

Las Positas College
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Course Outline for FST 25

INSTRUCTOR 1

Effective: Spring 2020

I. CATALOG DESCRIPTION:

FST 25 — INSTRUCTOR 1 — 2.50 units

Provides skills and knowledge needed for entry-level professional instructor to perform his or her duties safely, effectively, and competently. The curriculum is based on the 2012 edition of NFPA 1041 Standard for Fire Service Instructor Professional Qualifications. At the end of this course, candidates for Instructor I certification will be able to teach and deliver instruction from a prepared lesson plan utilizing instructional aids and evaluation instruments. The Instructor I will also be able to adapt a lesson plan and complete the reporting requirements to the local jurisdiction.

2.50 Units Lecture

Prerequisite

Certificate of Completion of Fire Fighter I Academy and Cal Fire Basic Firefighter or equivalent

Grading Methods:

Letter or P/NP

Discipline:

- Fire Technology

	MIN
Lecture Hours:	45.00
Expected Outside of Class Hours:	90.00
Total Hours:	135.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- Identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus
- Identify different levels in the Instructor certification track, the courses and requirements for Instructor I certification, and be able to describe the certification task book and testing process
- Define the role of the Instructor I with regard to program management, instructional development, instructional delivery, and evaluation and testing given the definitions of duty
- Review instructional materials and determine which elements of the lesson plan, learning environment, and resources need adaptation given materials for a specific topic, materials for a specific target audience, and materials for a specific learning environment
- Adapt a prepared lesson plan to meet the needs of the student and the objectives of the lesson plan given course materials and an assignment
- Organize the classroom, laboratory, or outdoor learning environment, taking the following elements into consideration: lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety given a facility and an assignment
- Present prepared lessons using the cognitive and psychomotor methods indicated by the lesson plans to achieve stated objectives and enable students to achieve learning outcomes, following applicable safety standards and practices and addressing risks given a prepared lesson plan that indicates the cognitive presentation methods and a lesson plan that indicates the psychomotor learning methods
- Adjust presentation methods to maintain class continuity and to achieve learning outcomes, without altering the content of the lesson or the lesson objectives given a lesson plan and changing circumstances in the class environment
- Adjust to differences in learning styles, abilities, cultures, and behaviors, in order to accomplish lesson objectives, address disruptive behavior, and maintain a safe and positive learning environment given the instructional environment
- Operate audiovisual equipment and demonstration devices so that the equipment functions properly given a learning environment and equipment
- Utilize audiovisual materials, presenting intended objectives clearly and transitioning smoothly between media and other parts of the presentation, and return audiovisual media to storage given prepared topical media and equipment
- Administer oral, written, and performance tests in a manner that eliminates bias and discrimination, conduct tests following correct

- procedures, and maintain the security of test materials given a lesson plan, evaluation instruments, and the evaluation procedures of the agency
- M. Grade student oral, written, or performance tests accurately and secure student examinations and grades properly given class answer sheets, skills checklists, and appropriate answer keys
- N. Report test results by recording them accurately, forwarding test result forms according to procedure, and reporting any unusual circumstances in testing or test results given a set of test answer sheets or skills checklists, a report form, and policies and procedures for reporting
- O. Provide student evaluation feedback that is timely, objective, clear, relevant, and specific enough for the student to make efforts to modify behavior, and will include suggestions for additional study or behavior modification based on the data given evaluation data from oral, written, and performance tests
- P. Define the role of the Instructor I with regard to program management, instructional development, instructional delivery, and evaluation and testing given the definitions of duty
- Q. Evaluate other student instructor presentations to provide constructive feedback that identifies strengths and weaknesses of the teaching demonstration given a recent student instructor demonstration and an evaluation form
- R. Assemble course materials by obtaining the lesson plan and all resources and equipment needed to deliver the lesson given a specific topic
- S. Prepare requests for resources by identifying and documenting the resources required to meet training goals given training goals and current resources
- T. Schedule instructional sessions to deliver specified lessons according to department procedure given a training assignment, department scheduling procedures, instructional resources, facilities, and a timeline for delivery
- U. Complete training records and report forms accurately and submit them in accordance with procedures given policies and procedures and forms

V. CONTENT:

- A. Introduction
 - 1. Orientation and Administration
 - 2. Instructor I Certification Process
 - 3. Definitions of Duty
- B. Instructional Development
 - 1. Determining Needed Adaptations
 - 2. Adapting Lesson Plans
- C. Instructional Delivery
 - 1. Organizing the Learning Environment
 - 2. Presenting Lessons
 - 3. Adjusting Presentations for Changing Circumstances
 - 4. Maintaining a Safe and Positive Learning Environment
 - 5. Operating Instructional Audiovisual Equipment
 - 6. Utilizing Audiovisual Materials
- D. Evaluation and Testing
 - 1. Administering and Conducting Tests
 - 2. Grading and Securing Student Examinations
 - 3. Reporting Test Results
 - 4. Providing Evaluation Feedback to Students
 - 5. Evaluating Student Instructor Lesson Demonstrations
- E. Program Management
 - 1. Assembling Course Materials
 - 2. Preparing Resource Requests
 - 3. Scheduling Instructional Sessions
 - 4. Completing and Submitting Training Records

VI. METHODS OF INSTRUCTION:

- A. **Audio-visual Activity** -
- B. **Classroom Activity** - Case study on the creation of a summative and formative test
- C. **Student Presentations** - 3 minute
- D. **Observation and Demonstration** -
- E. **Critique** - Group evaluations
- F. **Projects** - Student to create a audio visual presentation using Power Point, Pow Toon key note or any other type of presentation software.

VII. TYPICAL ASSIGNMENTS:

- A. Students take a formative test using the instructor manual
- B. Students turn this formative test in to summative study guides
- C. NIOSH case study on LODD for presentation and discussion

VIII. EVALUATION:

Methods/Frequency

- A. Exams/Tests
 - Summative final written exam
- B. Quizzes
 - 7 formative test
- C. Research Projects
 - Two adaptive lessons plans
- D. Oral Presentation
 - Cognitive and psycho-motor lesson plan
- E. Class Participation
 - Required attendance daily
- F. Class Work
 - case studies , facilitated discussions , power point and annotations
- G. Final Class Performance
 - Final formative and psychomotor presentation

IX. TYPICAL TEXTS:

- 1. IAFC and IFSTA. *Fundamental of Firefighter Skills*. 4th ed., Jones and Barlett Publishing, 2018.
- 2. IFSTA. *Fire and Emergency Services Instructor*. 8th ed., IFSTA, 2012.
- 3. Jones and Barlett. *Fire Service Instructor: Principles and Practice*, 2nd edition, Jones & Barlett Learning . 2nd ed., Jones and Barlett Publishing , 2014.
- 4. Geisler, Marsha. *Fire and Life Safety Educator: Principles and Practice*. 2nd ed., Jones and Barlett, 2018.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Laptop or Tablet Regular access to email and internet Thumb Drive Power point or another approved presentation software as approved by the instructor