Information to select, adapt, organize, and utilize instructional materials appropriate for teaching cognitive lessons.
- c) Criteria and methods to evaluate teaching and learning efficiency.
- d) An opportunity to apply major principles of learning through teaching demonstrations.

Course Content: 40:00

Unit 1: Introduction

1-1 Orientation And Administration 1:00

Unit 2: Instructional Methodology, Adaptation, and Delivery

2-1 Fire And Emergency Services Instruction As It Relates To Cognitive Training 1:00

2-2 Principles Of Learning 1:30

2-3 Defining Levels Of Instruction 0:30

2-4 Components Of Learning Objectives 0:30

2-5 Employing The Four-step Method Of Instruction As It Relates To Cognitive Training 1:00

2-6 Assembling And Reviewing Instructional Materials As They Relate To Cognitive Training 1:00

2-7 Adapting Cognitive Lesson Materials 1:30

2-8 Legal And Ethical Considerations As They Relate To Cognitive Training 1:30

2-9 Methods of Instructional Delivery 1:00

2-10 Presentation Techniques For Cognitive Training 2:00

2-11 Managing The Learning Environment for Cognitive Training 1:00

2-12 Selecting And Using Audiovisual Training Aids And Devices 1:30

2-13 Effective Interpersonal Communications 1:00

2-14 Student Attitudes And Behaviors 1:00

2-15 Procedures Used For Evaluating Student Instructor Teaching Demonstrations 1:00

Unit 3: Testing

3-1 Introduction To And Administration Of Oral And Written Tests 1:00

3-2 Student Progress And Testing Feedback 0:30

Student Instructor Teaching Demonstrations..... 16:30

Formative Tests..... 3:00

Summative Test..... 1:00



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery



Course Outline

Texts and References

- Fire and Emergency Services Instructor, IFSTA, Seventh Edition
- Effective Supervisory Practices, ICMA, Fourth Edition
- Corps Business, David H. Freedman, 2000 Edition
- Developing Attitude Toward Learning, Robert F. Mager, 1968 Edition
- How Good People Make Tough Choices, Rushworth M. Kidder, 2003 Edition
- Legal Considerations for Fire and Emergency Services, J. Curtis Varone, 2007 Edition
- Overcoming Test Anxiety, Dennis H. Congos, University of Central Florida
- Telling Ain't Training, Harold D. Stolovitch and Erica J. Keeps, 2002 Edition
- The Instructor, Charles R. Allen
- The Rights of Firefighters, Will Aitchison, Third Edition



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Topic 1-1: Orientation and Administration



Calendar of Events

DAY	TOPIC	TITLE	TIME	ACTIVITY	EVALUATION
Day 1	1-1	Orientation And Administration	1:00		
	2-1	Fire and Emergency Services Instruction As It Relates To Cognitive Training	1:00	2-1-1	
	2-2	Principles Of Learning	1:30		
	2-3	Defining Levels Of Instruction	0:30		
	2-4	Components of Learning Objectives	0:30		
	2-5	Employing The Four-step Method Of Instruction As It Relates To Cognitive Training	1:00		
	2-6	Assembling And Reviewing Instructional Materials As They Relate To Cognitive Training	1:00	2-6-1	
	2-7	Adapting Cognitive Lesson Materials	1:30	2-7-1, 2-7-2, 2-7-3	
Day 1 Total			8:00		
			1:00		Formative Test 1
Day 2	2-8	Legal And Ethical Considerations As They Relate To Cognitive Training	1:30	2-8-1	
	2-9	Methods Of Instructional Delivery	1:00		
	2-10	Presentation Techniques For Cognitive Training	2:00		
	2-11	Managing The Learning Environment for Cognitive Training	1:00		
	2-12	Selecting And Using Audiovisual Training Aids And Devices	1:30	2-12-1	
	Day 2 Total			8:00	
			1:00		Formative Test 2
Day 3	2-13	Effective Interpersonal Communications	1:00		
	2-14	Student Attitudes And Behaviors	1:00		
	2-15	Procedures Used For Evaluating Student Instructor Teaching Demonstrations	1:00	2-15-1, 2-15-2	
		Student Instructor Teaching Demonstrations	4:00	2-7-4, 2-7-5 2-15-1, 2-15-2	
	Day 3 Total			8:00	
			1:00		Formative Test 3
Day 4	3-1	Introduction To And Administration Of Oral And Written Tests	1:00		
	3-2	Student Progress And Testing Feedback	0:30		
		Student Instructor Teaching Demonstrations	5:30	2-7-4, 2-7-5 2-15-1, 2-15-2	
	Day 4 Total			8:00	



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery



Topic 1-1: Orientation and Administration

DAY	TOPIC	TITLE	TIME	ACTIVITY	EVALUATION
Day 5		Student Instructor Teaching Demonstrations	7:00	2-7-4, 2-7-5 2-15-1, 2-15-2	
			1:00		Summative Test
			Day 5 Total	8:00	
			Course Total	40:00	



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Topic 1-1: Orientation and Administration



Student Tracking Sheet

ACTIVITY TITLE	DUE DATE	PASS/FAIL			DATE
		Fail	Rewrite	Pass/Fail	
Group Activity 2-1-1	Day 1: In Class	[] P	[] F	___/___	
Group Activity 2-6-1 Instructor Tips for Using Nonprojected Training Aids	Day 1: In Class	[] P	[] F	___/___	
Group Activity 2-7-1 Reviewing and Adapting a Cognitive Lesson Plan	Day 1: In Class	[] P	[] F	___/___	
Individual Activity 2-7-2 Adapting a Cognitive Lesson Plan #1	Homework Day 2: AM	___/___	___/___	___/___	
Individual Activity 2-7-3 Adapting a Cognitive Lesson Plan #2	Homework Day 2: AM	___/___	___/___	___/___	
Individual Activity 2-7-4 Cognitive Teaching Demonstration #1	Day 3-5 ___/___	[] P	[] F	___/___	
Individual Activity 2-7-5 Cognitive Teaching Demonstration #2	Day 3-5 ___/___	[] P	[] F	___/___	
Group Activity 2-8-1 Legal and Ethical Concerns	Day 2: In Class	[] P	[] F	___/___	
Group Activity 2-12-1 Selection and Use of Appropriate Training Aids	Day 2: In Class	[] P	[] F	___/___	
Individual Activity 2-15-1 Evaluating a Student Instructor's Cognitive Teaching Demonstration (Primary-1)	Day 3-5 ___/___	[] P	[] F	___/___	
Individual Activity 2-15-1 Evaluating a Student Instructor's Cognitive Teaching Demonstration (Primary-2)	Day 3-5 ___/___	[] P	[] F	___/___	
Individual Activity 2-15-2 Evaluating a Student Instructor's Cognitive Teaching Demonstration (Secondary-1)	Day 3-5 ___/___	[] P	[] F	___/___	
Individual Activity 2-15-2 Evaluating a Student Instructor's Cognitive Teaching Demonstration (Secondary-2)	Day 3-5 ___/___	[] P	[] F	___/___	
Formative Test 1	Day 2: In Class	[] P	[] F	___/___	
Formative Test 2	Day 3: In Class	[] P	[] F	___/___	
Formative Test 3	Day 4: In Class	[] P	[] F	___/___	



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Topic 1-1: Orientation and Administration



Summative Test	Day 5: In Class	<input type="checkbox"/> P	<input type="checkbox"/> F	___/___
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TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery



Topic 2-1: Fire and Emergency Services Instruction As It Relates To Cognitive Training

Group Activity 2-1-1: Fire Instructor Characteristics and Traits

Time Frame: 0:15

Materials Needed:

- Writing pads
- Marking pens
- Masking tape

Introduction: This activity provides the students the opportunity to list those actions/responses of instructors that made them feel uncomfortable and those actions/responses of other students that made them feel uncomfortable. The lists generated will be incorporated into the course lessons where appropriate as discussion points. This list will be posted during the class for reference and discussion.

Directions:

1. Using the brainstorming method, solicit responses from students for the following question, "What actions/response of instructors made you feel uncomfortable as a student?"
 - Instructors should avoid these behaviors.
2. Using the brainstorming method, solicit responses from student for the following question, "What actions/response of other students made you feel uncomfortable?"
 - Instructors should take measures to eliminate those types of actions that caused students to exhibit these behaviors.
3. You have 15 minutes to complete this activity.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Topic 2-3: Defining Levels of Instruction



Establishing the level of instruction, also called level of learning, for a specific lesson is essential. This allows construction of a lesson plan based upon what a student needs to know or be able to do upon completion of the lesson. In this way, over teaching or under teaching can be avoided and instructional time can be most efficiently utilized.

The depth of instruction for a specific skill and/or technical information that enables the student to meet the minimum requirements for the job.

Background Information

Educational theorists have identified three major domains in which learning occurs - the cognitive, the psychomotor, and the affective. The cognitive domain is concerned with knowledge such as facts and figures. The psychomotor domain is concerned with the development of manipulative skills, while the affective domain is concerned with the development of attitude and feelings. Each of the domains is further broken down into distinct levels of behavior: six for the cognitive domain, five for the psychomotor, and five for the affective. These levels of behavior range from simple to complex.

The three domains, while classified separately, are not mutually exclusive. A single objective may require a student to demonstrate learning that has occurred in more than one domain. For example, if the students were required to raise ladders for rescue, they would need to demonstrate "cognitive" skills in selecting the correct size and placement of the ladder, "psychomotor" skills in carrying and raising ladders, and "affective" values in a demonstrated adherence to proper safety procedures. Yet one single psychomotor objective could cover the process: "The students will raise ladders for rescue." This means that one objective, while on the surface indicating psychomotor behavior may also include behavior in the cognitive and affective domains. After all, in order to perform a skill, we need to know a number of things (such as the correct procedure), and we need to appreciate some things (such as safety) in addition to the physical act of doing the job.

Several years ago fire service educators chose to utilize the Taxonomy of Educational Objectives, developed by Benjamin S. Bloom, et al. (1958), focusing on the cognitive domain to establish levels of student behavior, known as "levels of instruction." Level of Instruction can be defined as the learning level the students will reach at the end of the lesson. While this system has served as a model for fire service instruction, it has not been without confusion. This is due primarily to: (1) the fact that when these taxonomies were created they were developed for use in secondary schools and colleges. The issue of skills training, or learning in the domain, was not addressed because teaching/learning in this domain does not typically occur in the secondary school and college environment, and (2) the levels of instruction were identified and defined in terms of the cognitive learning domain.

Problems arise, therefore, when the words "knowledge," "comprehension," and "application" are stretched into the psychomotor and affective learning domains. In the delivery of career-technical (vocational) education, and particularly in fire service training, we find that the approach to these taxonomies and their level of detail may be inappropriate and in some cases unnecessary. For our purposes, a three-level classification system (applicable to each domain) is adequate and appropriate to the majority of learned activities within vocational education.

The Three Levels of Instruction

The three levels within this classification system include:

- ↳ Level I - Basic Knowledge
- ↳ Level II - Competent
- ↳ Level III - Highly Proficient

These levels are determined by carefully studying the tasks of the occupation being taught. This study of the tasks required to perform an occupation will help determine the degree of manipulative skill needed, the technical knowledge required, the frequency with which specific tasks are performed, the hazards inherent in the tasks, and the extent to which specialization is required.

These three levels are roughly comparable to the levels of behavior that have been identified within the three domains. The following matrix contains the three levels toward which we gear instruction and the levels from the different domains that approximate them.

LEVEL OF INSTRUCTION	COGNITIVE DOMAIN	AFFECTIVE DOMAIN	PSYCHOMOTOR DOMAIN
BASIC KNOWLEDGE	Knowledge Comprehension	Receiving	
COMPETENT	Application Analysis	Responding Valuing	Perception Imitation
HIGHLY PROFICIENT	Synthesis Evaluation	Organizing Characterizing the Value Complex	Manipulation Performance Perfection

Level I - Basic Knowledge

In the three-level classification of instruction, the first level is characterized by the student acquiring new information (cognitive domain) and developing appropriate attitudes (affective domain) because of the learning process. The performance of manipulative skills is typically not taught or evaluated at this level of instruction.

In this level, the instructor plays a major role in the teaching-learning process. The instructor serves primarily as a provider of new information to the student by lecturing, assigning course work and by guiding class discussions. As the student acquires information, the instructor confirms retention by having the student answer questions, take written tests, and participate in group exercises and discussions. Students can name parts, tools, and equipment, remember facts, and follow step-by-step procedures.

Evaluation of student progress is relatively easy at this stage because the student is expected to do little more than memorize data. Objective tests, therefore, require the student to either recognize the correct answer or to supply (recall) the answer to a statement or question.



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Cognitive Lesson Delivery

Topic 2-3: Defining Levels of Instruction



Level II - Competent

The second level of instruction, called "competent," concerns the depth to which a student successfully recalls something which has been learned previously. It is here that technical information is connected to performance in the field. At this level, the student begins to understand the relevance of particular segments of information to given situations. The instructor thus requires the student to take from the information previously learned and apply facts to prescribed problems. The student is required to make choices and to disregard irrelevant data. At this level of instruction, manipulative skills are developed to a level of "competency." Students can perform all parts of the job or skill and need only a spot check of completed work. They also meet minimum acceptable demand for speed and accuracy.

As the student begins to now apply previously learned skills and concepts, the instructor also begins to switch emphasis. Although the "how to" mode is still reinforced, the instructor moves into more of a "why" mode, explaining why certain actions are taken. Questioning focuses on confirming that the students understand concepts and their application to actual day-to-day work. Here the student is required to justify the approach taken to solve a problem, and the process becomes as important as the solution. Students can now explain why and when the job must be done and why each step is needed. They can also explain the relationship of facts and describe general principles about the subject.

In the second level, testing becomes more complex because objective evaluation of understanding is more difficult. Written tests require the student to select and apply facts from a wide body of information and apply them to a sampling of similarly structured problems and situations. Some subjectivity is not only appropriate, but also often necessary to probe the student's mind to confirm understanding. In subject areas that require a shift in attitude from "noncommittal" to an unwavering adherence to organizational and safety rules, testing continues to grow more complex. Tests are now designed to confirm that the student has developed a commitment, and will not deviate from the rules, even under pressure. Manipulative tests in this level focus on competence. Given appropriate tools and equipment, the student is expected to use them safely and effectively in order to achieve an overall objective. Evaluation of skill performance focuses on the student's approach to the situation, ability to meld several skills into productive work, and expediency (with time as a parameter) for completing the assigned task.

Level III - Highly Proficient

The final level of Instruction, Level III is termed "highly proficient." This level denotes the process by which a student, faced with a new problem or situation, has the ability to recognize common factors and bring new sources and types of information to bear on the situation. At this level, knowledge and skills are learned in sufficient breadth and depth for the student to transfer earlier learning to a new set of circumstances, including reflecting on the consequences expected if an action is taken. Manipulative skills are developed whereby performance is efficiently and smoothly executed.

At this point, the student is expected to bear more of the burden for skill and knowledge development, with the instructor serving less as a provider and more as a monitor and facilitator. The instructor directs the student toward independent study to search for data that will deepen conceptual understanding. The instructor challenges the student with increasingly complex and unique problems that require a multi-faceted approach to the solution. More time is spent by the instructor in observing



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Cognitive Lesson Delivery

Topic 2-3: Defining Levels of Instruction



student performance in simulations, in probing the student's reasons for taking a particular action, and testing adaptability to quickly changing situations. The student is required to pull information from different subject areas, develop a solution based on accepted principles, and apply it in an appropriate manner to the problem.

Students are able to complete manipulative performance skills quickly and accurately as well as tell or show others how to do the job. In addition to evaluating conditions and making proper decisions, they can predict and resolve problems about the job. They can also analyze facts and principles to enable them to draw conclusions about the subject.

Evaluation at the third level is no longer restricted to the classroom or the training ground. Because the student is expected to function independently with little or no supervision, performance must be observed in all types of situations, both simulated and real. This will confirm that the student is able to react, under pressure, to any situation and perform consistently with high proficiency. The evaluation system must include written tests and exercises, performance tests (including individual, company, and multi-company evolutions) and recorded observations that look into the day-to-day performance of duties.

Level of Instruction in Relation to Lesson Plans

A lesson plan will often identify the level of instruction on the cover page. In addition to this, the student behavioral objectives should contain language that identifies what level of instruction is to be presented. For example, an objective written for a Level I job, basic knowledge, may include a choice of "action verbs" such as identify, list, or locate. On the subsequent pages are lists of verbs commonly associated with the specific levels of instruction for all three domains.

Action Verbs

Action verbs that may be used to describe expected student behavior include:

LEVEL I - BASIC KNOWLEDGE			
COGNITIVE DOMAIN		PSYCHOMOTOR	AFFECTIVE DOMAIN
define	name	NONE	observe
describe	recognize		be conscious
discuss	relate		realize
explain	repeat		be sensitive
express	report		attend to
identify	restate		listen
list	review		discriminate
locate	tell		remember
memorize			prefer



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Cognitive Lesson Delivery

Topic 2-3: Defining Levels of Instruction



LEVEL II - COMPETENT				
COGNITIVE DOMAIN		PSYCHOMOTOR		AFFECTIVE DOMAIN
analyze	illustrate	build		accept
apply	interpret	construct		assume
appraise	inspect	demonstrate		be loyal to
calculate	inventory	draw		comply
compare	operate	express		consider
contrast	practice	find		contribute
criticize	question	locate		cooperate
debate	relate	measure		desire
demonstrate	schedule	observe		devote
diagram	sketch	operate		display
differentiate	solve	perform		enable
distinguish	test	recognize		engage
dramatize	translate	run		enrich
employ	use	sort		examine
experiment		use		exhibit
LEVEL III - HIGHLY PROFICIENT				
COGNITIVE DOMAIN		PSYCHOMOTOR		AFFECTIVE DOMAIN
appraise	formulate	adapt	play	approach
arrange	judge	administer	produce	arrive
assemble	manage	build	promote	be consistent
assess	measure	construct	regulate	be realistic relate
choose	organize	create	run	conscientious
collect	plan	demonstrate	teach	crystallize
compose	prepare	draw	use	find
compute	propose	express	write	judge
construct	rate	manipulate		plan
create	revise	measure		rely
design	score	operate		regulate
estimate	set up	perform		revise
evaluate	value	plan		view
				weigh



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Topic 2-3: Defining Levels of Instruction



You may have noticed that some of the same words appeared on all three lists, and, in some cases, they appeared on the same list at different levels. That is because these words indicate some type of behavior common to either two or more of the domains or a skill that can be achieved at different levels.

There are some words, however, that do not belong in the student behavioral objectives. They include:

know	understand	appreciate
grasp	enjoy	comprehend
believe	learn	want
master	perceive	become

Using any of these words leads to vague and ambiguous student behavioral objectives. Performance must be described as an observable action. It is difficult to observe or measure "understanding." How, for example, does an instructor know when a student "knows" something? The words on the other three lists provide examples of immediately observable behavior. Also, they are more easily measured with objective evaluation instruments.

The levels of instruction are a concept used to determine the depth of knowledge and proficiency of skills the students are expected to have acquired at the end of a lesson. This allows a lesson plan to specifically address the needs of the student by focusing on only that information which is pertinent to the student's success at the end of the lesson. An instructor that understands and teaches to the appropriate level during a lesson will best serve the needs of the students.



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Cognitive Lesson Delivery



Topic 2-6: Assembling and Reviewing Instructional Materials As They Relate To Cognitive Training

Cognitive Lesson Materials Checklist

It is helpful to employ a checklist while assembling and adapting cognitive lesson materials. This checklist serves four main purposes.

- 1) Identify what required components are present or absent from the prepared cognitive materials.
- 2) Identify which of the required components do not need modification.
- 3) Identify which of the required components do need modification.
- 4) Track any required components created or modified.

	Component Present	No Modification Required	Modification Required	Changes Made
1. Lesson topic				
2. Time frame				
3. Level of instruction				
4. Authority				
5. Behavioral objective				
• Condition				
• Behavior				
• Standard				
6. Materials needed				
7. References				
8. Preparation				
• ACID BASE				
9. Presentation				
• Content				
10. Application				
• Audiovisual training aids				
• Questions/activities				
11. Summary				
12. Evaluation				
13. Ancillary components				
• Assignment sheet				
• Information sheet				
• Study sheet				
• Worksheet or activity				



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery



Topic 2-6: Assembling and Reviewing Instructional Materials As They Relate To Cognitive Training

Group Activity 2-6-1: Instructor Tips for Using Nonprojected Training Aids

Time Frame: 0:30

Materials Needed:

- Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 250-272
- Nonprojected training aids developed and used by the instructor in presenting lesson plan 2-6

Introduction: This activity provides the students the opportunity to discuss the benefits and limitations of nonprojected training aids.

Directions:

1. The instructor will lead a discussion on the benefits and limitations of nonprojected training aids.
2. Each student will point out one benefit and one limitation of the nonprojected training aids used by the instructor while presenting lesson plan 2-6.



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Cognitive Lesson Delivery

Topic 2-7: Adapting Cognitive Lesson Materials



Group Activity 2-7-1: Reviewing and Adapting a Cognitive Lesson Plan

Time Frame: 0:45

Materials Needed:

- Cognitive Lesson Plan Adaptation Checklist
- Student Adaptation Worksheets
- Pen or pencil

Introduction: This activity provides the students the opportunity to review and adapt a cognitive lesson plan. The instructor will lead the class through the process.

Directions:

1. Review the attached lesson plan.
2. Determine the adaptations required to revise the lesson plan to meet the following condition:
 - 15-minute time frame
3. Evaluate each component for required modifications.
4. In the space provided, make any required changes.
5. Strike out those portions of the lesson plan that need to be eliminated.
6. Changes will be discussed as a class when appropriate.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Topic 2-7: Adapting Cognitive Lesson Materials



Student Adaptation Worksheets

Topic: Characteristics And Functions Of Fire Service Ground Ladders

Time Frame: 0:30 _____

Level of Instruction: Level II _____

Authority 2009 Fire Fighter CTS _____

Behavioral Objective: _____

Condition: A written test _____

Behavior: The student will describe the characteristics and function of fire service ground ladders by completing the written test

Standard: With a minimum 80% accuracy according to the information contained in the Essentials of Fire Fighting, IFSTA, Fifth Edition, Chapter 9, Fire Service Ground Ladders, IFSTA, Ninth Edition, Chapter 1, or Firefighter's Handbook, Delmar, Third Edition, Chapter 14

Materials Needed:

- Writing board with markers/erasers
- Appropriate audiovisual training aids

References:

- Essentials of Fire Fighting, IFSTA, Fifth Edition
- Fire Service Ground Ladders, IFSTA, Ninth Edition
- Firefighter's Handbook, Delmar, Third Edition



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery



Topic 2-7: Adapting Cognitive Lesson Materials

Preparation:

The ladder is a basic and important tool of the fire fighting profession. It is imperative that the fire fighter be familiar with a ladder's components and the correct terminology. This understanding is one of the first steps towards proper ladder uses.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery



Topic 2-7: Adapting Cognitive Lesson Materials

PRESENTATION

APPLICATION

I. LADDER CHARACTERISTICS AND TERMS

A. Major components

1. Beam

- a) One of two principal structural members of a ladder
 - 1) Exception is Pompier ladder with only one beam
 - 2) Some wooden ladders have a main beam and a truss beam
 - Truss beam has a smaller diameter and a slight curve
- b) Tie rods
 - 1) Bolts which pass through both rails at a truss block of a wooden ladder
- c) Two types
 - 1) Solid
 - 2) Truss
 - Also referred to as rails or side rails
 - Two lengthwise members of a trussed ladder beam
 - Separated by truss or separation blocks

What is a beam?

2. Rungs

- a) Cross members which provide a handhold and foothold for climbing
- b) Extend from one beam to the other

What are rungs?

3. Bed section

- a) Lowest and widest section of a ground ladder



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery



Topic 2-7: Adapting Cognitive Lesson Materials

PRESENTATION	APPLICATION
<ul style="list-style-type: none">4. Fly section(s)<ul style="list-style-type: none">a) Upper section of<ul style="list-style-type: none">1) Extension ladders2) Pole (Bangor) ladders3) Some combination laddersB. Attachment components<ul style="list-style-type: none">1. Anchor (halyard)<ul style="list-style-type: none">a) Part of the ladder which the halyard is attached to2. Dogs<ul style="list-style-type: none">a) Also known as pawls and locksb) Devices which hold the fly sections at desired height during usec) Found on all extension ladders3. Guides<ul style="list-style-type: none">a) Wood or metal strips on an extension ladder which guide the fly section while being raisedb) Sometimes in the form of slots or channels4. Halyard<ul style="list-style-type: none">a) A rope or cable used for hoisting and lowering the fly section of an extension ladderb) Minimum 3/8-inch diameter per manufacturerc) Minimum breaking strength 825 pounds	<p>What is the fly section of the ladder?</p> <p>What other terms are used to describe the ladder dogs?</p> <p>Are dogs found on all extension ladders?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery



Topic 2-7: Adapting Cognitive Lesson Materials

PRESENTATION	APPLICATION
<ul style="list-style-type: none">5. Cable (wire rope)<ul style="list-style-type: none">a) Used in place of halyard on three and four-section extension laddersb) Minimum 3/16-inch diameter (5mm)c) No splices allowed6. Butt<ul style="list-style-type: none">a) Also called heel or baseb) Bottom end of the ladderc) The end which is placed on the groundd) Used as supporting surface when ladder is being raised7. Tip<ul style="list-style-type: none">a) Also called topb) The extreme top of the ladder8. Heel (butt spurs)<ul style="list-style-type: none">a) Metal safety plates or spurs attached to heel of a ground ladder to prevent slippageb) Different arrangements for wood, metal, and fiberglass laddersc) Protects the beamsd) Most effective on soft surfaces9. Hooks<ul style="list-style-type: none">a) Curved, pointed metal devices at the tip of the roof ladderb) Generally used in pairsc) Fold outward from each beam 90°	<p>What type of surface provides the best footing for butt spurs?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery



Topic 2-7: Adapting Cognitive Lesson Materials

PRESENTATION	APPLICATION
<ul style="list-style-type: none">d) Secures a ladder on a pitched roof10. Protection plates<ul style="list-style-type: none">a) Plates fastened to a ladderb) Prevents wear where the ladder comes in contact with mounting brackets11. Pulley<ul style="list-style-type: none">a) Small grooved wheel through which the halyard is drawn12. Safety shoes<ul style="list-style-type: none">a) Rubber or neoprene spike plates, usually of swivel typeb) Attached to heel of a ground ladder13. Spurs<ul style="list-style-type: none">a) Metal points at the lower end of tormentor or stay polesb) Butt spurs refer to metal plates or spurs at the bottom of a ground ladder14. Toggle<ul style="list-style-type: none">a) A device by which a tormentor pole is attached to a ladder15. Tormentor poles<ul style="list-style-type: none">a) The poles that are attached to long extension laddersb) Also called stay poles16. Stops<ul style="list-style-type: none">a) Wood or metal pieces which prevent fly section from being extended too far17. Tie rods<ul style="list-style-type: none">a) Metal rods running from one beam to the otherb) Found on wooden ladders	<p>What is the purpose for the hooks on a roof ladder?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery



Topic 2-7: Adapting Cognitive Lesson Materials

PRESENTATION	APPLICATION
<ul style="list-style-type: none">2. Approximately 75°B. Designated length<ul style="list-style-type: none">1. Total extended length2. Length marked on ladderC. Working length<ul style="list-style-type: none">1. Total length at proper climbing angleD. Inside width<ul style="list-style-type: none">1. The distance measured from the inside of beam to the inside of the opposite beam lockE. Outside width<ul style="list-style-type: none">1. The distance measured from the outside of one ladder beam to the outside of the opposite ladder beamF. Maximum extended length<ul style="list-style-type: none">1. The total length of an extension ladder or some combination ladders, when all fly sections are fully extended with the dogs (pawls) engaged <p>III. OPERATIONAL LADDER TERMINOLOGY</p> <ul style="list-style-type: none">A. Bedded position - Definition #1<ul style="list-style-type: none">1. Also called grounded2. Fully retracted position of an extension ladderB. Bedded position - Definition #2<ul style="list-style-type: none">1. Position in which the ladder is carried on the apparatusC. Nesting<ul style="list-style-type: none">1. Procedure whereby ladders of different sizes and/or types are racked partially within one another2. Reduces storage space3. Most common arrangementD. Pivot<ul style="list-style-type: none">1. Method used to turn ladder in vertical position by leaning on one beam	



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery



Topic 2-7: Adapting Cognitive Lesson Materials

PRESENTATION	APPLICATION
<ul style="list-style-type: none">E. Retracted<ul style="list-style-type: none">1. Another term for bedded positionF. Tying off<ul style="list-style-type: none">1. Tying knot to secure excess halyard used to extend fly sections of a ladder	



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery



Topic 2-7: Adapting Cognitive Lesson Materials

Summary:

Fire service ground ladders are designed to perform varying functions. The specific task will determine which types of ladders are to be used. Although these functions are usually similar in different parts of the country, the nomenclature and trade terms may vary considerably. Because of these semantic variations, it is difficult to discuss ladder terms without first having an understanding of their meaning.

Evaluation:

The student will complete the written test at a time determined by the instructor.

Assignment:

Review your notes and read Essential of Fire Fighting, IFSTA, Fifth Edition, Chapter 9, Fire Service Ground Ladders, IFSTA, Ninth Edition, Chapter 1, or Firefighter's Handbook, Delmar, Third Edition, Chapter 14 in order to prepare yourself for the upcoming test. Study for our next session.

Individual Activity 2-7-2: Adapting a Cognitive Lesson Plan #1

Time Frame:

Homework

Materials Needed:

- Materials for your first cognitive lesson
- Fire and Emergency Services Instructor, IFSTA, Seventh Edition
- Cognitive Lesson Materials Checklist
- Pen or pencil

Introduction:

This activity provides the students the opportunity to adapt an existing lesson plan considering how each lesson plan component is relative to the target audience.

Directions:

1. Assess your lesson materials using the Cognitive Lesson Materials Checklist.
2. Make legible revisions on your hard copy documents.
 - Topic is still accurate.
 - Objectives need to match your revisions.
 - Lesson plan content has consistency and continuity
 - Lesson plan content needs to match time allotment
 - All lesson plan components are present
3. Bring your original documents and a second complete package for your instructor.
4. Bring all the materials you will need for your teaching demonstration.
5. Due: _____
6. If you do not meet the passing criteria, you will have one opportunity to submit a rewrite of your adapted lesson plan.
7. You will use these adapted materials for your upcoming teaching demonstration.

Individual Activity 2-7-3: Adapting a Cognitive Lesson Plan #2

Time Frame:

Homework

Materials Needed:

- Materials for your second cognitive lesson
- Fire and Emergency Services Instructor, IFSTA, Seventh Edition
- Cognitive Lesson Materials Checklist
- Pen or pencil

Introduction:

This activity provides the students the opportunity to adapt an existing lesson plan considering how each lesson plan component is relative to the target audience.

Directions:

1. Assess your lesson materials using the Cognitive Lesson Materials Checklist.
2. Make legible revisions on your hard copy documents.
 - Topic is still accurate.
 - Objectives need to match your revisions.
 - Lesson plan content has consistency and continuity
 - Lesson plan content needs to match time allotment
 - All lesson plan components are present
3. Bring your original documents and a second complete package for your instructor.
4. Bring all the materials you will need for your teaching demonstration.
5. Due: _____
6. If you do not meet the passing criteria, you will have one opportunity to submit a rewrite of your adapted lesson plan.
7. You will use these adapted materials for your upcoming teaching demonstration.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Topic 2-7: Adapting Cognitive Lesson Materials



Individual Activity 2-7-4: Cognitive Teaching Demonstration #1

Time Frame:

Homework

Materials Needed:

- Adapted lesson plan
- Appropriate audiovisual training aids and devices
- Sample Passing Student Instructor Cognitive Teaching Demonstration Evaluation
- Sample Failing Student Instructor Cognitive Teaching Demonstration Evaluation

Introduction:

This activity provides the student with the opportunity to deliver a cognitive lesson from an adapted lesson plan. Instructor led presentations require an awareness of the students' knowledge base and several factors regarding the learning environment. Such things as, seating arrangement, lighting, comfort, instructor demeanor, voice volume, maintaining eye contact, and avoiding distracting teaching methods are all important considerations when presenting instruction.

Directions:

1. Your teaching demonstration is scheduled for:

(Enter Day, Date, and Approximate Time)
2. Review the Sample Passing Student Instructor Cognitive Teaching Demonstration Evaluation Form.
3. Review the Sample Failing Student Instructor Cognitive Teaching Demonstration Evaluation Form.
4. Prepare to teach a 15-minute presentation from your adapted cognitive lesson plan following the four-step method of instruction.
 - Include a clearly stated student behavioral objective.
 - Use presentation methods and teaching strategies that create interest and involve the students.
 - Follow your lesson plan.
 - Use a minimum of two forms of an audiovisual training aid to enhance and reinforce teaching points. *Video use is limited to a maximum of two minutes.*
 - Conclude with a summary and assignment, if appropriate.
5. Your presentation time must be at least 12 minutes and no longer than 17 minutes.
6. You will be evaluated by both student evaluators and the Primary Instructor for the class or a qualified Skills Evaluator.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Topic 2-7: Adapting Cognitive Lesson Materials



Individual Activity 2-7-5: Cognitive Teaching Demonstration #2

Time Frame:

Homework

Materials Needed:

- Adapted lesson plan
- Appropriate audiovisual training aids and devices
- Sample Passing Student Instructor Cognitive Teaching Demonstration Evaluation
- Sample Failing Student Instructor Cognitive Teaching Demonstration Evaluation

Introduction:

This activity provides the student with the opportunity to deliver a cognitive lesson from an adapted lesson plan. Instructor led presentations require an awareness of the students' knowledge base and several factors regarding the learning environment. Such things as, seating arrangement, lighting, comfort, instructor demeanor, voice volume, maintaining eye contact, and avoiding distracting teaching methods are all important considerations when presenting instruction.

Directions:

1. Your teaching demonstration is scheduled for:

(Enter Day, Date, and Approximate Time)
2. Review the Sample Passing Student Instructor Cognitive Teaching Demonstration Evaluation form.
3. Review the Sample Failing Student Instructor Cognitive Teaching Demonstration Evaluation form.
4. Prepare to teach a 15-minute presentation from your adapted cognitive lesson plan following the four-step method of instruction.
 - Include a clearly stated student behavioral objective.
 - Use presentation methods and teaching strategies that create interest and involve the students.
 - Follow your lesson plan.
 - Use a minimum of two forms of an audiovisual training aid to enhance and reinforce teaching points. *Video use is limited to a maximum of two minutes.*
 - Conclude with a summary and assignment, if appropriate.
5. Your presentation time must be at least 12 minutes and no longer than 17 minutes.
6. You will be evaluated by both student evaluators and the Primary Instructor for the class or a qualified Skills Evaluator.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Topic 2-7: Adapting Cognitive Lesson Materials



Sample Passing Student Instructor Cognitive Teaching Demonstration Evaluation



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Topic 2-7: Adapting Cognitive Lesson Materials



EVALUATED COMPONENTS	CONSIDER	YES	NO	Pass or Fail
5b. Active Learning Environment	Questioning techniques, interaction, feedback	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> or F <input checked="" type="checkbox"/>
Comments: <i>USED OVERHEAD QUESTIONS FREQUENTLY BUT EXCLUSIVELY. IT UP A LITTLE!</i>				
6. SUMMARY		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> or F <input checked="" type="checkbox"/>
Comments:				
7. EVALUATION:	Not Evaluated in Training Instructor 1A			
8. ASSIGNMENT		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> or F <input type="checkbox"/>
<input checked="" type="checkbox"/> - Critical Component: Failure on this component results in failure of the teaching demonstration				

[X] Primary or [] Secondary Student Evaluator: 14:40 Actual Teaching Time

Grade: Pass [X] Fail []

Comments: *REALLY GOOD DEMO! WATCH SAYING "FANTASTIC" SO OFTEN YOUR TAPES ARE OF APPLICATION*

Master Instructor or Skills Evaluator: _____ Actual Teaching Time

Grade: Pass [] Fail []

Comments:



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery



Topic 2-7: Adapting Cognitive Lesson Materials

Sample Failing Student Instructor Cognitive Teaching Demonstration

Student Instructor: Bill Buckner Demo #: [] 1st [] 2nd
 Topic: Defensive Tactics at Residential Structure Fires
 Date: October 31 Level of Instruction: 9
 Student Evaluator: Mark Ferreira Primary [] Secondary []

EVALUATED COMPONENTS		CONSIDER	YES	NO	Pass or Fail
1. CLASSROOM MANAGEMENT	Seating arrangement, lighting, distractions		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> or <input type="radio"/> <input type="checkbox"/>
Comments: <i>Standard classroom setup. Closed the blinds, room was dark.</i>					
2. LEARNING OBJECTIVE	Must include Condition, Behavior, Standard		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/> or <input type="radio"/> <input type="checkbox"/>
Comments: <i>Did not state the condition or the standard.</i>					
3. PREPARATION	ACID BASE		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> or <input type="radio"/> <input type="checkbox"/>
Comments: <i>Showed a video clip to create interest and it worked!</i>					
4. PRESENTATION					
4a. Content	Appropriate lesson flow, known to unknown		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/> or <input type="radio"/> <input type="checkbox"/>
Comments: <i>Content did not match lesson topic title. Material seemed disorganized.</i>					
4b. Verbal Communication	Volume, clarity, interferences		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> or <input type="radio"/> <input type="checkbox"/>
Comments: <i>Good volume. Slow down a little. Watch the "OKs".</i>					
4c. Nonverbal Communication	Eye contact, gestures, distracting mannerisms		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/> or <input type="radio"/> <input type="checkbox"/>
Comments: <i>Played with his wedding ring throughout. Personal problem or nerves?? Stared at the first row of students only.</i>					
5. APPLICATION					
5a. Audiovisual Training Aids	Easily seen, support lecture, used effectively		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> or <input type="radio"/> <input type="checkbox"/>
Comments: <i>Good video clips. Prepared the class well before each.</i>					



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery



Topic 2-7: Adapting Cognitive Lesson Materials

Evaluation



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery



Topic 2-7: Adapting Cognitive Lesson Materials

EVALUATED COMPONENTS		CONSIDER	YES	NO	Pass or Fail
5b.	Active Learning Environment	Questioning techniques, interaction, feedback		<input checked="" type="checkbox"/>	P or <input type="checkbox"/> <input type="checkbox"/>
Comments: <i>Only question to the students was "Do you have any questions?"</i> <i>No student-to-student interaction at all.</i>					
6.	SUMMARY		<input checked="" type="checkbox"/>		<input type="checkbox"/> or F <input type="checkbox"/>
Comments:					
7.	EVALUATION:	Not Evaluated in Training Instructor 1A			
8.	ASSIGNMENT		<input checked="" type="checkbox"/>		<input type="checkbox"/> or F
<input type="checkbox"/> - Critical Component: Failure on this component results in failure of the teaching demonstration					

Primary or Secondary Student Evaluator: 15:30 Actual Teaching Time
Grade: Pass Fail

Comments: *Good vocal volume but no eye contact.*
Forgot most of the RBC.
Had no active learning environment going on.

Master Instructor or Skills Evaluator: _____ Actual Teaching Time
Grade: Pass Fail

Comments:



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery



Topic 2-8: Legal and Ethical Considerations As They Relate To Cognitive Training

Group Activity 2-8-1: Legal and Ethical Concerns

Time Frame: 0:15

Materials Needed:

- Writing board/pads
- Pens

Introduction: This activity provides the students the opportunity to list legal and ethical concerns they may have as new instructors. The lists generated will be incorporated into the lesson where appropriate as discussion points. At the end of the lesson, the lists will be reviewed to ensure that all legal and ethical concerns have been addressed.

Directions:

1. Each group will be assigned a writing board and pens.
2. Half of the groups will list **legal** concerns they can foresee as instructors teaching cognitive lessons.
3. The other half of the groups will list **ethical** concerns they can foresee as instructors teaching cognitive lessons.
4. You have 5 minutes to complete this activity.
5. Be prepared to discuss your lists with the class.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery



Topic 2-8: Legal and Ethical Considerations As They Relate To Cognitive Training

Legal Terminology

Tort Law

A wrongful act other than a breach of contract that injures another and for which the law imposes civil liability: a violation of a duty (as to exercise due care) imposed by law as distinguished from contract for which damages or declaratory relief (as an injunction) may be obtained.

Liability

Vicarious

Liability that is imposed for another's acts. The doctrine making an employer or principal liable for the wrong of an employee or agent if it was committed within the scope of employment or agency, even though the first person was not directly responsible for the injury.

Joint

Liability that is shared. Liability for a tort that is imposed on joint tortfeasors when they have acted in concert, owe the same duty to the plaintiff, have a legal relationship, or otherwise together have caused an injury to the plaintiff and that allows contribution or indemnity between the joint tortfeasors.

Several

Liability that is assumed or imposed on an individual separate from others who may also be liable.

Joint and Several

Joint liability imposed on joint tortfeasors that allows enforcement of the entire judgment against any one of the tortfeasors. Liability of more than one person for which each person may be sued for the entire amount of damages.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Topic 2-12: Selecting and Using Audiovisual Training Aids and Devices



Group Activity 2-12-1: The Selection and Use of Appropriate Training Aids

Time Frame: 0:30

- Materials Needed:**
- Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 249-274
 - Writing board/pad with markers/erasers

Introduction: This activity provides the students the opportunity to identify the selection and use of appropriate training aids for a cognitive topic.

- Directions:**
1. Review the cognitive topic your group has been assigned.
 2. Select two appropriate training aids, one projected and one nonprojected.
 3. Determine how and when to use the selected training aids to gain the greatest instructional benefit.
 4. You have 15 minutes to complete this portion of the activity.
 5. Select a spokesperson for your group.
 6. The spokesperson will present your group's findings.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery



Topic 2-15: Procedures Used For Evaluating Student Instructor Teaching Demonstrations

Individual Activity 2-15-1: Evaluating a Student Instructor's Cognitive Teaching Demonstration as the Primary Evaluator

Time Frame: 0:30

- Materials Needed:**
- Blank Cognitive Teaching Demonstration Evaluation Form
 - Sample Passing Student Instructor Cognitive Teaching Demonstration Evaluation
 - Sample Failing Student Instructor Cognitive Teaching Demonstration Evaluation
 - Pen or pencil

Introduction: This activity provides the student the opportunity to observe student instructor teaching demonstrations and provides feedback in the form of a written evaluation. Student evaluators will be able to help student instructors by focusing on all aspects of the Training Instructor 1A course and give constructive, positive feedback to their fellow students.

- Directions:**
1. Review the blank Student Instructor Cognitive Teaching Demonstration Evaluation form.
 2. Review the Sample Passing Student Instructor Cognitive Teaching Demonstration Evaluation. Pay special attention to the details of the remarks in each category.
 3. Review the Sample Failing Student Instructor Cognitive Teaching Demonstration Evaluation. Pay special attention to the problem areas identified and how they were expressed.
 4. As the **Primary Evaluator**, you will present your findings (using your completed evaluation form) and then lead a class discussion on the student instructor's performance.
 5. Be prepared to discuss your overall experience with the class.
 6. Submit your completed evaluation to your Primary Instructor when requested.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery



Topic 2-15: Procedures Used For Evaluating Student Instructor Teaching Demonstrations

Individual Activity 2-15-2: Evaluating a Student Instructor's Cognitive Teaching Demonstration as the Secondary Evaluator

Time Frame: 0:30

- Materials Needed:**
- Blank Cognitive Teaching Demonstration Evaluation Form
 - Sample Passing Student Instructor Cognitive Teaching Demonstration Evaluation
 - Sample Failing Student Instructor Cognitive Teaching Demonstration Evaluation
 - Pen or pencil

Introduction: This activity provides the student the opportunity to observe student instructor teaching demonstrations and provides feedback in the form of a written evaluation. Student evaluators will be able to help student instructors by focusing on all aspects of the Training Instructor 1A course and give constructive, positive feedback to their fellow students.

- Directions:**
1. Review the blank Student Instructor Cognitive Teaching Demonstration Evaluation form.
 2. Review the Sample Passing Student Instructor Cognitive Teaching Demonstration Evaluation. Pay special attention to the details of the remarks in each category.
 3. Review the Sample Failing Student Instructor Cognitive Teaching Demonstration Evaluation. Pay special attention to the problem areas identified and how they were expressed.
 4. As the **Secondary Evaluator**, you will present your findings as requested by the Primary Evaluator.
 5. Be prepared to discuss your overall experience with the class.
 6. Submit your completed evaluation to your Primary Instructor when requested.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery



Topic 2-15: Procedures Used For Evaluating Student Instructor Teaching Demonstrations

Student Instructor Cognitive Teaching Demonstration Evaluation Form



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery



Topic 2-15: Procedures Used For Evaluating Student Instructor Teaching Demonstrations

EVALUATED COMPONENTS	CONSIDER	YES	NO	Pass or Fail
5b. Active Learning Environment	Questioning techniques, interaction, feedback	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
<hr/>				
<hr/>				
6. SUMMARY		<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
7. EVALUATION:	Not Evaluated in Training Instructor 1A	<input type="checkbox"/>	<input type="checkbox"/>	
8. ASSIGNMENT		<input type="checkbox"/>	<input type="checkbox"/>	P or F
- Critical Component: Failure on this component results in failure of the teaching demonstration				

[] Primary or [] Secondary Student Evaluator: _____ Actual Teaching Time

Grade: Pass [] Fail []

Comments:

Master Instructor or Skills Evaluator: _____ Actual Teaching Time

Grade: Pass [] Fail []

Comments:



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Appendix A: Blank Evaluation Forms



Appendix A: Blank Evaluation Forms



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Appendix A: Blank Evaluation Forms



Student Instructor Cognitive Teaching Demonstration Evaluation Form

Student Instructor: _____

Demo #: [] 1st [] 2nd

Topic: _____

Date: _____

Level of Instruction: _____

Student Evaluator: _____

Primary [] Secondary []

EVALUATED COMPONENTS	CONSIDER	YES	NO	Pass or Fail
1. CLASSROOM MANAGEMENT	Seating arrangement, lighting, distractions	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
2. LEARNING OBJECTIVE	Must include Condition, Behavior, Standard	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
3. PREPARATION	ACID BASE	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
4. PRESENTATION				
4a. Content	Appropriate lesson flow, known to unknown	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
4b. Verbal Communication	Volume, clarity, interferences	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
4c. Nonverbal Communication	Eye contact, gestures, distracting mannerisms	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
5. APPLICATION				
5a. Audiovisual Training Aids	Easily seen, support lecture, used effectively	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Appendix A: Blank Evaluation Forms



EVALUATED COMPONENTS		CONSIDER	YES	NO	Pass or Fail
5b. Active Learning Environment	Questioning techniques, interaction, feedback				P or F
	Comments:				
6. SUMMARY					P or F
	Comments:				
7. EVALUATION:					P or F
8. ASSIGNMENT					P or F
- Critical Component: Failure on this component results in failure of the teaching demonstration					

[] Primary or [] Secondary Student Evaluator: _____ Actual Teaching Time

Grade: Pass [] Fail []

Comments:

Master Instructor or Skills Evaluator: _____ Actual Teaching Time

Grade: Pass [] Fail []

Comments:



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Appendix A: Blank Evaluation Forms



Student Instructor Cognitive Teaching Demonstration Evaluation Form

Student Instructor: _____

Demo #: [] 1st [] 2nd

Topic: _____

Date: _____

Level of Instruction: _____

Student Evaluator: _____

Primary [] Secondary []

EVALUATED COMPONENTS	CONSIDER	YES	NO	Pass or Fail
1. CLASSROOM MANAGEMENT	Seating arrangement, lighting, distractions	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
2. LEARNING OBJECTIVE	Must include Condition, Behavior, Standard	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
3. PREPARATION	ACID BASE	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
4. PRESENTATION				
4a. Content	Appropriate lesson flow, known to unknown	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
4b. Verbal Communication	Volume, clarity, interferences	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
4c. Nonverbal Communication	Eye contact, gestures, distracting mannerisms	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
5. APPLICATION				
5a. Audiovisual Training Aids	Easily seen, support lecture, used effectively	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Appendix A: Blank Evaluation Forms



EVALUATED COMPONENTS	CONSIDER	YES	NO	Pass or Fail
5b. Active Learning Environment	Questioning techniques, interaction, feedback	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
<hr/>				
<hr/>				
6. SUMMARY		<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
7. EVALUATION:		<input type="checkbox"/>	<input type="checkbox"/>	P or F
8. ASSIGNMENT		<input type="checkbox"/>	<input type="checkbox"/>	P or F
- Critical Component: Failure on this component results in failure of the teaching demonstration				

[] Primary or [] Secondary Student Evaluator: _____ Actual Teaching Time

Grade: Pass [] Fail []

Comments:

Master Instructor or Skills Evaluator: _____ Actual Teaching Time

Grade: Pass [] Fail []

Comments:



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Appendix A: Blank Evaluation Forms



Student Instructor Cognitive Teaching Demonstration Evaluation Form

Student Instructor: _____

Demo #: [] 1st [] 2nd

Topic: _____

Date: _____

Level of Instruction: _____

Student Evaluator: _____

Primary [] Secondary []

EVALUATED COMPONENTS	CONSIDER	YES	NO	Pass or Fail
1. CLASSROOM MANAGEMENT	Seating arrangement, lighting, distractions	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments: _____				
2. LEARNING OBJECTIVE	Must include Condition, Behavior, Standard	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments: _____				
3. PREPARATION	ACID BASE	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments: _____				
4. PRESENTATION				
4a. Content	Appropriate lesson flow, known to unknown	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments: _____				
4b. Verbal Communication	Volume, clarity, interferences	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments: _____				
4c. Nonverbal Communication	Eye contact, gestures, distracting mannerisms	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments: _____				
5. APPLICATION				
5a. Audiovisual Training Aids	Easily seen, support lecture, used effectively	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments: _____				



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Appendix A: Blank Evaluation Forms



EVALUATED COMPONENTS		CONSIDER	YES	NO	Pass or Fail
5b. Active Learning Environment	Questioning techniques, interaction, feedback				P or F
	Comments:				
6. SUMMARY					P or F
	Comments:				
7. EVALUATION:					P or F
8. ASSIGNMENT					P or F
- Critical Component: Failure on this component results in failure of the teaching demonstration					

[] Primary or [] Secondary Student Evaluator: _____ Actual Teaching Time

Grade: Pass [] Fail []

Comments:

Master Instructor or Skills Evaluator: _____ Actual Teaching Time

Grade: Pass [] Fail []

Comments:



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Appendix A: Blank Evaluation Forms



Student Instructor Cognitive Teaching Demonstration Evaluation Form

Student Instructor: _____

Demo #: [] 1st [] 2nd

Topic: _____

Date: _____

Level of Instruction: _____

Student Evaluator: _____

Primary [] Secondary []

EVALUATED COMPONENTS	CONSIDER	YES	NO	Pass or Fail
1. CLASSROOM MANAGEMENT	Seating arrangement, lighting, distractions	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
2. LEARNING OBJECTIVE	Must include Condition, Behavior, Standard	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
3. PREPARATION	ACID BASE	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
4. PRESENTATION				
4a. Content	Appropriate lesson flow, known to unknown	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
4b. Verbal Communication	Volume, clarity, interferences	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
4c. Nonverbal Communication	Eye contact, gestures, distracting mannerisms	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
5. APPLICATION				
5a. Audiovisual Training Aids	Easily seen, support lecture, used effectively	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Appendix A: Blank Evaluation Forms



EVALUATED COMPONENTS		CONSIDER	YES	NO	Pass or Fail
5b. Active Learning Environment	Questioning techniques, interaction, feedback			P or F	
Comments:					
6. SUMMARY				P or F	
Comments:					
7. EVALUATION:				P or F	
8. ASSIGNMENT				P or F	
- Critical Component: Failure on this component results in failure of the teaching demonstration					

[] Primary or [] Secondary Student Evaluator: _____ Actual Teaching Time

Grade: Pass [] Fail []

Comments:

Master Instructor or Skills Evaluator: _____ Actual Teaching Time

Grade: Pass [] Fail []

Comments:



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Appendix A: Blank Evaluation Forms



Student Instructor Cognitive Teaching Demonstration Evaluation Form

Student Instructor: _____

Demo #: [] 1st [] 2nd

Topic: _____

Date: _____

Level of Instruction: _____

Student Evaluator: _____

Primary [] Secondary []

EVALUATED COMPONENTS	CONSIDER	YES	NO	Pass or Fail
1. CLASSROOM MANAGEMENT	Seating arrangement, lighting, distractions	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
2. LEARNING OBJECTIVE	Must include Condition, Behavior, Standard	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
3. PREPARATION	ACID BASE	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
4. PRESENTATION				
4a. Content	Appropriate lesson flow, known to unknown	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
4b. Verbal Communication	Volume, clarity, interferences	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
4c. Nonverbal Communication	Eye contact, gestures, distracting mannerisms	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
5. APPLICATION				
5a. Audiovisual Training Aids	Easily seen, support lecture, used effectively	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Appendix A: Blank Evaluation Forms



EVALUATED COMPONENTS	CONSIDER	YES	NO	Pass or Fail
5b. Active Learning Environment	Questioning techniques, interaction, feedback	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
<hr/>				
<hr/>				
6. SUMMARY		<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:				
7. EVALUATION:		<input type="checkbox"/>	<input type="checkbox"/>	P or F
8. ASSIGNMENT		<input type="checkbox"/>	<input type="checkbox"/>	P or F
- Critical Component: Failure on this component results in failure of the teaching demonstration				

[] Primary or [] Secondary Student Evaluator: _____ Actual Teaching Time
 Grade: Pass [] Fail []

Comments:

Master Instructor or Skills Evaluator: _____ Actual Teaching Time
 Grade: Pass [] Fail []

Comments:
