

TRAINING INSTRUCTOR 1C

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 1C

INSTRUCTIONAL DEVELOPMENT TECHNIQUES

STUDENT SUPPLEMENT



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TRAINING INSTRUCTOR 1C

Instructional Development Techniques



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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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Alicia Hamilton Fire Service Training Specialist	Monica Miller Office Technician
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Mary Jennings CFFIAC (Retired)	

"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 1C

Instructional Development Techniques

Course Outline



Course Outline

Course Objectives: To provide the student with...

- a) A variety of methods and techniques for developing lesson plans and tests in accordance with the latest concepts in career education.
- b) Information to develop cognitive and psychomotor lesson plans and related supplemental materials.
- c) Various testing instruments to evaluate teaching and learning efficiency.
- d) Opportunities to develop, receive feedback, and finalize instructional materials to deliver a teaching demonstration.

Course Content: **40:00**

Unit 1: Introduction

1-1 Orientation And Administration 1:00

Unit 2: Methodology

2-1 Reasons For Lesson Plan Development 0:30

2-2 Sources Of References And Materials 0:30

2-3 Determining Levels Of Instruction 0:30

2-4 Employing The Four-step Method Of Instruction 0:30

2-5 Teaching English Learners And Students With Special Needs 0:30

Unit 3: Instructional Preparation And Delivery

3-1 Elements Of A Course Outline 0:30

3-2 Components Of Cognitive And Psychomotor Lesson Plans 1:00

3-3 Developing Student Behavioral Objectives 1:00

3-4 Developing A Cognitive Lesson Plan (SFT Format) 2:00

3-5 Developing A Psychomotor Lesson Plan (SFT Format) 1:30

3-6 Developing And Employing Ancillary Components 1:00

3-7 Selecting And Employing Audiovisual Training Aids 1:30

3-8 Transition Techniques Within And Between Training Aid Devices 1:00

3-9 Cleaning And Field Level Maintenance For Audiovisual Training Aid Devices 0:30

3-10 Developing Audiovisual Training Aids 1:30

3-11 Procedures Used For Evaluating Student Instructor Teaching Demonstrations 0:30

Unit 4: Testing

4-1 Purpose, Selection Criteria, And Elements Of Test Instruments 1:00

4-2 Creating Oral, Written, And Performance Tests 2:00

4-3 Methods Of Administering And Grading Test Instruments 1:00



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Course Outline



Student Instructor Teaching Demonstrations..... 17:30
Formative Tests..... 2:00
Summative Test..... 1:00

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

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Topic 1-1: Orientation and Administration

Topic 1-1: Orientation and Administration

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Instructional Development Techniques

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	Reasons For Lesson Plan Development	0:30		
	2-2	Sources Of References And Materials	0:30		
	2-3	Determining Levels Of Instruction	0:30	2-3-1	
	2-4	Employing The Four-step Method Of Instruction	0:30		
	2-5	Teaching English Learners And Students With Special Needs	0:30	2-5-1	
	3-1	Elements Of A Course Outline	0:30		
	3-2	Components Of Cognitive And Psychomotor Lesson Plans	1:00		
	3-3	Developing Student Behavioral Objectives	1:00	3-3-1	
	3-4	Developing A Cognitive Lesson Plan	2:00	3-4-1	
Day 1 Total			8:00		
			1:00		Formative Test 1
Day 2	3-5	Developing A Psychomotor Lesson Plan	1:30	3-5-1	
	3-6	Developing And Employing Ancillary Components	1:00	3-6-1	
	3-7	Selecting And Employing Audiovisual Training Aids	1:30		
	3-8	Transition Techniques Within And Between Training Aid Devices	1:00		
	3-9	Cleaning And Field Level Maintenance For Audiovisual Training Aid Devices	0:30		
	3-10	Developing Audiovisual Training Aids	1:30	3-10-1	
	Day 2 Total			8:00	
Day 3	3-11	Procedures Used For Evaluating Student Instructor Teaching Demonstrations	0:30	3-11-1 3-11-2 3-11-3	
		Student Instructor Small Group Psychomotor Teaching Demonstrations	2:00	3-5-2 3-11-3	
	4-1	Purpose, Selection Criteria, And Elements Of Test Instruments	1:00		
	4-2	Creating Oral, Written, And Performance Tests	2:00	4-2-1, 4-2-2, 4-2-3	
		Student Instructor Cognitive Teaching Demonstrations	2:30	3-4-2 3-11-1, 3-11-2	
Day 3 Total			8:00		



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Topic 1-1: Orientation and Administration

DAY	TOPIC	TITLE	TIME	ACTIVITY	EVALUATION	
Day 4			1:00		Formative Test 2	
		Student Instructor Cognitive Teaching Demonstrations	7:00	3-4-2 3-11-1, 3-11-2		
	Day 4 Total		8:00			
Day 5		Student Instructor Cognitive Teaching Demonstrations	6:00	3-4-2 3-11-1, 3-11-2		
	4-3	Methods Of Administering And Grading Test Instruments	1:00	4-3-1		
			1:00			Summative Test
	Day 5 Total		8:00			
Course Total			40:00			

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Topic 1-1: Orientation and Administration



Student Tracking Sheet

ACTIVITY TITLE	DUE DATE	PASS/FAIL	DATE
Individual Activity 2-3-1 Levels Of Learning	Day 1: In Class	[] P [] F	___/___
Individual Activity 2-5-1 Special Needs and Limited English Proficiency	Day 1: In Class	[] P [] F	___/___
Group Activity 3-3-1 Developing Student Behavioral Objectives	Day 1: In Class	[] P [] F	___/___
		Fail	Rewrite
Individual Activity 3-4-1 Cognitive Lesson Plan Development	Day 1: In Class and Homework	___/___	___/___
Individual Activity 3-4-2 Cognitive Teaching Demonstration	Day 3-5 ___/___	[] P [] F	___/___
		Fail	Rewrite
Individual Activity 3-5-1 Psychomotor Lesson Plan Development	Day 2: In Class and Homework	___/___	___/___
Individual Activity 3-5-2 Psychomotor Teaching Demonstration	Day 3: In Class	[] P [] F	___/___
Individual Activity 3-6-1 Developing Ancillary Components	Day 2: In Class and Homework	[] P [] F	___/___
Individual Activity 3-10-1 Developing Audiovisual Training Aids	Day 2: In Class and Homework	[] P [] F	___/___
Individual Activity 3-11-1 Evaluating a Student Instructor's Cognitive Teaching Demonstration (Primary-1)	Day 3-5 ___/___	[] P [] F	___/___
Individual Activity 3-11-1 Evaluating a Student Instructor's Cognitive Teaching Demonstration (Primary-2)	Day 3-5 ___/___	[] P [] F	___/___
Individual Activity 3-11-2 Evaluating a Student Instructor's Cognitive Teaching Demonstration (Secondary-1)	Day 3-5 ___/___	[] P [] F	___/___
Individual Activity 3-11-2 Evaluating a Student Instructor's Cognitive Teaching Demonstration (Secondary-2)	Day 3-5 ___/___	[] P [] F	___/___



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Topic 1-1: Orientation and Administration



ACTIVITY TITLE	DUE DATE	PASS/FAIL	DATE
Individual Activity 3-11-3 Evaluating a Student Instructor's Psychomotor Teaching Demonstration (Primary-1)	Day 3: In Class	[] P [] F	___/___
Individual Activity 3-11-3 Evaluating a Student Instructor's Psychomotor Teaching Demonstration (Primary-2)	Day 3: In Class	[] P [] F	___/___
Group Activity 4-2-1 Creating An Oral Test	Day 3: In Class	[] P [] F	___/___
Individual Activity 4-2-2 Creating A Multiple-choice Written Test	Day 3: Homework	[] P [] F	___/___
Individual Activity 4-2-3 Creating A True-False Written Test	Day 3: Homework	[] P [] F	___/___
Group Activity 4-3-1 Test Administration	Day 5: In Class	[] P [] F	___/___
Formative Test 1	Day 2: In Class	[] P [] F	___/___
Formative Test 2	Day 4: In Class	[] P [] F	___/___
Summative Test	Day 5: In Class	[] P [] F	___/___

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Topic 2-2: Sources of References and Materials



Topic 2-2: Sources of References and Materials

Student information for this topic can be found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 433-439.

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Topic 2-3: Determining Levels of Instruction

Topic 2-3: Determining Levels of Instruction

Student information for this topic can also be found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 142 and 531.

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Topic 2-3: Determining 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.

Levels of Instruction Defined

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 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	<ul style="list-style-type: none"> ▪ Knowledge ▪ Comprehension 	<ul style="list-style-type: none"> ▪ Receiving 	
COMPETENT	<ul style="list-style-type: none"> ▪ Application ▪ Analysis 	<ul style="list-style-type: none"> ▪ Responding ▪ Valuing 	<ul style="list-style-type: none"> ▪ Perception ▪ Imitation
HIGHLY PROFICIENT	<ul style="list-style-type: none"> ▪ Synthesis ▪ Evaluation 	<ul style="list-style-type: none"> ▪ Organizing ▪ Characterizing the Value Complex 	<ul style="list-style-type: none"> ▪ 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.

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 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	
LEVEL II - COMPETENT				
COGNITIVE DOMAIN		PSYCHOMOTOR	AFFECTIVE DOMAIN	
analyze	illustrate	build	accept	explore
apply	interpret	construct	assume	extend

appraise	inspect	demonstrate	be loyal to	feel
calculate	inventory	draw	comply	grow
compare	operate	express	consider	influence
contrast	practice	find	contribute	initiate
criticize	question	locate	cooperate	obey
debate	relate	measure	desire	participate
demonstrate	schedule	observe	devote	perform
diagram	sketch	operate	display	practice
differentiate	solve	perform	enable	respond
distinguish	test	recognize	engage	responsible
dramatize	translate	run	enrich	volunteer
employ	use	sort	examine	willing
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

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 using 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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TRAINING INSTRUCTOR 1C

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Topic 2-3: Determining Levels of Instruction



Individual Activity 2-3-1: Levels of Instruction

Time Frame: 0:10

Materials Needed:

- Training Instructor 1C Student Supplement, SFT, 2010 Edition, Pages 9-14
- Pen or pencil

Introduction: This activity provides the students the opportunity to match the appropriate levels of instruction with their corresponding verbs.

Directions:

1. Listed below are common lesson topics that are often included in training programs.
2. Place the appropriate level of instruction in the box next to the topic.
3. You have 5 minutes to complete this activity.
4. Be prepared to discuss your answers with the class.

	Topic	Level
1.	Identify the components of the fire tetrahedron	
2.	How to operate a circular saw	
3.	Evaluate training program effectiveness	
4.	How to conduct a pre-trip inspection	
5.	How to ventilate a pitched roof	
6.	Identify three types of fire extinguishers	
7.	Create a training program for a newly acquired apparatus	
8.	Locate a 10-foot attic ladder	
9.	How to calculate the friction loss on an attack line	
10.	Revise hybrid/electric vehicle extrication SOPs	
11.	Determine pump pressure	
12.	Memorize the department's mission statement	
13.	How to inventory the forcible entry compartment	
14.	Describe appropriate PPE for a vehicle fire	
15.	Determine the level of instruction	



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

Topic 2-4: Employing the Four-step Method of Instruction



Topic 2-4: Employing the Four-step Method of Instruction

Student information for this topic can be found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 193-196.

RETIRED CURRICULUM



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

Topic 2-5: Teaching English Learners and Students with Special Needs



In February 2008, the California Commission on Teacher Credentialing proposed new standards of program quality and effectiveness for Career Technical Education (CTE) teacher preparation programs. Although the CTE Teaching Credential is intended for instructors who teach career technical subjects in grades K-12, the candidate competency standards are relevant to fire service instructors teaching college-level fire technology subject matter and public education presentations to the community. Fire instructors who transition from company-level training to more formal classroom instruction must be prepared to address the learning challenges that face those with limited English proficiency or others who require special accommodation to successfully meet the behavioral objectives.

Limited English Proficiency

As fire instructors deliver courses through educational institutions and other public venues, they can expect to have a growing number of students with Limited English Proficiency (LEP). LEP, as defined in the 1998 Carl D. Perkins Vocational and Applied Technology Education Act, refers to

"a secondary school student, an adult, or out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and – whose native language is a language other than English; or who lives in a family or community environment in which a language other than English is the dominant language."

Because of their limited ability, living community, or combination thereof, LEP students will face many challenges. Among these challenges, LEP students are easily confused when trying to comprehend terms that have multiple meanings. Consider the term monitor. In the educational environment, students use a computer monitor or watch a television monitor. In building construction, there is a monitor roof. In a fire apparatus, there is a portable monitor. In hazardous materials mitigation, team members use a gas monitor. LEP students become confused if the context of such terms that have multiple meanings are not clarified.

Some LEP students are not proficient in their native language, further restricting ability to use translation dictionaries to comprehend material they read or hear. Yet, there are some LEP students who demonstrate oral proficiency in English, but are actually unable to read or write in both English and their native language.

Due to the technical nature of fire technology education, instructors should recommend that all students, regardless of natural origin, take an English assessment test to determine their level of English proficiency. Students whose proficiency level is below what is recommended for technical education, such as critical reading and composition skills, should be referred to the appropriate resources to help them develop the necessary skills for future success. Fire instructors are not expected to teach English learning skills, so students who need assistance with reading, writing, and language skills are best served by instructors who specialize in these fields.

The English as a Second Language (ESL) program, commonly offered through educational institutions, focuses on English language development. The program covers all aspects of English, including grammar, vocabulary, and pronunciation so that English learners build the foundation for language comprehension. Terminology with multiple definitions is avoided to reduce confusion. For the LEP students seeking vocational training, ESL education helps them grasp the language. But, more

is needed to help LEP students comprehend the technical terminology since ESL linguistics are not specific to the content or context of language.

Specially Designed Academic Instruction in English

Because of the complexity of technical information in the English language, LEP students learn best when they comprehend the content. The Specially Designed Academic Instruction in English (SDAIE) program, or "Sheltered English" as it is often referred, is a more effective method of learning technical information because language is acquired through understanding context. Where ESL focuses on language development, SDAIE focuses on content comprehension.

SDAIE methodology and lesson design help the instructor improve the presentation for all students. The four major components of SDAIE are: (1) hands-on activities, (2) visual clues, (3) cooperative learning, and (4) guarded vocabulary.

Hands-on activities help provide the context for technical language. The performance of some observable action helps provide the instructor with evidence of learning. Hands-on activities that are used to introduce a lesson, can act as a reference point to build language while helping students understand the meaning of content vocabulary through real experiences. Adult learners retain more information when saying while doing. The process of looking up the definition of terminology in a glossary may be insufficient for LEP individuals. Looking up terms in a glossary alone takes language out of context. However, working through hands-on activities while using terms functionally provides for a greater opportunity to apply new terminology. According to SDAIE teaching strategies, instructors should consider the inclusion of educational activities that allow all students to:

"observe, recognize, locate, identify, classify, practice, collect, distinguish, categorize, repeat, match, show, select, construct, assemble, arrange, put things in order, name, recall, give examples, draw, organize, decide, describe, tell, imagine, restate, create, appraise, dramatize, contrast, compare, question, map, discriminate, list, underline, review, interpret, compose, dictate, point out, record, report, predict, express, plan and evaluate, relate, generalize, demonstrate, outline, summarize, suppose, estimate, judge, explain, debate, illustrate, infer, revise, rewrite, assess, justify, and critique."

Visual clues provide a way to describe terminology and technical concepts. The use of pictures, actual equipment, demonstrations, and computer-generated presentations enhance the learning environment. Demonstrations allow the instructor to show the proper method, and they allow the student to see how a skill should be performed. Visual clues can make abstract concepts clearer. When students can associate language with images, the connection between the two is strengthened.

Cooperative learning employs small groups of students to solve problems collaboratively. Students work together so the group uses each student's strengths. Stronger students reinforce their knowledge by using what they have learned to teach weaker students. Weaker students receive more support than the instructor may be able to provide in a larger group. Groups and individuals are held accountable to apply their knowledge. Cooperative learning strategies require careful planning, balanced team selection, and monitoring by the instructor, but these strategies yield several benefits, which include:

- Lowering student's "affective filter" (reducing stress level).
- Providing peer support.

- Exposing students to other ways to solve complex problems.
- Developing social skills.
- Providing an excellent vehicle to practice oral language skills.

The **guarded vocabulary** component requires a keen awareness on the part of the instructor regarding the language and terminology that the student will be learning. It refers to the way an instructor presents cognitive material. Selection of the terminology used, how it is introduced, applied and reinforced in the lesson is very important for student comprehension. Intermingling jargon with similar meanings may cause confusion for LEP students who are trying to comprehend the basic terminology. Instructors must monitor their own language: rate of speech, syntax, and language structure -- all things that influence how students hear the presentation.

Also, idiomatic expressions are likely to be misunderstood by LEP students. An idiom is a "term or phrase whose meaning cannot be deduced from the literal definitions and the arrangement of its parts," but refers instead to a figure of speech. For example, the idiomatic expression "kick the bucket," means "die," but the literal definition means to strike a bucket with one's foot.

When teaching fire technology curricula, an instructor can best apply the SDAIE components to help ESL/LEP student comprehension using many of the following teaching strategies:

- Speak clearly, not overly fast
- Avoid a lot of idiomatic expressions
- Use academic language consistently
 - Avoid multiple versions of same term
 - Use terms in correct context
- Reinforce lecture with written material, outline, etc.
- Teach students how to read their textbooks
 - Front and back page information (Table of Contents, Index, Glossary, etc. depending on text)
 - In a chapter, go through the set-up; questions to think about; key words specially highlighted; summary and study questions at the end of the chapter
 - If students know how the chapter is set up, they can comprehend the information more easily
 - If the text is set up to help students learn vocabulary – with good context clues – students can be shown how to guess at word meanings
- Let students know how much they are responsible for text information
 - Is the lecture based on text?
 - Is the text just extra supplemental information?
- Plan activities requiring students to provide evidence of learning (observable actions)
- Incorporate group activities where students will use the academic language
- Ask questions appropriate for student knowledge level
- Use visual aids that include terminology with illustrations
- Clarify objectives of reading assignments

Students with Special Needs

In fire technology and public safety education, an instructor is likely to encounter students who meet the qualifications to take a class, but have a disability that requires reasonable accommodation. According to the Americans with Disabilities Act (ADA), a disability is a physical or mental impairment that substantially limits one or more major life activities that may include seeing, hearing, speaking, learning or working. The ADA also defines "qualified individual with a disability" as a person with a disability who meets legitimate skill, experience, education or other requirements of an employment position, and can perform essential functions of that position with or without reasonable accommodation.

ADA and Reasonable Accommodations

The ADA defines reasonable accommodation as "any modification or adjustment to a job or work environment that will enable a qualified applicant or employee with a disability to participate in the application process or perform essential job functions. (It) includes adjustments to ensure that a qualified individual with a disability has rights and privileges in employment equal to those of employees without disabilities."

Instructors are required to accommodate a "known" disability of a qualified applicant or employee. Individuals with disabilities will usually request accommodations, and are in the best position to suggest the appropriate accommodation. Accommodations are made on an individual basis. According to ADA:

"If the individual does not request an accommodation, the employer is not obligated to provide one except where an individual's known disability impairs his/her ability to know of, or effectively communicate a need for, an accommodation that is obvious to the employer. If a person with a disability requests, but cannot suggest, an appropriate accommodation, the employer and the individual should work together to identify one."

An employer is not required to make an accommodation if it would impose an "undue hardship" on the operation of the employer's business. Undue hardship refers to an action requiring significant difficulty or expense, and is determined on a case-by-case basis. Undue hardship in the educational arena is also addressed on a case-by-case basis, according to educational discipline.

In reference to evaluation methods, accommodations may be needed to assure that tests or examinations measure the actual ability to perform job functions rather than reflect limitations caused by the disability. Tests must be given in a format that does not require use of the impaired skill, unless it is a job-related skill that the test is designed to measure.

In the educational arena, instructors need to review the performance standards and determine which are essential functions and which are marginal functions. An instructor can hold students with disabilities to the same performance standards as other similarly situated students without disabilities for essential job functions, with or without reasonable accommodation. For marginal functions, reasonable accommodation must be provided, and in some cases, job restructuring may be required. For example, in the case of pump operations training, a narrowed time frame may be essential for a drafting operation to prevent damage to the pump components, however, time restrictions for written

examinations need careful consideration as they have marginal importance as a measure of student competency.

Learning Disabilities

Many students today face a variety of learning challenges. Some students lack successful study habits, some lack rudimentary academic skills, and others lack sufficient study time. Each of these challenges can be corrected with proper education and/or time management. However, many students struggle with some form of learning disability. Learning disability is defined as a persistent condition of presumed neurological dysfunction which may exist with other disabling conditions. It is a neurobiological disorder in which an individual's brain is structured differently, affecting the individual's ability to interpret what is seen and heard. The disability may interfere with the student's ability to see, hear, write, spell, recall, reason, organize information, and do math. Memory and processing speed may also be affected. Learning disabilities are not correctable through classroom instruction.

These learning challenges require the assistance of programs offered through a Disabled Student Resource Center. These resources have qualified evaluators who can diagnose the type of learning disability and recommend reasonable accommodations and assistive technologies to help the student overcome the learning challenge. Whether or not a student has a learning disability, there are some educational approaches that will benefit all students.

Assistive Technology

Assistive Technology is a generic term that includes assistive, adaptive, and rehabilitative devices. This technology may be an item, equipment, or system that can assist, maintain, or improve functional capabilities of individuals with learning disabilities. These can be high-tech or low-tech tools, but they function to help individuals work around specific deficits to reach their full potential. The following list reflects examples of assistive technology based on function:

- Organizational skills, memory, time management
 - Highlighters
 - Index cards
 - Personal data managers
- Auditory Listening
 - Tape recorder
 - Books on disc
 - Pressure-sensitive paper
 - Laptop computer
 - Video tapes with closed captions/subtitles
- Visual processing
 - Tape recorders
 - Software programs
 - Large print media and transparencies

- Math
 - Color-coding columns
 - Hand-held calculators
 - On screen computer calculator programs
- Reading
 - Voice output/Text-to-speech systems
 - Speech synthesis/screen review system
 - Tape recorders
 - Books on disc
- Written language
 - Spell checker
 - Grammar check
 - Software writing programs

Academic Accommodations

Instructors should consider various academic accommodations for effective course delivery in anticipation of special needs students. These accommodations may impact instructional delivery, resource availability, and evaluation time. The following list reflects several academic accommodation options for classroom, fieldwork, and examinations.

- Classroom
 - Offer opportunity to discuss academic needs in a statement on syllabus
 - Recommend students to visit Disabled Student Services for assessment and recommendation for accommodations
 - Face class when speaking
 - Repeat discussion questions
 - Verbally describe visual aids
 - Never use less than a 24-point font size on computer-generated presentations
 - Printed material should be at least a 12 point font size without serifs
 - Provide electronic format of written materials
 - Show videos and DVDs with closed captions
- Fieldwork
 - Discuss safety concerns with student and Disabled Student Services
 - Assign group projects/skills to allow all students to contribute according to ability
 - Have students verbalize operations and key points while performing manipulative-performance skills
 - Teach complex skills in smaller segments

- Individual elements of evolution taught first
 - ◆ Ladder lift, carry, raise taught separately, then assembled as single ladder evolution
- Examinations
 - Measure knowledge and comprehension rather than physical performance unless necessary
 - Allow extra time to complete exams
 - Arrange for Disabled Student Services to administer written examinations

Teaching LEP and Special Needs Students

The following recommendations will help the instructor design and deliver an effective course that meets the needs of all students, including those with LEP or special needs.

- Audience
 - Instruct using language appropriate to your audience
 - Fire fighters
 - Pre-employment students
 - General public
 - Careful consideration of word choice and terminology for pre-employment students
 - Instructor's fire agency terms versus IFSTA
 - Use of initials versus spelled-out terms
 - Include all students
 - Avoid actions that single out students
 - LEP and special needs students may suffer stress in learning material if "singled-out"
- Course syllabus
 - Offer opportunity for students to discuss need for reasonable accommodation
 - Discuss syllabus, course policies and expectations at beginning of class
 - Discuss text/student manual, layout, study questions, how assignments are completed
- Hands-on activities
 - In-class
 - Design activities that apply to lesson
 - Group activities allow students to discuss, using terminology appropriate to lesson
 - Assign responsibility for each student in the group so that all participate (small teams)
 - Balance small teams with strong and weak students

- Field
 - Have students verbally identify parts and functions of equipment
 - Saying while doing manipulative-performance
 - Require all safety commands while performing evolutions
 - Have students repeat skills instruction
- Audiovisual
 - Label diagrams, models, charts, illustrations
 - Use large fonts without serifs in computer-generated presentations (e.g., PowerPoint®)
 - State the label with the illustration
 - Use closed captioned or subtitled video
- Printed materials
 - Ensure student materials reinforce lessons
 - Discuss how to use student materials to complete assignments and meet objectives
- Presentation
 - Speak clearly, not too fast
 - Face students while speaking
 - Ask questions appropriate to student knowledge level
 - Provide opportunity for all students to apply what is taught
- Assignments
 - Recommend use of assistive technology (AT) for all students
 - Provide examples of appropriate use of AT
 - Index cards for study questions
 - Highlighters to identify discussion points
- Examinations
 - Provide sufficient time for exams
 - Allow enough time for all students to complete exams
 - Offer opportunity for students with special needs to take exams through Disabled Student Services
 - Be sure questions are clear and appropriate to the level of instruction
- General Assessment
 - Recommend English/Math placement test for pre-employment students in college courses
 - Determine if student has basic English/Math skills to be successful in fire technology course
 - Recommend remedial community college education to improve success potential

- Learning disability
 - Discuss with student concerns regarding academic performance
 - Recommend student to Disabled Student Services Program for testing
 - Program can determine appropriate accommodation based on test results

Students want to feel a sense of belonging in the learning environment. When they have learning challenges due to limited English proficiency or some form of disability, these students will experience increased stress and anxiety. No student wants to feel singled-out, yet some students with special needs may feel apprehensive to request the necessary accommodations that would increase their opportunities for success. Instructors who enhance their courses with the strategies presented in this lesson will increase the opportunity for success of all students, especially those with specific learning challenges.

RETIRED CURRICULUM



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

Topic 2-5: Teaching English Learners and Students with Special Needs



Individual Activity 2-5-1: Special Needs And Limited English Proficiency

Time Frame:	0:15
Materials Needed:	<ul style="list-style-type: none"> • <u>Training Instructor 1C Student Supplement</u>, SFT, 2010 Edition Pages 18-26 • Pen or pencil
Introduction:	As an instructor, you have an obligation to provide the very best learning opportunity for all your students. Oftentimes this will mean taking extra time to develop specific teaching strategies to accommodate varied levels of learning disabilities. The following exercise will reinforce what we discussed in this lesson and give you the opportunity to choose different assistive methods.
Directions:	<ol style="list-style-type: none"> 1. Review your notes for this lesson 2. Read <u>Training Instructor 1C Student Supplement</u>, SFT, 2010 Edition Pages 18-26. 3. Write your responses to the items below in the space provided. 4. Be prepared to discuss your responses with the class.

1. What accommodations are instructors required to make for a disabled person when performing an essential job function?

2. What are three assistive technologies (AT) for organizational skills, memory, and time management?

1)

2)

3)



TRAINING INSTRUCTOR 1C

Instructional Development Techniques



Topic 2-5: Teaching English Learners and Students with Special Needs

3. List three potential benefits to the student when you employ cooperative learning strategies.

1) _____

2) _____

3) _____

4. What are the four main components of SDAIE lessons?

1) _____

2) _____

3) _____

4) _____

5. List five areas an instructor should consider to design and deliver an effective course that meets the needs of all students.

1) _____

2) _____

3) _____

4) _____

5) _____

RETIRED CURRICULUM

When delivering instruction or developing lesson plans an instructor needs to understand the scope of the course to which the lesson applies. To ensure that transitions between lessons are smooth and that the course objectives are met, instructors need to refer to and understand the course outline.

Definition of a Course Outline

A list of cognitive and psychomotor lessons to meet predetermined teaching objectives.

Elements of a Course Outline

- Course objectives
 - May also be referred to as "terminal objectives" or "course outcomes."
 - Should be understandable by instructors, students, members of the organization, and accrediting agencies.
 - Must be appropriate to the topic area and standard.
 - Identifies the knowledge and skills expected of students
 - Supportive of the use of a range of teaching and learning styles, evaluation instruments, and training resources.
 - Observable, measurable, and reportable to ensure that learning achievements are properly evaluated.
- Course content
 - List of lessons that need to be taught to meet the desired course objectives.
 - Organized in teaching sequence.
 - Most basic knowledge is taught first.
 - Subsequent lessons build on the basic knowledge.
 - Students should not advance to higher levels until current level has been mastered.
 - Lessons a student must know first should be taught first.
 - Include items for in class work, periodic tests, reviews, and summative tests.
- Teaching times
 - Teaching time for each individual lesson.
 - Total teaching time for the course.
- Texts and references
 - Books and materials that the course is based on.
 - Provides instructor with sources to review prior to delivering course.
 - Provides student with extra reading/reference sources.

Sample Course Outline for Fire Apparatus Driver/Operator 1A

Course Objectives: To provide the student with...

- a) Information on driver responsibilities, recognized standards, and related laws for fire apparatus.



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

Topic 3-1: Elements of a Course Outline



- b) Information and techniques on basic inspections, documentation, maintenance, and troubleshooting fire apparatus.
- c) Information and techniques on driving and positioning fire apparatus.
- d) The opportunity to increase their driving skills during simulated driving conditions.

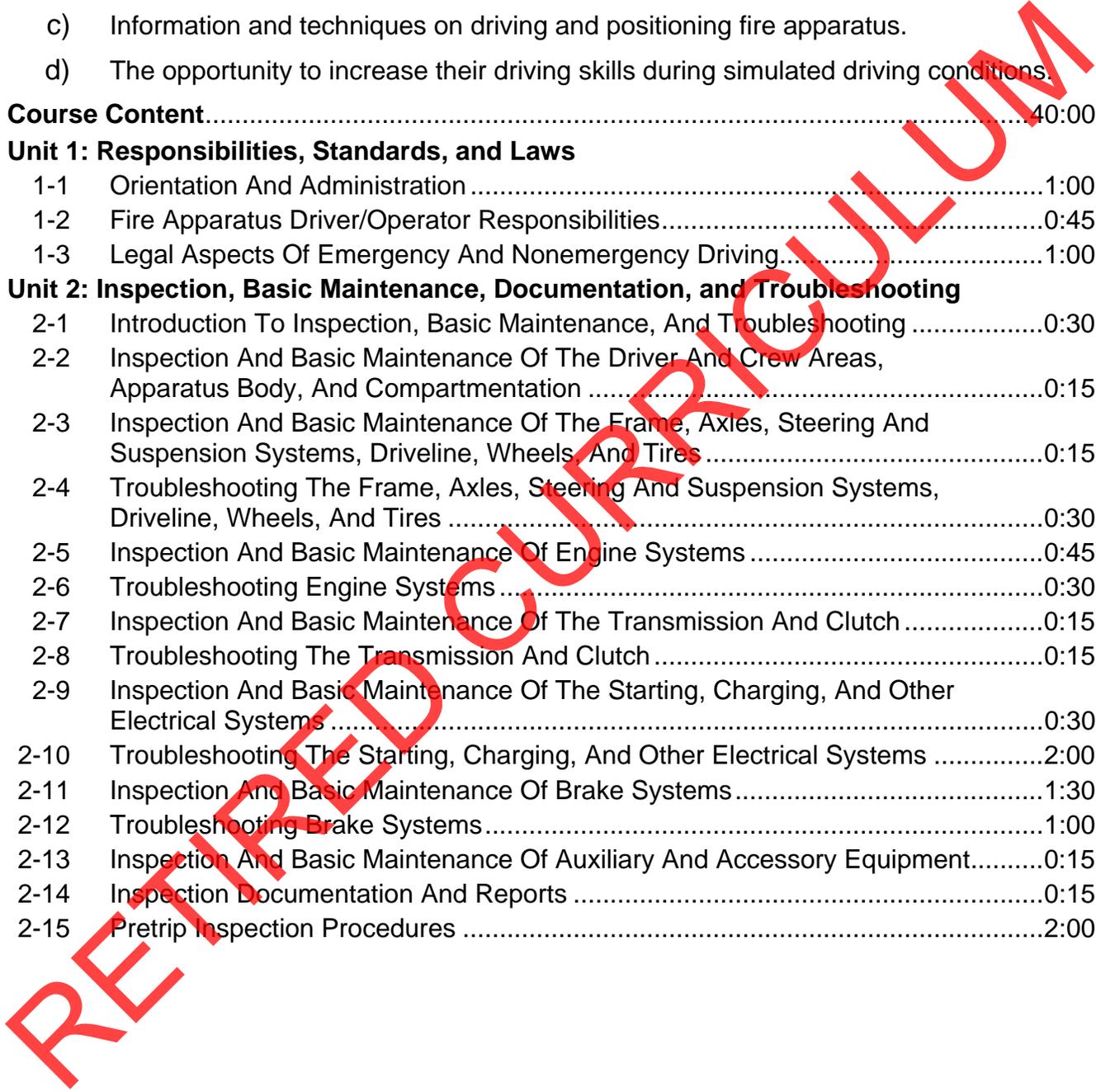
Course Content.....40:00

Unit 1: Responsibilities, Standards, and Laws

- 1-1 Orientation And Administration1:00
- 1-2 Fire Apparatus Driver/Operator Responsibilities.....0:45
- 1-3 Legal Aspects Of Emergency And Nonemergency Driving.....1:00

Unit 2: Inspection, Basic Maintenance, Documentation, and Troubleshooting

- 2-1 Introduction To Inspection, Basic Maintenance, And Troubleshooting0:30
- 2-2 Inspection And Basic Maintenance Of The Driver And Crew Areas, Apparatus Body, And Compartmentation0:15
- 2-3 Inspection And Basic Maintenance Of The Frame, Axles, Steering And Suspension Systems, Driveline, Wheels, And Tires0:15
- 2-4 Troubleshooting The Frame, Axles, Steering And Suspension Systems, Driveline, Wheels, And Tires0:30
- 2-5 Inspection And Basic Maintenance Of Engine Systems0:45
- 2-6 Troubleshooting Engine Systems0:30
- 2-7 Inspection And Basic Maintenance Of The Transmission And Clutch0:15
- 2-8 Troubleshooting The Transmission And Clutch0:15
- 2-9 Inspection And Basic Maintenance Of The Starting, Charging, And Other Electrical Systems0:30
- 2-10 Troubleshooting The Starting, Charging, And Other Electrical Systems2:00
- 2-11 Inspection And Basic Maintenance Of Brake Systems1:30
- 2-12 Troubleshooting Brake Systems1:00
- 2-13 Inspection And Basic Maintenance Of Auxiliary And Accessory Equipment.....0:15
- 2-14 Inspection Documentation And Reports0:15
- 2-15 Pretrip Inspection Procedures2:00





TRAINING INSTRUCTOR 1C

Instructional Development Techniques

Topic 3-1: Elements of a Course Outline



Unit 3: Driving Practices

3-1	Accident Statistics And Liability	0:30
3-2	Principles Of Defensive Driving	2:00
3-3	Driving Apparatus To Incidents.....	1:00
3-4	Principles Of Off-Road Driving.....	1:00
3-5	Principles Of Braking And Stopping.....	0:30
3-6	Principles Of Steering And Load Control	1:30
3-7	Driving During Adverse Weather Conditions	0:15
3-8	Positioning Apparatus.....	1:00

Unit 4: Mandatory Driving Exercises

4-1	Introduction To The Mandatory Driving Exercises	0:30
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Unit 5: Optional Driving Exercises

5-1	Introduction To The Optional Driving Exercises.....	0:15
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Practice and Testing the Driving Exercises	14:00
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Formative Tests	3:00
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Summative Test	1:00
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TEXTS AND REFERENCES

- California Commercial Driver Handbook, DMV, 2008 Edition
- Driver Awareness Instructor Course Manual, California Commission on Peace Officer Standards and Training, 1999 Edition
- <http://www.bendix.com/troubleshooting/>
- Introduction to Fire Pump Operations, Delmar, 2005 Edition
- NFPA 1001: Standard for Fire Fighter Professional Qualifications, NFPA, 2008 Edition
- NFPA 1002: Standard for Fire Apparatus Driver/Operator Professional Qualifications, NFPA, 2009 Edition
- NFPA 1451: Standard for a Fire Service Vehicle Operations Training Program, NFPA, 2007 Edition
- NFPA 1500: Standard on Fire Department Occupational Safety and Health Program, NFPA, 2007 Edition
- NFPA 1582: Standard on Medical Requirements for Fire Fighters, NFPA, 2007 Edition
- NFPA 1911: Inspection, Maintenance, Testing, and Retirement of In-Service Automotive Fire Apparatus, NFPA, 2007 Edition
- Pumping Apparatus Driver/Operator Handbook, IFSTA, Second Edition
- State of California 2007 Vehicle Code, DMV, 2007 Edition
- Title 49 CFR Transportation, U.S. Government Printing Office, October 2006 Edition



TRAINING INSTRUCTOR 1C

Instructional Development Techniques



Topic 3-2: Components of Cognitive and Psychomotor Lesson Plans

Topic 3-2: Components of Cognitive and Psychomotor Lesson Plans

Student information for this topic can be found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 321-354.

RETIRED CURRICULUM

Group Activity 3-3-1: Developing Behavioral Objectives

Time Frame: 0:45

- Materials Needed:**
- Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 329-332
 - Writing board/pad with markers/erasers

Introduction: This activity provides students the opportunity to practice developing student behavioral objectives.

- Directions:**
1. Individually, decide on one cognitive lesson plan topic for your 30-minute teaching demonstration.
 2. Individually, decide on one psychomotor lesson plan topic for your 15-minute teaching demonstration.
 3. The Primary Instructor will ask for each student's two topic titles and approve them prior to continuing this activity.
 4. In your group, share your two topic titles and record them on the writing board or conference pad.
 5. As a group, develop a student behavioral objective for each topic title in your group.
 6. Each group has 20 minutes to complete the activity.
 7. Each group will discuss their student behavioral objectives with the class and stress the importance of clear objectives.



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

Topic 3-4: Developing a Cognitive Lesson Plan (SFT Format)



Topic 3-4: Developing a Cognitive Lesson Plan (SFT Format)

Student information for this topic can also be found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 236-237, 321-339, 352-353.

RETIRED CURRICULUM

Individual Activity 3-4-1: Cognitive Lesson Plan Development

Time Frame: 1:00 in-class; completed as homework

Materials Needed:

- Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 321-354
- Cognitive lesson plan format and sample
- Previously prepared course outline
- Pen or pencil, paper

Introduction:

This activity provides the students the opportunity to develop their personal skills by developing a lesson plan. The lesson plan is a guide for the instructor. The lesson plan will list, in an organized sequence, those things that instructors must say and do to help their students learn. This will assist instructors to effectively manage the learning time while preventing over teaching or under teaching of the particular topic for the teaching session.

Directions:

1. Review a previously prepared course outline and develop a cognitive lesson plan.
2. Due: _____

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Cognitive Lesson Plan Format

- Topic:** #-#: TITLE
- Time Frame:** #:##
- Level of Instruction:** Level I or II
- Authority:**
- Behavioral Objective:**
- Condition:** Given ...
- Behavior:** The student will ...
- Standard:** With a minimum 80% accuracy according to the information contained in
- Materials Needed:**
- Writing board/pad with markers/erasers
 - Appropriate audiovisual training aids and devices
- References:**
- Title, Publisher, ## or Year Edition, Chapter or Page ##
- Preparation:** Each instructor must develop a motivational statement on why the student should learn the upcoming material. The purpose is to establish relevancy of the lesson to the audience. The ACID BASE acronym can be used to help develop student motivation.
- | | |
|-----------------------------|---------------------|
| A ttention (attract) | B egin |
| C uriosity (arouse) | A ssociation |
| I nterest (create) | S tudents |
| D esire (stimulate) | E xperience |
- Cite examples or use related illustrations of near-miss incidents, injuries, or fatalities. Write this section "from the heart." Be creative! Have fun with it or be serious, but remember the goal is to stimulate student motivation.



TRAINING INSTRUCTOR 1C

Instructional Development Techniques



Topic 3-4: Developing a Cognitive Lesson Plan (SFT Format)

PRESENTATION

APPLICATION

NOTE: Distribute Information Sheet #-#-#: Title.

I. ALL UPPER CASE

A.

B.

C.

NOTE: Reminder information for the instructor.

II.

A.

B.

C.

SLIDE: #-#-1

Overhead question?

CLASS ACTIVITY:
Complete Individual
Activity #-#-#: Title.

RETIRED CURRICULUM



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

Topic 3-4: Developing a Cognitive Lesson Plan (SFT Format)



Summary:

Include information that summarizes the lesson's highlights.

Evaluation:

The student will complete the activity and/or written test at a time determined by the instructor.

Assignment:

Review your notes and read Title, Publisher or Author, # Edition or Year Edition, Page(s) ### in order to prepare yourself for the upcoming test. Study for our next session.

RETIRED CURRICULUM



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

Topic 3-4: Developing a Cognitive Lesson Plan (SFT Format)



Sample Cognitive Lesson Plan

Topic:	2-4: Employing The Four-step Method Of Instruction
Time Frame:	0:30
Level of Instruction:	Level II
Authority:	Training Instructor CTS #2: Describe And Demonstrate The Development Of Instructional Materials
Behavioral Objective:	
Condition:	Given a summative test
Behavior:	The student will describe the purposes of and techniques used during each step of the four-step method of instruction
Standard:	With a minimum 80% accuracy on the summative test according to the information contained in <u>Fire and Emergency Services Instructor</u> , IFSTA, Seventh Edition, Pages 193-196
Materials Needed:	<ul style="list-style-type: none">• Writing board/pad with markers/erasers• Appropriate audiovisual training aids and devices
References:	<ul style="list-style-type: none">• <u>Fire and Emergency Services Company Officer</u>, IFSTA, Fourth Edition, Pages 265-266• <u>Fire and Emergency Services Instructor</u>, IFSTA, Seventh Edition, Pages 193-196
Preparation:	Developing and delivering lesson plans should follow a model that has been proven effective. The four-step method of instruction has a long history of being used in career technical education. By employing this method in developing instructional materials, the instructor improves the success rate of the learning process.

PRESENTATION

APPLICATION

I. THE FOUR-STEP METHOD OF INSTRUCTION

A. A method of instruction consisting of four steps

1. Preparation
2. Presentation
3. Application
4. Evaluation

NOTE: Refer to Figure 9.2, Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 194.

II. PREPARATION

A. Purpose

1. To prepare the instructor to teach
2. To prepare the students to learn
 - a) Create motivation

B. Preparing the instructor

1. Begin well in advance of the course
2. Evaluate the audience
 - a) What are the needs of the students?
3. Research the skill or topic and gather references
4. Review and modify or create the lesson plan
5. Create a comfortable physical learning environment

- a) Classroom arrangement and seating

SLIDE: 2-4-1

SLIDE: 2-4-2

SLIDE: 2-4-3

What are some things instructors can do to prepare themselves?

What are some components of the physical learning environment?

PRESENTATION	APPLICATION
<p>b) Climate c) Lighting 6. Gather necessary resources and teaching aids</p> <p>C. Preparing the student</p> <p>1. Motivation should pass the "ACID" test</p> <ul style="list-style-type: none">a) <u>A</u>ttention – Attractb) <u>C</u>uriosity – Arousec) <u>I</u>nterest – Created) <u>D</u>esire – Stimulate <p>2. Create a foundation for learning by establishing a "BASE"</p> <ul style="list-style-type: none">a) <u>B</u>eginb) <u>A</u>ssociatingc) <u>S</u>tudentsd) <u>E</u>xperiences <p>3. How to accomplish</p> <ul style="list-style-type: none">a) Ask questionsb) Cite examplesc) Relate previous experiencesd) Review previous lessonse) Conduct diagnostic quizzesf) Cite the benefits of learning the lesson	<p>SLIDE: 2-4-4</p> <p>SLIDE: 2-4-5</p> <p>What are some methods for an instructor to motivate students?</p>



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

Topic 3-4: Developing a Cognitive Lesson Plan (SFT Format)



Summary:

The four-step method of instruction is a proven, effective method of delivering career-technical education. The four steps are 1) Preparation, where the instructor and student are prepared for the learning process, 2) Presentation, where new information is imparted to the student, 3) Application, the most important step where the student becomes involved in the learning process, and 4) Evaluation, where the learning process is evaluated. By employing this method in instructional delivery, there is a greater success rate.

Evaluation:

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

Assignment:

Review your notes and read Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 193-196 in order to prepare yourself for the upcoming test. Study for our next session.

RETIRED CURRICULUM

Individual Activity 3-4-2: Cognitive Teaching Demonstration

Time Frame:

Homework

Materials Needed:

- Self-prepared lesson plan
- Appropriate audiovisual training aids
- 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 a self-prepared 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 30-minute presentation from your self-prepared 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 limited to a maximum of two minutes.
 - Conclude the presentation with a summary and assignment, if appropriate.
5. Your presentation time must be at least 25 minutes and no longer than 35 minutes.
6. You will be evaluated by both student evaluators and the Primary Instructor for the class or a qualified Skills Evaluator.



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

Topic 3-4: Developing a Cognitive Lesson Plan (SFT Format)



Sample Passing Student Instructor Cognitive Teaching Demonstration Evaluation

Student Instructor: William James

Demo #: [] 1st [] 2nd

Topic: Types of Fire Service Ground Ladders

Date: October 31

Level of Instruction: II

Student Evaluator: Colleen Buhler

Primary [] Secondary []

EVALUATED COMPONENTS		CONSIDER	YES	NO	Pass or Fail
1. CLASSROOM MANAGEMENT	Seating arrangement, lighting, distractions		<input checked="" type="checkbox"/>	<input type="checkbox"/>	(P) or F (A)
Comments: <u>Used the chevron design. Dimmed the lights.</u>					
2. LEARNING OBJECTIVE	Must include Condition, Behavior, Standard		<input checked="" type="checkbox"/>	<input type="checkbox"/>	(P) or F (A)
Comments: <u>Clearly stated</u>					
3. PREPARATION	ACID BASE		<input checked="" type="checkbox"/>	<input type="checkbox"/>	(P) or F (A)
Comments:					
4. PRESENTATION					
4a. Content	Appropriate lesson flow, known to unknown		<input checked="" type="checkbox"/>	<input type="checkbox"/>	(P) or F (A)
Comments: <u>Good flow of material, referred back to what students had already learned then proceeded with new material.</u>					
4b. Verbal Communication	Volume, clarity, interferences		<input checked="" type="checkbox"/>	<input type="checkbox"/>	(P) or F (A)
Comments: <u>Started a bit quiet but grew louder. Overused the term "fantastic" when affirming student responses.</u>					
4c. Nonverbal Communication	Eye contact, gestures, distracting mannerisms		<input checked="" type="checkbox"/>	<input type="checkbox"/>	(P) or F (A)
Comments: <u>Maintained good eye contact with the entire class.</u>					
5. APPLICATION					
5a. Audiovisual Training Aids	Easily seen, support lecture, used effectively		<input checked="" type="checkbox"/>	<input type="checkbox"/>	(P) or F (A)
Comments: <u>Used slides effectively.</u>					



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

Topic 3-4: Developing a Cognitive Lesson Plan (SFT Format)



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"/>	<input checked="" type="checkbox"/>	(P) or F (A)
Comments: <i>Used overhead questions frequently but exclusively. Vary it up a little!</i>						
6. SUMMARY		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	(P) or F (A)
Comments:						
7. EVALUATION:		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	(P) or F
8. ASSIGNMENT		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	(P) or F
⚠ - Critical Component: Failure on this component results in failure of the teaching demonstration						

[X] Primary or [] Secondary Student Evaluator: 27:40 Actual Teaching Time
 Grade: Pass [X] Fail []

Comments: *Really good demo! Watch saying "fantastic" so often. Vary your types of application questions.*

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

Comments:



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

Topic 3-4: Developing a Cognitive Lesson Plan (SFT Format)



Sample Failing Student Instructor Cognitive Teaching Demonstration Evaluation

Student Instructor: Bill Buckner

Demo #: 1st 2nd

Topic: Defensive Tactics at Residential Structure Fires

Date: October 31

Level of Instruction: II

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"/> P or <input checked="" type="radio"/> F
Comments: <u>Standard classroom setup. Closed the blinds room was dark.</u>					
2. LEARNING OBJECTIVE	Must include Condition, Behavior, Standard		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/> P or <input checked="" type="radio"/> F
Comments: <u>Did not state the condition or the standard.</u>					
3. PREPARATION	ACID BASE		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> P or <input checked="" type="radio"/> F
Comments: <u>Showed a video clip to create interest and it worked!</u>					
4. PRESENTATION					
4a. Content	Appropriate lesson flow, known to unknown		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/> P or <input checked="" type="radio"/> F
Comments: <u>Content did not match lesson topic title. Material seemed disorganized.</u>					
4b. Verbal Communication	Volume, clarity, interferences		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> P or <input checked="" type="radio"/> F
Comments: <u>Good volume. Slow down a little Watch the "OKs"</u>					
4c. Nonverbal Communication	Eye contact, gestures, distracting mannerisms		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/> P or <input checked="" type="radio"/> F
Comments: <u>Played with his wedding ring throughout. Personal problem or nerves?? Stared at the first row of students only.</u>					
5. APPLICATION					
5a. Audiovisual Training Aids	Easily seen, support lecture, used effectively		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> P or <input checked="" type="radio"/> F
Comments: <u>Good video clips. Prepared the class well before each.</u>					



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

Topic 3-4: Developing a Cognitive Lesson Plan (SFT Format)



EVALUATED COMPONENTS	CONSIDER	YES	NO	Pass or Fail
5b. Active Learning Environment	Questioning techniques, interaction, feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	P or F <input type="checkbox"/> <input checked="" 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"/>	P or F <input type="checkbox"/> <input checked="" type="checkbox"/>
Comments:				
7. EVALUATION:		<input checked="" type="checkbox"/>	<input type="checkbox"/>	P or F <input type="checkbox"/> <input checked="" type="checkbox"/>
8. ASSIGNMENT		<input checked="" type="checkbox"/>	<input type="checkbox"/>	P or F <input type="checkbox"/> <input checked="" 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: 22:30 Actual Teaching Time
 Grade: Pass [] Fail [X]

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

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

Comments:



TRAINING INSTRUCTOR 1C

Instructional Development Techniques



Topic 3-5: Developing a Psychomotor Lesson Plan (SFT Format)

Topic 3-5: Developing a Psychomotor Lesson Plan (SFT Format)

Student information for this topic can also be found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 127 and 321-339.

RETIRED CURRICULUM

Individual Activity 3-5-1: Psychomotor Lesson Plan Development

Time Frame:

1:00 in-class; completed as homework

Materials Needed:

- Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 321-354
- Psychomotor lesson plan format and sample
- Pen or pencil, paper

Introduction:

This activity provides the students the opportunity to develop their personal skills by developing a lesson plan. The lesson plan is a guide for the instructor. The lesson plan will list, in an organized sequence, those things that instructors must say and do to help their students learn. This will assist instructors to effectively manage the learning time while preventing over teaching or under teaching of the particular topic for the teaching session.

Directions:

1. Review Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 321-354.
2. Develop a psychomotor lesson plan based on your selected topic.
3. Bring your original documents and a second complete package for your instructor.
4. Due: _____
5. If you do not meet the passing criteria, you will have one opportunity to submit a rewrite of your adapted lesson plan.
6. You will use these adapted materials for your upcoming teaching demonstration.



TRAINING INSTRUCTOR 1C

Instructional Development Techniques



Topic 3-5: Developing a Psychomotor Lesson Plan (SFT Format)

Psychomotor Lesson Plan Format

Topic: How To...

Time Frame: #:#

Level of Instruction: Level II

Authority:

Behavioral Objective:

Condition: Given

Behavior: The student will

Standard: Completing all operations within _____ according to the skills sheet

Materials Needed:

- Skills sheet
- Etc.

References:

- Title, Publisher or Author, # Edition or Year Edition, Page(s) ###

Preparation:

Each instructor must develop a motivational statement on why the student should learn the upcoming material. The purpose is to establish relevancy of the lesson to the audience. The ACID BASE acronym can be used to help develop student motivation.

Attention (attract)

Begin

Curiosity (arouse)

Association

Interest (create)

Students

Desire (stimulate)

Experience

Cite examples or use related illustrations of near-miss incidents, injuries, or fatalities. Write this section "from the heart." Be creative! Have fun with it or be serious, but remember the goal is to stimulate student motivation.



TRAINING INSTRUCTOR 1C

Instructional Development Techniques



Topic 3-5: Developing a Psychomotor Lesson Plan (SFT Format)

OPERATIONS	KEY POINTS
1. Verb statement	1a. b. c.
2. Verb statement	2a. b.
3. Verb statement	3a. b.

RETIRED CURRICULUM



TRAINING INSTRUCTOR 1C

Instructional Development Techniques



Topic 3-5: Developing a Psychomotor Lesson Plan (SFT Format)

Application:

The student will practice performing the operations in the skills sheet while under supervision.

Evaluation:

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

Assignment:

Practice this job in order to prepare yourself for the upcoming performance test. Study for our next session.

RETIRED CURRICULUM



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

Topic 3-5: Developing a Psychomotor Lesson Plan (SFT Format)



Sample Psychomotor Lesson Plan

Topic:	How To Make An In-service Straight Roll
Time Frame:	0:15
Level of Instruction:	Level II
Authority:	Fire Fighter Certification Training Standards, SFT
Behavioral Objective:	
Condition:	Given a 50-foot length of 2½" hoseline and appropriate personal protective equipment
Behavior:	The student will make an in-service straight roll
Standard:	Completing all operations within _____ according to the skills sheet
Materials Needed:	<ul style="list-style-type: none">• Skills sheet• 50-foot length of 2½" hoseline• Appropriate personal protective equipment
References:	<ul style="list-style-type: none">• <u>Essentials of Fire Fighting</u>, IFSTA, Fifth Edition, Chapter 12• <u>Fire Hose Practices</u>, IFSTA, Eighth Edition, Chapter 4
Preparation:	There are a number of different methods of rolling hoseline, depending on its intended use. In all methods, care must be taken to protect the couplings. It is frequently necessary to roll sections of hoseline following fires and drill evolutions. The in-service straight roll method is quick and easy to perform.

OPERATIONS	KEY POINTS
1. Lay out hoseline	1a. On clean surface b. Flat, straight line c. Without twisting
2. Take position	2a. At male coupling b. To start the roll
3. Grasp male coupling	3a. With both hands b. Facing female end of hoseline
4. Roll coupling	4a. Forward over hoseline b. Forming a coil open enough to insert fingers c. Tightly
5. Roll hoseline	5a. Toward female coupling b. Keeping edges evenly aligned c. Tightly d. Not rolling over female coupling e. To end of hoseline
6. Lay hose roll	6a. On its side b. When completely rolled to female coupling
7. Align protruding coils	7a. By tamping down into roll with a foot b. Gently



TRAINING INSTRUCTOR 1C

Instructional Development Techniques



Topic 3-5: Developing a Psychomotor Lesson Plan (SFT Format)

Application:

The student will practice performing the operations in the skills sheet while under supervision.

Evaluation:

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

Assignment:

Practice this job in order to prepare yourself for the upcoming performance test. Study for our next session.

RETIRED CURRICULUM

Individual Activity 3-5-2: Psychomotor Teaching Demonstration

Time Frame:

Homework

Materials Needed:

- Self-prepared lesson plan
- Appropriate audiovisual training aids
- Sample Passing Student Instructor Psychomotor Teaching Demonstration Evaluation
- Sample Failing Student Instructor Psychomotor Teaching Demonstration Evaluation

Introduction:

This activity provides the student with the opportunity to deliver a psychomotor lesson from a self-prepared lesson plan. Instructor led presentations require an awareness of the students' knowledge base and several factors regarding the learning environment. Such things as 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 Psychomotor Teaching Demonstration Evaluation form.
3. Review the Sample Failing Student Instructor Psychomotor Teaching Demonstration Evaluation form.
4. Prepare to teach a 15-minute presentation from your self-prepared psychomotor lesson plan following the four-step method of instruction.
 - Include a clearly stated student behavioral objective.
 - Follow your lesson plan.
 - Use appropriate personal protective equipment.
 - Reinforce teaching points.
 - Allow time for student application while you supervise and provide feedback.
 - Allow time for student evaluation.
 - Conclude the presentation with an 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 a student evaluator.



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

Topic 3-5: Developing a Psychomotor Lesson Plan (SFT Format)



Sample Passing Student Instructor Psychomotor Teaching Demonstration Evaluation

Student Instructor: William James

Demo #: [] 1st [] 2nd

Topic: How To Inspect A Pulaski

Date: October 31

Level of Instruction: I

Student Evaluator: Colleen Buhler

Primary [] Secondary []

EVALUATED COMPONENTS		CONSIDER		YES	NO	Pass or Fail
1. MANAGED TRAINING ENVIRONMENT	Disruptions, distractions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(P) or F (A)
Comments: <i>All students had a good view of the demo.</i>						
2. LEARNING OBJECTIVE	Must include Condition, Behavior, Standard	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(P) or F (A)
Comments: <i>Stated clearly.</i>						
3. PREPARATION	ACID BASE, Effective	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(P) or F (A)
Comments: <i>Tied need to know to everyday tool use. Stressed safety.</i>						
4. PRESENTATION						
4a. Content	Appropriate lesson flow, known to unknown	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(P) or F (A)
Comments: <i>Good flow. Followed skills sheet.</i>						
4b. Training Aids and Props	Same as what the students will use, easily seen, used effectively and safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(P) or F (A)
Comments: <i>Equipment set-up for students to see. Had everything he needed.</i>						
4c. Performed Skill at Full-speed	Using skills sheet, promoting safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(P) or F (A)
Comments: <i>Performed smoothly according to skills sheet. Maintained good eye contact with the entire class.</i>						
4d. Performed Slowly, Verbalizing	Operations and key points, promoting safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(P) or F (A)
Comments: <i>Stressed safety. Made sure all could see and hear.</i>						
4e. Verbal Communication	Volume, clarity, interferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(P) or F (A)
Comments: <i>Good volume and clarity. Talked to students, not at them.</i>						



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

Topic 3-5: Developing a Psychomotor Lesson Plan (SFT Format)



EVALUATED COMPONENTS		CONSIDER	YES	NO	Pass or Fail
4f. Nonverbal Communication	Eye contact, gestures, distracting mannerisms		<input checked="" type="checkbox"/>		(P) or F
Comments: <i>Had good eye contact throughout the demonstration. Made sure everyone could see what he was doing.</i>					
5. APPLICATION					
5a. Student Skill Performance	Checking key points, correcting errors		<input checked="" type="checkbox"/>		(P) or F
Comments: <i>Worked with each student and guided through the demo. Corrected any mistakes and reminded them of safety issues.</i>					
5b. Active Learning Environment	Questioning techniques, interaction, feedback		<input checked="" type="checkbox"/>		(P) or F
Comments: <i>Asked students questions. Gave positive feedback.</i>					
6. EVALUATION:	Student performs without assistance		<input checked="" type="checkbox"/>		(P) or F
7. ASSIGNMENT			<input checked="" type="checkbox"/>		(P) or F
- Critical Component: Failure on this component results in failure of the teaching demonstration					

[] Primary or [] Secondary Student Evaluator: 15:12 Actual Teaching Time
 Grade: Pass [] Fail []

Comments: *Good job! Don't over praise.
 Glad you failed the student that wasn't trying.*

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

Comments:



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

Topic 3-5: Developing a Psychomotor Lesson Plan (SFT Format)



Sample Failing Student Instructor Psychomotor Teaching Demonstration Evaluation

Student Instructor: Bill Buckner

Demo #: 1st [] 2nd

Topic: How To Perform a Working Hose Drag

Date: October 31

Level of Instruction: II

Student Evaluator: Mark Ferreira

Primary Secondary []

EVALUATED COMPONENTS		CONSIDER	YES	NO	Pass or Fail
1. MANAGED TRAINING ENVIRONMENT	Disruptions, distractions		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> P or <input checked="" type="radio"/> F
Comments: <u>Allowed all students to see the demo.</u>					
2. LEARNING OBJECTIVE	Must include Condition, Behavior, Standard		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/> P or <input checked="" type="radio"/> F
Comments: <u>Did not say what the standard would be!</u>					
3. PREPARATION	ACID/BASE Effective		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> P or <input checked="" type="radio"/> F
Comments: <u>Used a short video of a recent fire showing this skill</u>					
4. PRESENTATION					
4a. Content	Appropriate lesson flow, known to unknown		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> P or <input checked="" type="radio"/> F
Comments: <u>Skills sheet appeared to be complete.</u>					
4b. Training Aids and Props	Same as what the students will use, easily seen, used effectively and safety		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> P or <input checked="" type="radio"/> F
Comments: <u>Equipment set-up prior to the demo. Had more than he needed.</u>					
4c. Performed Skill at Full-speed	Using skills sheet, promoting safety		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/> P or <input checked="" type="radio"/> F
Comments: <u>Did not follow the skills sheet. Went a little too fast!</u>					
4d. Performed Slowly, Verbalizing	Operations and key points, promoting safety		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/> P or <input checked="" type="radio"/> F
Comments: <u>Omitted this step.</u>					
4e. Verbal Communication	Volume, clarity, interferences		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> P or <input checked="" type="radio"/> F
Comments: <u>Good clear voice, volume, and clarity.</u>					



TRAINING INSTRUCTOR 1C

Instructional Development Techniques



Topic 3-5: Developing a Psychomotor Lesson Plan (SFT Format)

EVALUATED COMPONENTS		CONSIDER	YES	NO	Pass or Fail
4f. Nonverbal Communication	Eye contact, gestures, distracting mannerisms		<input checked="" type="checkbox"/>		<input checked="" type="radio"/> P or <input type="radio"/> F
Comments: <i>Maintained eye contact with several students.</i>					
5. APPLICATION					
5a. Student Skill Performance	Checking key points, correcting errors		<input checked="" type="checkbox"/>		<input type="radio"/> P or <input checked="" type="radio"/> F
Comments: <i>Helped each student. Was impatient with one student who didn't get it.</i>					
5b. Active Learning Environment	Questioning techniques, interaction, feedback			<input checked="" type="checkbox"/>	P or <input checked="" type="radio"/> F
Comments: <i>Only asked one question at the end, "Did everyone see that?"</i>					
6. EVALUATION:	Student performs without assistance		<input checked="" type="checkbox"/>		<input checked="" type="radio"/> P or <input type="radio"/> F
7. ASSIGNMENT				<input checked="" type="checkbox"/>	P or <input checked="" type="radio"/> F
- Critical Component: Failure on this component results in failure of the teaching demonstration					

Primary or Secondary Student Evaluator: 20:25 Actual Teaching Time

Grade: Pass Fail

Comments: *Did not provide standard in SBO.*

*Use of video was effective. Didn't complete each operation on the skills sheet.
No interaction.*

Master Instructor or Skills Evaluator: _____ Actual Teaching Time

Grade: Pass Fail

Comments:



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

Topic 3-6: Developing and Employing Ancillary Components



Topic 3-6: Developing and Employing Ancillary Components

Student information for this topic can also be found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 339-349.

RETIRED CURRICULUM

Individual Activity 3-6-1: Developing Ancillary Components

Time Frame:	0:30 (in-class) and homework
Materials Needed:	<ul style="list-style-type: none">• <u>Fire and Emergency Services Instructor</u>, IFSTA, Seventh Edition, Pages 339-349• Computer with word processing software and printer• Lesson plan developed in Individual Activity 3-4-2
Introduction:	This activity provides the students the opportunity to develop a variety of ancillary components for a lesson plan.
Directions:	<ol style="list-style-type: none">1. Review <u>Fire and Emergency Services Instructor</u>, IFSTA, Seventh Edition, Pages 339-3492. Following the guidelines in the text, develop the following three ancillary components for your cognitive lesson plan:<ul style="list-style-type: none">▪ Information sheet▪ Study sheet▪ Worksheet or activity sheet3. Assignments must be computer printed.4. Assignments will be graded on completeness, accuracy, content, format, and presentation.5. The assignment is due on _____.



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

Topic 3-7: Selecting and Employing Audiovisual Training Aids



Topic 3-7: Selecting and Employing Audiovisual Training Aids

Student information for this topic can be found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 249-272.

RETIRED CURRICULUM



TRAINING INSTRUCTOR 1C

Instructional Development Techniques



Topic 3-8: Transition Techniques Within and Between Audiovisual Training Aid Devices

Topic 3-8: Transition Techniques Within and Between Audiovisual Training Aid Devices

Student information for this topic can be found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 255-258.

RETIRED CURRICULUM



TRAINING INSTRUCTOR 1C

Instructional Development Techniques



Topic 3-9: Cleaning and Field Level Maintenance for Audiovisual Training Aid Devices

Topic 3-9: Cleaning and Field Level Maintenance for Audiovisual Training Aid Devices

Student information for this topic can be found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 272-274.

RETIRED CURRICULUM

Audiovisual Checklist

Have You Included ...

- Projected media?
- Nonprojected media?
- Simulations?
- Ancillary components?

Do Your Materials ...

- Support the lesson/behavioral objective?
- Enhance learning?
- Add interest?
- Clarify the topic?
- Emphasize the topic?
- Enhance retention?
- Appeal to the senses?
 - Sight, sound, touch

Are Your Materials Appropriate ...

- For the class size?
- In color?
- For the environment (indoor/outdoor)?
- And legal?
 - Copyright/fair use/plagiarism
- And legible?

Do Your Materials Provide For ...

- Revelation?
- Changing stimulus?
- Student participation?

Do Your Transitions Provide ...

- An avenue to maintain interest?
- Continuity?
- Consistency?
- Relationships?
- Student focus?
- Preview?
- Summary?

Okay, Are You Ready? ...

- Audiovisual aids are not a crutch
- Presentation software does not replace the instructor
- Instructors must practice using audiovisual aids
- Be prepared to use planned audiovisual
- Appropriate inventory is a must
 - Easels
 - Tape
 - Extension cords
 - Computer
 - Projector
 - Screen
 - Sound system
 - Presentation
 - Handouts
 - Quizzes
- Be prepared with "Plan B"

Individual Activity 3-10-1: Developing Audiovisual Training Aids

Time Frame:	0:30 in-class; completed as homework
Materials Needed:	<ul style="list-style-type: none">• <u>Fire and Emergency Services Instructor</u>, IFSTA, Seventh Edition, Pages 73-75, 149-152, 248-274, and 349-352• Audiovisual Checklist
Introduction:	As an instructor, you have an obligation to develop audiovisual materials to support your lessons. This activity provides the students the opportunity to develop audiovisual materials to use during the cognitive lesson plan teaching demonstration. The instructor will be available for assistance during the classroom portion.
Directions:	<ol style="list-style-type: none">1. Review your notes for this lesson.2. Read <u>Fire and Emergency Services Instructor</u>, IFSTA, Seventh Edition, Pages 73-75, 149-152, 248-274, and 349-352.3. Prepare a minimum of two (2) types of audiovisual aids to be presented with the delivery of your cognitive lesson plan.<ul style="list-style-type: none">▪ One must be projected and one nonprojected4. Use the information in your student supplement as a guide to make sure your audiovisual materials support your lesson.

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TRAINING INSTRUCTOR 1C

Instructional Development Techniques



Topic 3-11: Procedures Used for Evaluating Student Instructor Teaching Demonstrations

Topic 3-11: Procedures Used for Evaluating Student Instructor Teaching Demonstrations

Student information for this topic can also be found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 359-362.

RETIRED CURRICULUM

Individual Activity 3-11-1: Evaluating a Student Instructor's Cognitive Teaching Demonstration as the Primary Evaluator

Time Frame: 0:45

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 provide 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 1C course and give constructive, positive feedback to their fellow students.

Directions:

1. Review the blank Cognitive Teaching Demonstration Evaluation form.
2. Review the Sample Passing Student Instructor Cognitive Teaching Demonstration Evaluation form. Pay special attention to the details of the remarks in each category.
3. Review the Sample Failing Student Instructor Cognitive Teaching Demonstration Evaluation form. 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.

Individual Activity 3-11-2: Evaluating a Student Instructor's Cognitive Teaching Demonstration as the Secondary Evaluator

Time Frame: 0:45

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 provide 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 1C course and give constructive, positive feedback to their fellow students.

Directions:

1. Review the blank Cognitive Teaching Demonstration Evaluation form.
2. Review the Sample Passing Student Instructor Cognitive Teaching Demonstration Evaluation form. Pay special attention to the details of the remarks in each category.
3. Review the Sample Failing Student Instructor Cognitive Teaching Demonstration Evaluation form. 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.

Individual Activity 3-11-3: Evaluating a Student Instructor's Psychomotor Teaching Demonstration as the Primary Evaluator

Time Frame: 0:30

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

Introduction: This activity provides the student the opportunity to observe student instructor teaching demonstrations and provide 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 1C course and give constructive, positive feedback to their fellow students.

- Directions:**
1. Review the blank Psychomotor Student Teaching Demonstration Evaluation Form.
 2. Review the Sample Passing Student Instructor Psychomotor Teaching Demonstration Evaluation form. Pay special attention to the details of the remarks in each category.
 3. Review the Sample Failing Student Instructor Psychomotor Teaching Demonstration Evaluation form. 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 1C

Instructional Development Techniques



Topic 3-11: Procedures Used for Evaluating Student Instructor Teaching Demonstrations

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				P or F
Comments:					
2. LEARNING OBJECTIVE	Must include Condition, Behavior, Standard				P or F
Comments:					
3. PREPARATION	ACID BASE				P or F
Comments:					
4. PRESENTATION					
4a. Content	Appropriate lesson flow, known to unknown				P or F
Comments:					
4b. Verbal Communication	Volume, clarity, interferences				P or F
Comments:					
4c. Nonverbal Communication	Eye contact, gestures, distracting mannerisms				P or F
Comments:					
5. APPLICATION					
5a. Audiovisual Training Aids	Easily seen, support lecture, used effectively				P or F
Comments:					



TRAINING INSTRUCTOR 1C

Instructional Development Techniques



Topic 3-11: 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:				
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 1C

Instructional Development Techniques



Topic 3-11: Procedures Used for Evaluating Student Instructor Teaching Demonstrations

Student Instructor Psychomotor 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. MANAGED TRAINING ENVIRONMENT	Disruptions, distractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments: _____						
2. LEARNING OBJECTIVE	Must include Condition, Behavior, Standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments: _____						
3. PREPARATION	ACID BASE, Effective	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments: _____						
4b. Training Aids and Props	Same as what the students will use, easily seen, used effectively and safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments: _____						
4c. Performed Skill at Full-speed	Using skills sheet, promoting safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments: _____						
4d. Performed Slowly, Verbalizing	Operations and key points, promoting safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments: _____						
4e. Verbal Communication	Volume, clarity, interferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments: _____						



TRAINING INSTRUCTOR 1C

Instructional Development Techniques



Topic 3-11: Procedures Used for Evaluating Student Instructor Teaching Demonstrations

EVALUATED COMPONENTS		CONSIDER		YES	NO	Pass or Fail
4f. Nonverbal Communication	Eye contact, gestures, distracting mannerisms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:						
5. APPLICATION						
5a. Student Skill Performance	Checking key points, correcting errors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:						
5b. Active Learning Environment	Questioning techniques, interaction, feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:						
6. EVALUATION:	Student performs without assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
7. ASSIGNMENT		<input type="checkbox"/>	<input type="checkbox"/>	<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 1C

Instructional Development Techniques



Topic 4-1: Purpose, Selection Criteria, and Elements of Test Instruments

Topic 4-1: Purpose, Selection Criteria, and Elements of Test Instruments

Student information for this topic can also be found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 303-318, 375-405, and 410.

RETIRED CURRICULUM

Testing and Evaluation Processes

A properly developed, constructed, and presented evaluation process will improve the quality of learning. Used as an instructional aid, tests can prove or disprove the axiom, "If the student hasn't learned, the instructor hasn't taught."

Definitions

- Test
 - A critical examination, observation, or evaluation.
 - An ordeal or oath required as proof of conformity with a set of beliefs.
 - A procedure, reaction, or reagent used to identify or characterize a substance or constituents.
 - A series of questions, exercises, or other means of measuring the skill, knowledge, intelligence, capabilities, or aptitudes of an individual or group.
- Examination
 - The act or process of examining.
 - An exercise designed to examine progress or test qualifications or knowledge.
 - A formal interrogation.
- Evaluation
 - Any method used to gather feedback from participants to determine the efficiency of both teaching and learning.
 - To examine and judge.

Developing a Testing Instrument

A good test should be valid, comprehensive, discriminating, easy-to-give, easy-to-take, easy-to-score, and reliable.

- Valid
 - The test or item must measure what it is supposed to measure.
- Comprehensive
 - The test should be constructed so that it can measure the individual's ability in all phases of the course.
- Discriminating
 - The test must separate the good students from the poor students.
 - The test must include items that can be answered only by students who apply themselves.
- Easy to give
 - The testing instrument should be constructed so that the instructor can concentrate on the participants during the testing period.

- Easy to take
 - The test must include instructions that are clear and complete so that class members will know exactly what they are supposed to do.
- Easy to score
 - The test must be well constructed and specific, with no ambiguities in the items or the directions.
- Reliable
 - The test should accurately and consistently evaluate performance.
 - A reliable test is free from ambiguous items or directions, vague scoring criteria, environmental distractions, and opportunities for cheating or guessing.

Classes and Types of Tests

- Formal
 - Usually developed by professional test makers to include instruments to measure intelligence, aptitudes, interest, and other characteristics.
- Informal
 - Usually constructed by instructors to measure the results of their teaching.
 - Oral tests
 - Usually a one-on-one situation used to measure a participant's understanding of the course content.
 - Skills/Performance tests
 - Usually used to measure a participant's proficiency in performing a job or evolution, usually involving the use of the hands.
 - Written Tests
 - Usually designed to measure retention and understanding of technical information.
- Subjective
 - An essay test usually requires the participants to write out long answers and is easy to construct but difficult to score because of the many irrelevant and hard-to-control factors (legibility and writing ability).
- Objective
 - Scoring is not influenced by outside factors.
 - Recognition tests
 - True-false, multiple-choice, and matching tests are examples of recognition objective tests.
 - Recall tests
 - When the student must supply the answer, no alternatives are provided to the test taker. Examples of recall objective tests are short answer, single completion, and multiple completion (fill-in) tests.

Purpose of Testing

Classification

If the purpose of a test is to classify students, to establish letter grades, or to identify those students who will pass or fail, the test is a classification test. Midterm exams and summative tests are examples of classification tests.

Diagnosis

The diagnostic test or quiz is usually shorter than the classification tests and is designed to measure retention and understanding of smaller units of information. It is a valuable teaching aid, permitting the teacher to determine, at frequent intervals, the rate of student comprehension and readiness to profit by more advanced information. A quiz used to review a lesson or series of lessons, followed by discussion of questions and answers, is one of the best teaching-learning aids.

RETIRED CURRICULUM

Group Activity 4-2-1: Creating an Oral Test

Time Frame: 0:30

Materials Needed:

- Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 306-307 and 401-402
- Paper
- Pen or pencil

Introduction: This activity provides the students the opportunity to apply their knowledge of creating and administering oral tests.

Directions:

1. Review class notes from the lecture.
2. Read Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 306-307 and 401-402
3. As a group, select one member's self-prepared cognitive lesson plan.
4. Prepare a 5-item oral test that covers the subject matter from that cognitive lesson plan.
5. Be prepared to discuss your oral test questions in class.

Individual Activity 4-2-2: Creating a Multiple-choice Written Test

Time Frame:	Homework
Materials Needed:	<ul style="list-style-type: none">• <u>Fire and Emergency Services Instructor</u>, IFSTA, Seventh Edition, Pages 387-393• Computer or typewriter• Printer and/or paper
Introduction:	This activity provides the students the opportunity to apply their knowledge of creating and administering multiple-choice tests.
Directions:	<ol style="list-style-type: none">1. Review class notes from the lecture.2. Read <u>Fire and Emergency Services Instructor</u>, IFSTA, Seventh Edition, Pages 387-393.3. Prepare a 5-item multiple-choice test that covers the subject matter from your cognitive lesson plan. <i>Multiple-choice test must be typed or computer generated.</i>4. Submit one (1) copy to the instructor on _____.5. Make four (4) copies and be prepared to administer your completed test on _____.

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Individual Activity 4-2-3: Creating a True-False Written Test

Time Frame:

Homework

Materials Needed:

- Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 387-396
- Computer or typewriter
- Printer and/or paper

Introduction:

This activity provides the students the opportunity to apply their knowledge of creating and administering true-false written tests.

Directions:

1. Review class notes from the lecture.
2. Read Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 387-396
3. Prepare a 5-item true-false test that covers the subject matter from your cognitive lesson plan.
True-False test must be typed or computer generated.
4. Submit one (1) copy to the instructor on _____.
5. Make four (4) copies and be prepared to administer your completed test on _____.



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

Topic 4-3: Methods of Administering and Grading Test Instruments



Topic 4-3: Methods of Administering and Grading Test Instruments

Student information for this topic can also be found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 308-315, 402-405.

RETIRED CURRICULUM

Group Activity 4-3-1: Test Administration

Time Frame: 0:30

Materials Needed:

- Tests prepared in Activities 4-2-2 or 4-2-3
- Appropriate answer sheet for students to take the test
- Answer key(s) and/or other scoring materials for the test
- Pen or pencil

Introduction:

This activity provides the students the opportunity to apply their knowledge of the test administration process by administering tests that they have developed.

Directions:

1. Review class notes from the lecture.
2. Read Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 308-315.
3. When directed to do so by the instructor, administer the following test to your group:
 - Multiple-choice test (Individual Activity 4-2-2)
or
 - True-false test (Individual Activity 4-2-3)
4. Grade the test using the answer key.
5. Discuss any difficulties or confusion your group may have had with the test.
6. Repeat Steps 3-5 until all group members have administered, graded, and discussed their test.



TRAINING INSTRUCTOR 1C

Instructional Development Techniques



Appendix A: Blank Evaluation Forms

Appendix A: Blank Evaluation Forms

RETIRED CURRICULUM

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TRAINING INSTRUCTOR 1C

Instructional Development Techniques

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				P or F
Comments:					
2. LEARNING OBJECTIVE	Must include Condition, Behavior, Standard				P or F
Comments:					
3. PREPARATION	ACID BASE				P or F
Comments:					
4. PRESENTATION					
4a. Content	Appropriate lesson flow, known to unknown				P or F
Comments:					
4b. Verbal Communication	Volume, clarity, interferences				P or F
Comments:					
4c. Nonverbal Communication	Eye contact, gestures, distracting mannerisms				P or F
Comments:					
5. APPLICATION					
5a. Audiovisual Training Aids	Easily seen, support lecture, used effectively				P or F
Comments:					



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

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:				
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 1C

Instructional Development Techniques



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			P or F	
Comments:					
2. LEARNING OBJECTIVE	Must include Condition, Behavior, Standard			P or F	
Comments:					
3. PREPARATION	ACID BASE			P or F	
Comments:					
4. PRESENTATION					
4a. Content	Appropriate lesson flow, known to unknown			P or F	
Comments:					
4b. Verbal Communication	Volume, clarity, interferences			P or F	
Comments:					
4c. Nonverbal Communication	Eye contact, gestures, distracting mannerisms			P or F	
Comments:					
5. APPLICATION					
5a. Audiovisual Training Aids	Easily seen, support lecture, used effectively			P or F	
Comments:					



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

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 1C

Instructional Development Techniques

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				P or F
Comments:					
2. LEARNING OBJECTIVE	Must include Condition, Behavior, Standard				P or F
Comments:					
3. PREPARATION	ACID BASE				P or F
Comments:					
4. PRESENTATION					
4a. Content	Appropriate lesson flow, known to unknown				P or F
Comments:					
4b. Verbal Communication	Volume, clarity, interferences				P or F
Comments:					
4c. Nonverbal Communication	Eye contact, gestures, distracting mannerisms				P or F
Comments:					
5. APPLICATION					
5a. Audiovisual Training Aids	Easily seen, support lecture, used effectively				P or F
Comments:					



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

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:				
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 1C

Instructional Development Techniques

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				P or F
Comments:					
2. LEARNING OBJECTIVE	Must include Condition, Behavior, Standard				P or F
Comments:					
3. PREPARATION	ACID BASE				P or F
Comments:					
4. PRESENTATION					
4a. Content	Appropriate lesson flow, known to unknown				P or F
Comments:					
4b. Verbal Communication	Volume, clarity, interferences				P or F
Comments:					
4c. Nonverbal Communication	Eye contact, gestures, distracting mannerisms				P or F
Comments:					
5. APPLICATION					
5a. Audiovisual Training Aids	Easily seen, support lecture, used effectively				P or F
Comments:					



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

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 1C

Instructional Development Techniques

Appendix A: Blank Evaluation Forms



Student Instructor Psychomotor 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. MANAGED TRAINING ENVIRONMENT	Disruptions, distractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:						
2. LEARNING OBJECTIVE	Must include Condition, Behavior, Standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:						
3. PREPARATION	ACID BASE, Effective	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:						
4b. Training Aids and Props	Same as what the students will use, easily seen, used effectively and safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:						
4c. Performed Skill at Full-speed	Using skills sheet, promoting safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:						
4d. Performed Slowly, Verbalizing	Operations and key points, promoting safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:						
4e. Verbal Communication	Volume, clarity, interferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:						



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

Appendix A: Blank Evaluation Forms



EVALUATED COMPONENTS		CONSIDER		YES	NO	Pass or Fail
4f. Nonverbal Communication	Eye contact, gestures, distracting mannerisms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:						
5. APPLICATION						
5a. Student Skill Performance	Checking key points, correcting errors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:						
5b. Active Learning Environment	Questioning techniques, interaction, feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:						
6. EVALUATION:	Student performs without assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
7. ASSIGNMENT		<input type="checkbox"/>	<input type="checkbox"/>	<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 1C

Instructional Development Techniques



Appendix A: Blank Evaluation Forms

Student Instructor Psychomotor 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.	MANAGED TRAINING ENVIRONMENT	Disruptions, 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, Effective	<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.	Training Aids and Props	Same as what the students will use, easily seen, used effectively and safety	<input type="checkbox"/>	<input type="checkbox"/>	P or F
	Comments: _____				

4c.	Performed Skill at Full-speed	Using skills sheet, promoting safety	<input type="checkbox"/>	<input type="checkbox"/>	P or F
	Comments: _____				

4d.	Performed Slowly, Verbalizing	Operations and key points, promoting safety	<input type="checkbox"/>	<input type="checkbox"/>	P or F
	Comments: _____				

4e.	Verbal Communication	Volume, clarity, interferences	<input type="checkbox"/>	<input type="checkbox"/>	P or F
	Comments: _____				



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

Appendix A: Blank Evaluation Forms



EVALUATED COMPONENTS		CONSIDER		YES	NO	Pass or Fail
4f. Nonverbal Communication	Eye contact, gestures, distracting mannerisms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:						
5. APPLICATION						
5a. Student Skill Performance	Checking key points, correcting errors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:						
5b. Active Learning Environment	Questioning techniques, interaction, feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments:						
6. EVALUATION:	Student performs without assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P or F
7. ASSIGNMENT		<input type="checkbox"/>	<input type="checkbox"/>	<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 1C

Instructional Development Techniques



Appendix A: Blank Evaluation Forms

Student Instructor Psychomotor 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. MANAGED TRAINING ENVIRONMENT	Disruptions, 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, Effective	<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. Training Aids and Props	Same as what the students will use, easily seen, used effectively and safety	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments: _____				
4c. Performed Skill at Full-speed	Using skills sheet, promoting safety	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments: _____				
4d. Performed Slowly, Verbalizing	Operations and key points, promoting safety	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments: _____				
4e. Verbal Communication	Volume, clarity, interferences	<input type="checkbox"/>	<input type="checkbox"/>	P or F
Comments: _____				



TRAINING INSTRUCTOR 1C

Instructional Development Techniques

Appendix A: Blank Evaluation Forms



EVALUATED COMPONENTS		CONSIDER	YES	NO	Pass or Fail
4f. Nonverbal Communication	Eye contact, gestures, distracting mannerisms				P or F
Comments:					
5. APPLICATION					
5a. Student Skill Performance	Checking key points, correcting errors				P or F
Comments:					
5b. Active Learning Environment	Questioning techniques, interaction, feedback				P or F
Comments:					
6. EVALUATION:	Student performs without assistance				P or F
7. 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: