FIRE 273.2 Course Outline as of Fall 2017

CATALOG INFORMATION

Dept and Nbr: FIRE 273.2 Title: FIRE SERVICE INST II
Full Title: Fire Service Instructor 2 Instructional Development
Last Reviewed: 10/14/2019

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.00	Lecture Scheduled	1.50	5	Lecture Scheduled	7.50
Minimum	1.00	Lab Scheduled	6.50	2	Lab Scheduled	32.50
		Contact DHR	0		Contact DHR	0
		Contact Total	8.00		Contact Total	40.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 15.00 Total Student Learning Hours: 55.00

Title 5 Category:	AA Degree Applicable
Grading:	P/NP Only
Repeatability:	00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:	
Formerly:	

Catalog Description:
This course provides the skills and knowledge necessary for the intermediate level professional instructor to perform his or her duties safely, effectively, and competently. The curriculum is based on the National Fire Protection Association (NFPA) 1041 Standard for Fire Service Instructor Professional Qualifications. At the end of this course, candidates for Fire Service Instructor II certification will be able to develop lesson plans and evaluation instruments, teach and deliver instruction, and evaluate and coach other instructors. The Fire Service Instructor II will also be able to analyze resources and formulate a program budget. Upon successful completion, the student will be awarded a completion certificate from the State Board of Fire Services.

Prerequisites/Corequisites:
Course Completion of FIRE 86A (or FIRE 273.1)

Recommended Preparation:
Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Schedule of Classes Information:

Description: This course provides the skills and knowledge necessary for the intermediate level professional instructor to perform his or her duties safely, effectively, and competently. The curriculum is based on the National Fire Protection Association (NFPA) 1041 Standard for Fire Service Instructor Professional Qualifications. At the end of this course, candidates for Fire Service Instructor II certification will be able to develop lesson plans and evaluation instruments, teach and deliver instruction, and evaluate and coach other instructors. The Fire Service Instructor II will also be able to analyze resources and formulate a program budget. Upon successful completion, the student will be awarded a completion certificate from the State Board of Fire Services. (P/NP Only)
Prerequisites/Corequisites: Course Completion of FIRE 86A (or FIRE 273.1)
Recommended: Eligibility for ENGL 100 or ESL 100
Limits on Enrollment:
Transfer Credit: CSU;
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**			Effective:	Inactive:
CSU GE:	**Transfer Area**			Effective:	Inactive:
IGETC:	**Transfer Area**			Effective:	Inactive:
CSU Transfer:	Transferable	Effective:	Fall 2020	Inactive:	
UC Transfer:		Effective:		Inactive:	

CID:

Certificate/Major Applicable:
Certificate Applicable Course

COURSE CONTENT

Outcomes and Objectives:
Upon completion of the course, students will be able to:
1. Identify course objectives, requirements, assignments, activities, evaluation methods, facilities and participation requirements
2. Identify the different levels and courses required for certification in the Fire Instructor II track, the capstone task book and certification testing process
3. Define the duties of a Fire Service Instructor II with regard to program management, instructional development, delivery and evaluation and testing
4. Develop lesson plans for a given audience that include learning objectives, an outline, course materials, instructional aids and an evaluation plan
5. Modify lesson plans for a given audience that include learning objectives, an outline, course materials, instructional aids and an evaluation plan
6. Demonstrate the ability to deliver a class or conference session using a lesson plan reflecting multiple teaching methods and techniques to achieve the objectives
7. Demonstrate the ability to supervise other instructors and students in training scenarios with increased hazards following applicable safety laws and best practices
8. Demonstrate the ability to develop evaluation instruments that determine if the student has achieved the learning objectives and evaluates performance in an objective, reliable and

verifiable manner
9. Demonstrate the ability to develop student evaluation instruments that allow students to provide feedback on facilities, instructional methods, communication techniques, course content and student materials
10. Demonstrate the ability to schedule instructional sessions to ensure delivery of specific classes
11. Demonstrate the ability to formulate a training budget and identify and document the resources required to meet specific goals
12. Demonstrate the ability to acquire training resources within established timelines and budget constraints
13. Demonstrate the ability to coordinate record keeping in a manner that meets all agency and legal requirements
14. Demonstrate the ability to evaluate instructors to identify strengths, weaknesses and recommend changes in instructional style and communication methods

Topics and Scope:

I. Orientation and administration
   A. Review of facilities
   B. Review of classroom requirements
   C. Review of syllabus, participation, assignments and evaluation methods
II. Fire Service Instructor II Certification track course requirements
   A. Course requirements
   B. Task Book process
   C. Certification testing process
III. Definitions of Duty
   A. Program management
   B. Instructional development
   C. Instructional delivery
   D. Evaluation and testing
IV. Creating Lesson Plans
   A. Elements of lesson plans
   B. Learning objectives
   C. Methods and techniques of instruction and those that best fit the content
   D. Principles of adult learning and strategies to meet the audience's learning style
   E. Techniques for eliminating bias in instructional materials
      1. Elements of instructional materials that can bias the success of students over others
      2. Elements of potential bias inherent in specific agency equipment
   F. Types and the application of instructional media
      1. Forms of media to be utilized during instructional delivery
      2. How instructional media supports learning objectives
   G. Evaluation Techniques
   H. Sources of references and materials
   I. Research of materials to support the learning objectives
   J. Use of Job Performance Requirements (JPRs) to develop learning objectives
   K. Assessing student needs
      1. Use of pre-tests
      2. Audience characteristics
      3. Assessing student's prior knowledge of equipment, procedures and equipment
      4. Providing reasonable accommodation
   L. Developing instructional media
      1. Use of instructional media to support learning objectives

2. Copyright and intellectual property laws
M. Outlining techniques
N. Evaluation techniques
O. Resource needs
1. Determining the number of handouts, equipment and software licenses needed
2. Matching instructional delivery times and number of students to determine needed resources

V. Modifying Lesson Plans
A. Elements of a lesson plan
B. Components of learning objectives
C. Methods and techniques of instruction
D. Principles of adult learning
E. Techniques for eliminating bias in instructional materials
F. Types and applications of instructional materials
G. Evaluation techniques
H. Sources of references and materials
I. Basic research
1. Reasons for lesson modification
2. Materials to support the modified learning objective
J. Assessing student needs
K. Modifying instructional materials
L. Applying outlining techniques
M. Applying evaluation techniques
N. Analyzing resource needs

VI. Conducting Classes and Conference Sessions
A. Use and limitations of teaching lessons and techniques
B. Transitioning between teaching methods
C. Conducting small group discussions
1. Problem solving
2. Facilitating consensus

VII. Conducting Classes and Conference Sessions
A. Use and limitations of teaching methods and techniques
B. Transitioning between different teaching methods
C. Conducting small group discussions
1. Problem solving
2. Facilitating consensus

VIII. Supervising Training Activities
A. Safety rules, regulations and practices for training scenarios with increased hazard Exposure
1. Limitations of safety equipment such as age and condition
2. Applicable safety codes and regulations
a. California Occupational Safety and Health Administration (CAL-OSHA)
b. NFPA
c. Manufacturers guidelines
d. State Fire Training (SFT) instructor guidelines, instructor to student ratios and site approval requirements
B. The Incident Command System (ICS)
C. Leadership techniques
1. Planning and coordinating training activities
2. Monitoring activities to ensure safe practices
3. Inspecting training structure integrity prior to use
4. Assigning instructors to specific functions and teaching tasks

5. Briefing instructors on their responsibilities
6. Ensuring adherence to safety practices by persons in the training area

D. Implementing ICS

IX Developing Student Evaluation Instruments

A. Effective instructional methods and techniques

B. Determining what evaluation methods are the best measure of the desired learning Outcome

C. Principles of test validity

D. Components of evaluation forms

E. Developing test planning sheets

F. Constructing evaluation items

G. Assembling evaluation instruments

1. Use of test banks
2. Verifying the validity of test banks
3. Field testing new items according to policy

X . Developing a Class Evaluation Instrument

A. Determining which evaluation methods are the best measure of student feedback to the instructor

B. Developing valid evaluation forms

1. Wording questions clearly
2. Developing questions that cover all course elements
3. Feedback on facilities, training grounds or learning environment
4. Providing actionable feedback for the instructor and materials

XI. Scheduling Instructional Sessions

A. Department policy as it relates to course scheduling

B. The department scheduling process

C. The level of supervision for scheduling training

1. Supervision techniques related to the training being scheduled
2. Active vs passive supervision
3. Evaluating level of instructor's expertise with instructor-student ratio need to deliver Courses

D. Resource management for scheduling courses

XII. Formulating Budget Needs

A. Agency training budget policies

B. Resource management for analyzing needs and resources

C. Analyzing needs

D. Sources of instructional materials and equipment

E. Cost resource analysis

1. Costs for outside resources
2. Scheduling internal resources

F. Completing required agency forms

XIII. Acquired Training Resources

A. Agency policies for acquiring training resources

B. Purchasing procedures

C. Training resource budget management principles

D. Completing required agency forms

XIV. Coordinating Record Keeping

A. Record keeping processes

B. Departmental policies for record keeping

C. Laws affecting records and disclosure of training information

D. Professional standards applicable to training records

E. Data used for training records

F. Training record auditing procedures
1. Daily procedures
2. Checks required to apply for funding
3. Checks to duplicate records
4. Accuracy of training codes
5. Make-up training
6. New equipment training

XV. Evaluating Instructors
A. Personnel evaluation methods
B. Supervision techniques
C. Agency policies for evaluating instructors
D. Effective instructional methods and techniques
E. Observation techniques
F. Coaching techniques to improve instruction
G. Completing evaluation forms

All topics are covered in both the lecture and lab parts of the course.

Assignment:

1. Pre-course reading and writing assignments
2. 2-4 quizzes
3. Summative exam

Lab Assignments:
1. Conduct 1-3 teaching demonstration(s)
2. Develop 1-3 lesson plans
3. Modify 1-3 lesson plans
4. 2-3 group activities
5. 2-3 individual exercises
6. Develop and construct a test planning sheet
7. Conduct 1-2 role-playing coaching scenario(s)
8. Evaluate 2-3 teaching demonstrations

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Lesson plans, test planning sheets, teaching demonstration evaluations	Writing 5 - 20%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Teaching demonstrations and coaching scenarios	Problem solving 5 - 15%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Teaching demonstration, coaching scenarios, teaching demonstration evaluations	Skill Demonstrations 5 - 15%

Exams: All forms of formal testing, other than skill performance exams.

Quizzes and summative exam	Exams 70 - 85%

Other: Includes any assessment tools that do not logically fit into the above categories.

None	Other Category 0 - 0%

Representative Textbooks and Materials:
Fire and Emergency Services Instructor. 8th ed. IFSTA. 2012 (classic)
Fire Service Instructor: Principles and Practice. 2nd ed. Jones and Bartlett. 2014