FIRE & EMERGENCY SERVICES INSTRUCTOR 2

NFPA 1041

AGENDA

DAYS 1 & 2

- Benefits
- Expectations
- Objectives
- Pretest
- Portfolios
- Presentation Demonstration

DAYS 3 & 4

- Saturday
  - Review Portfolios
  - Presentations
- Sunday
  - Cognitive Exam
  - Practical Exam

BENEFITS

(Preparation Step)

1. IFSAC Certification
2. Promotion
3. Resume
4. Recognition
5. Competent Instructor

EXPECTATIONS

YOURS

- Honor my time!
- What am I learning?
- Why am I learning it?
- How can I use it?

MINE

- Be responsible for your own learning!

REMEMBER!

- Can't learn for you!
- Can't take the test for you!

OBJECTIVES

- Measurable statement of behavior required to demonstrate that learning has occurred.

- Must be specific, clear, and stated at the beginning of the lesson.

- Will answer the question "What is the student expected to know or do upon completion of the lesson?"

- Foundation of a lesson plan.

OBJECTIVE (Cognitive)

- The Fire Service Instructor Two candidate (Audience)

- Will successful complete a multiple-choice 75 question post-test (Behavior)

- By studying the IFSTA Fire & Emergency Services Instructor Manual (7th Edition) and completing the accompanying Student Workbook (Condition)

- Achieving a minimum score of 80% within one (1) hour as per NFPA 1041 (Degree)

OBJECTIVE (Psychomotor)

- The Fire Service Instructor Two candidate (Audience)

- Will complete a Training Portfolio that includes: (Behavior)
  - Program Management
  - Instructional Development
  - Instructional Delivery
  - Evaluation and Testing

- Given appropriate materials and instruction (Condition)

- Achieving a score of 100% as per NFPA 1041 (Degree)

PRETEST

INSTRUCTIONS:

1. 60 minutes to complete the 75 question pretest

2. Select the BEST answer to each question

3. Pretest does not count towards final grade

4. Pretest Q&A will be used as a learning tool

5. Begin!

Skill Sheets

5.2   Program Management

5.2.2 Schedule Instructional Sessions

5.2.3 Formulate Budget Needs

5.2.4 Acquire Training Sources

5.2.5 Coordinate Training Record Keeping

5.2.6 Evaluate Instructors

5.3   Instructional Development

5.3.2 Create a Lesson Plan

5.3.3 Modify an Existing Lesson Plan

5.4   Instructional Delivery

5.4.2 Conduct a Class

5.4.3 Supervise High Hazard Training

5.5   Testing and Evaluation

5.5.2 Develop Student Evaluations

5.5.3 Develop Course Evaluations

5.5.4 Analyze Student Evaluations

Section 5.2.2 PORTFOLIO
Schedule Instructional Sessions

- Chapter 5
  - Pages 101-115
- Chapter 19
  - Pages 461-476

- Submit written training schedule with time line
- Use a class announcement for Task #2
- Use a computer to make it look neat if possible

Section 5.2.3 PORTFOLIO
Formulate Budget Needs

- Chapter 5
  - Pages 101-115
- Chapters 11-12
  - Pages 258-285
- Chapter 18
  - Pages 442-449

- Do a budget needs analysis
- Specify cost breakdown
- 5 Items to include
  - Supplies
  - Training aides
  - Books
  - Equipment
  - Instructors

Section 5.2.4 PORTFOLIO
Acquire Training Resources

- Chapter 18
  - Pages 442-458

- Time Line - Schedule
  - When will it happen?
- Budget
  - How much will it cost?
  - Repeat where the $$$ is coming from
  - Show we understand that we have to get the money from somewhere
- Authorization
  - Who says we can do it?

Section 5.2.5 "A" PRACTICAL Training Record Keeping

- Chapter 3
  - Pages 61-77
- Chapter 6
  - Pages 125-134

- Bring a BLANK roster sheet to class

Section 5.2.5 "B" PORTFOLIO Training Record Keeping

- Chapter 3
  - Pages 61-77
- Chapter 6
  - Pages 125-134

- Include memo reminding what policy says (describe or summarize policy)
- Include Dept Policy (optional)

Section 5.2.6 PRACTICAL
Evaluate Instructors

- Chapter 4
  - Pages 85-97
- Chapter 10
  - Pages 232-245
- Chapter 15
  - Pages 357-362
- Chapter 19
  - Pages 461-469

- Evaluate another instructors presentation using the State Evaluation form

Section 5.3.2 PORTFOLIO
Create a Lesson Plan

- Chapter 7
  - Pages 137-158
- Chapter 8
  - Pages 168-186
- Chapter 9
  - Pages 189-196
- Chapter 14
  - Pages 321-324
  - Pages 431-439

- Use the 4 step method of instruction
- Have props and papers for 2 students
- Use the lesson plan to address the criteria used to evaluate the activity
- Include objectives (Cognitive and Psychomotor)
- Keep content SHORT
- CHIEFs approval NOT needed

Section 5.3.3 PORTFOLIO
Modify a Lesson Plan

- Chapter 7
  - Pages 137-158
- Chapter 8
  - Pages 163-187
- Chapter 9
  - Pages 189-196
- Chapter 11
  - Pages 249-274
- Chapter 14
  - Pages 321-324
  - Pages 431-439

- Reduce/simplify your original lesson plan
- Does not have to be < 20 minutes
- Use Redline/Markup to compare changes
- If original includes two subjects remove one of the two
- Show that we can make a lesson plan specific to our needs
- May include a cover sheet to explain what and why the plan was changed

Section 5.4.2 PRACTICAL
Conduct a Class

- Chapter 2
  - Pages 35-57
- Chapter 7
  - Pages 137-159
- Chapter 10
  - Pages 219-245
- Chapter 11
  - Pages 249-274
- Chapter 12
  - Pages 277-299
- Chapter 17
  - Pages 415-428

- Use multiple teaching methods
  - Lecture
  - Demo
  - Activity
- Meet lesson objectives
- Level of learning appropriate for audience
- Use FSI-1 evaluation form – not needed to be included in portfolio

Section 5.4.3 PORTFOLIO
High Hazard Training

- Chapter 2
  - Pages 35-57
- Chapter 3
  - Pages 61-77
- Chapter 12
  - Pages 277-299
- Chapter 17
  - Pages 415-428

- Give safety briefing
- Get 3rd party evaluator signature on our skill sheet
- Write in the topic for Step 4
- Use ICS
  - Assign medical
  - Assign safety

Section 5.5.2 PORTFOLIO
Develop Student Evaluations

- Chapter 13
  - Pages 303-317
- Chapter 16
  - Pages 375-411

- Written and practical exam for lesson plan
- Include copies in portfolio
- IGNORE Step 2, this is handled on a separate skill sheet (5.5.4)
- Include answer key
- May be as short as you like

Section 5.5.3 PORTFOLIO
Develop Course Evaluations

- Chapter 15
  - Pages 357-371

- Develop course evaluation for students to fill out

- Include these categories:
  - Instructional methods
  - Communication techniques
  - Learning environment
  - Course content
  - Student materials

Section 5.5.4 PORTFOLIO
Analyze Student Evaluations

- Chapter 16
  - Pages 375-411

- Acquire a group of test results
- No student identification (FERPA)
- Evaluate the TEST not the STUDENTS
- Examine demographics (option)
- Use memo/letter/IDC to communicate findings to the chief
- Include recommendations for changes
- Show that we understand the concept of diagnosis & remediation

Objectives

Delivery Methods

Lesson Plans

Evaluations

Evaluation Analysis