

Course Outline

COURSE: JFT 9C **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2018

Inactive Course

SHORT TITLE: FIRE INSTRUCTOR 1C

LONG TITLE: Fire Instructor 1C

Units	Number of Weeks		Contact Hours/Week		Total Contact Hours
1	18	Lecture:	.8	Lecture:	14.4
		Lab:	1.48	Lab:	26.64
		Other:	0	Other:	0
		Total:	2.28	Total:	41.04

COURSE DESCRIPTION:

This instructor training will assist and help prepare students to become instructors who can provide effective training programs. Students will identify elements of a course outline, develop lesson plans and create audiovisual training aids.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

03 - Lecture/Laboratory

04 - Laboratory/Studio/Activity

STUDENT LEARNING OUTCOMES:

1. Describe and demonstrate a variety of methods and techniques for developing lesson plans and tests.

Measure: Oral exam, demonstrate

PLO: 1

ILO: 1, 2

GE-LO:

Year Assessed: 2011

2. Develop, receive feedback, and finalize instructional materials to deliver a teaching demonstration.

Measure: demonstrate

PLO: 2

ILO: 1,2

GE-LO:

Year Assessed: 2011

3. Identify various testing instruments to evaluate teaching and learning efficiency.

Measure: exam, demonstrate

PLO: 3

ILO: 2,3

GE-LO:

Year Assessed: 2011

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Inactive Course: 04/23/2018

8 Hours

- I. Orientation and Administration
- A. Introductions
 - 1. Instructor and staff self introductions
- II. Methodology
 - A. Reasons for Lesson Plan Development
 - 1. Definition of a Lesson Plan
 - 2. Purposes and Benefits of Lesson Plans
 - 3. Reasons for using prepared lesson plans
 - 4. Reasons for developing Lesson Plans
 - B. Sources of References and Materials
 - 1. Research
 - 2. Common Information sources for fire service instruction
 - 3. Reliability and Credibility of sources
 - 4. Information source considerations
 - 5. Validity and reference citations
 - C. Determining Levels of Instruction
 - 1. Levels of Instruction
 - a. Level I- basic
 - b. Level II-competent
 - c. Level III-highly proficient
 - 2. Basic Knowledge
 - 3. Competent
 - 4. Highly Proficient
 - D. Employing the four-step method of instruction
 - 1. The four-step method of instruction

- a. preparation
 - b. presentation
 - c. application
 - d. evaluation
- E. Teaching English learners and students with special needs
- 1. Limited English proficient (LEP) students
 - 2. Students with special needs
 - 3. Assistive Technology (AT)
 - 4. Teaching LEP and Special Needs Students
 - 5. Homework-chapter assignment

Student Performance Objectives (SPO): Describe considerations for instructiong English learners and students with special needs.

Out-of-Class Assignments: CA State Fire Marshall Instrucoctr Handbook reading assignment

20 Hours

III. Instructional Preparation and Delivery

- A. Elements of A Course Outline
 - 1. Definition of a Course Outline
 - 2. Parts of a Course Outline
- B. Components of Cognitive and Psychomotor Lesson Plans
 - 1. Basic Lesson Plan format
 - 2. Preparation Information
 - 3. Lesson Outline
 - 4. Evaluation
- C. Developing Student behavioral Objectives
 - 1. Student behavioral Objective (SBO)
 - 2. Constructing Behavioral Objectives
 - 3. Behavioral Objective Pitfalls
 - 4. Activity- developing behavioral objectives
- D. Developing a Cognitive Lesson Plan (SFT Format)
 - 1. Lesson Plan Formats
 - 2. Lesson Plan Creation
 - 3. Lesson Plan Creation Steps
 - 4. Determining Effectiveness of Cognitive Lesson Plans
 - 5. In class lesson plan development
- E. Developing a Psychomotor Lesson Plan (SFT Format)
 - 1. Lesson Plan Formats
 - 2. Psychomotor Lesson Plan Creation Steps
 - 3. Determining Effectiveness of Psychomotor Lesson Plans
 - 4. In Class Lesson plan development
- F. Developing and Employing Ancillary Components
 - 1. Ancillary Components
 - 2. Information Sheet
 - 3. Skills Sheet
 - 4. Study Sheet
 - 5. Assignment Sheet
 - 6. Considerations for using Ancillary Components
- G. Selecting and employing Audiovisual Training Aids

1. Audiovisual Training Aids
2. Benefits to Audiovisual Training Aids
3. Selecting Audiovisual Training Aids
4. Non Projected Training Aids
5. Projected Training Aids
6. Simulators
7. Ancillary Equipment

H. Transition Techniques within and Between Audiovisual Training
Aid Devices

1. Transitions in Presentations
2. Verbal Transitions
3. Nonverbal Transitions
4. Media Transitions and animations

I. Cleaning and Field Level Maintenance for Audiovisual Devices

1. Inspection
2. Cleaning
3. Care
4. Maintenance

J. Developing Audiovisual Training Aids

1. Considerations when developing AV Materials
2. Development guidelines
3. Instructor Competency

K. Procedures for Evaluating Student Instructor Teaching Demonstrations

1. Instructor Evaluations
2. Procedures for Evaluation
3. Using Evaluation Forms
4. After the Evaluation

Student Performance Objectives (SPO): Describe and demonstrate the development of a psychomotor lesson plan and determine its effectiveness.

Out-of-Class Assignments: reading assignment

8 Hours

IV. Testing

A. Purpose, Selection Criteria, and Elements of Test Instruments

1. Purposes of Test Instruments
2. Test Classifications
3. Test Planning
4. Test Usability
5. Written Test Types
6. Interpretive Exercises
7. Oral Tests
8. Performance Tests

B. Creating Oral, Written and Performance Tests

1. Test types
2. Common Considerations for All Tests
3. Written Tests
4. Oral Tests
5. Performance (skills) Tests

C. Methods of Administering and Grading Test Instruments

1. Test Administration
2. Test Scoring
3. Reporting Grades
4. Test Security

Student Performance Objectives (SPO): Describe the purpose, criteria for selection, and elements of test instruments.

Out-of-Class Assignments: reading assignment

4 Hours

V. Student Instructor Teaching Demonstrations

- A. 30 minute teaching demonstration
- B. 15 minute teaching demonstration

VI. Test preparation by Students

- A. Formative
- B. Summative

Student Performance Objectives (SPO): Demonstrate teaching and testing techniques described in class.

Out-of-Class Assignments:

2 Hours

Final

METHODS OF INSTRUCTION:

Lecture, Discussion, Role Play

METHODS OF EVALUATION:

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 10 % to 20 %

Reading Reports

CATEGORY 2 - The problem-solving assignments required:

Percent range of total grade: 20 % to 30 %

Homework Problems

Quizzes

CATEGORY 3 - The types of skill demonstrations required:

Percent range of total grade: 30 % to 50 %

Class Performance/s

Performance Exams

CATEGORY 4 - The types of objective examinations used in the course:

Percent range of total grade: 10 % to 20 %

Multiple Choice

REPRESENTATIVE TEXTBOOKS:

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201170

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: JFT

CSU Crosswalk Course Number: 9C

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000528543

Sports/Physical Education Course: N

Taxonomy of Program: 213300