INSTRUCTOR II

STUDENT HANDOUT

INSTRUCTOR II OBJECTIVES

At completion of this course the student should be able to:

8-1   Know the requirements for Instructor II.
     8-1.1   Identify the Illinois State Fire Marshal requirements for Instructor II.
     8-1.2   Identify the NFPA standard governing Instructor II.

8-2   Comprehend program management.
     8-2.1   Identify the legal considerations for fire service program management.
     8-2.2   Identify the methods used for recruitment and selection of instructors for a training program.
     8-2.3   Identify methods of evaluating instructors and programs.
     8-2.4   Identify the steps for developing a training schedule.
     8-2.5   Identify five principles of budget management.

8-3   Understand program development.
     8-3.1   Identify the five steps that guide program development.
     8-3.2   Identify the five steps used for planning program development.
     8-3.3   Identify the components of the instructional model.
     8-3.4   Identify the process for selecting performance objectives.
     8-3.5   Demonstrate writing performance objectives for the cognitive and psychomotor domains.
     8-3.6   Identify the five step process designed for training managers.

8-4   Understand lesson plan development.
     8-4.1   Identify the components of a lesson plan.
     8-4.2   Identify the steps in creating a lesson plan.
     8-4.3   Identifying the steps for the modification of an existing lesson plan.
     8-4.4   Identify the following types of support and application components:
          8-4.4.1   Information sheet
          8-4.4.2   Job breakdown sheet
          8-4.4.3   Work/activity sheet
          8-4.4.4   Study sheet
     8-4.5   The student shall develop various types of support and application components used to assist in the lesson plan development.
     8-4.6   The student shall demonstrate modifying an existing lesson plan with various types of support and application components.

8-5 Understand the various methods of instructional delivery.

    8-5.1 Identify the following methods of instruction:.

        8-5.1.1 Lecture

        8-5.1.2 Discussion

        8-5.1.3 Illustration

        8-5.1.4 Demonstration

    8-5.2 Develop instructional media to supplement the following methods of instruction:

        8-5.2.1 Lecture

        8-5.2.2 Discussion

        8-5.2.3 Illustration

        8.5.2.4 Demonstration

    8-5.3 Identify factors when developing high risk training programs.

    8-5.4 Identify the following elements to consider when developing practical training evolutions:

        8-5.4.1 Training setting

        8-5.4.2 Planning practical evolutions

        8-5.4.3 Safety issues

        8-5.4.4 Incident command systems

        8-5.4.5 Live fire training evolutions

        8-5.4.6 Nonstructural and technical training evolutions

        8-5.4.7 Power tools and equipment

        8-5.4.8 General conditions for practical evolutions

8-6   Understand evaluation instruments.
        8-6.1   Identify the following classifications of test:
            8-6.1.1 Interpretation method
            8-6.1.2 Purpose method
            8-6.1.3   Administration method
        8-6.2   Identify the following types of evaluation tests:
            8-6.2.1 Oral
            8-6.2.2 Written
            8-6.2.3 Performance
        8-6.3   Identify the steps used for planning evaluation tests.
        8-6.4   Identify the considerations used when designing evaluation tests.
        8-6.5   Identify the methods and factors to be considered when developing testing evaluations in the affective domain.
        8-6.6   Identify the following elements of the test measure process:
            8-6.6.1 Scoring methods
            8-6.6.2 Test item analysis
            8-6.6.3 Test result analysis
        8-6.7   Identify the three major components of the evaluation process.
        8-6.8   Identify the following elements of course evaluation and instructional design:
            8-6.8.1 Planning considerations
            8-6.8.2 Formative evaluation
            8-6.8.3 Summative evaluation

8-7   Exhibit presentations.
        8-7.1   Demonstrate proficiency by exhibiting a 20-25 minute demonstration program using the following support applications:
                a.   Information sheet
                b.   Job breakdown sheet
                c.   Work activity sheet
                d.   Study sheet

INSTRUCTOR II

STUDENT PERFORMANCE ASSIGNMENTS

STUDENT ASSIGNMENT UNIT I

NAME_____DATE_____

Method of Instruction
L= Lecture   D= Discussion   I= Illustration   Dem. = Demonstration   O = Other

Obj. #	EXERCISE	Method	Date Completed
8-1.1	Identify the Illinois State Fire Marshal requirements for Instructor II.		
8-1.2	Identify the NFPA Standard governing Instructor II.		

STUDENT ASSIGNMENT UNIT II

NAME_____DATE_____

DIRECTIONS: The following exercises are designed to reinforce lessons presented.

       Complete assignment when required and return to your instructor on the required date.

Method of Instruction
L= Lecture   D= Discussion   I= Illustration   Dem. = Demonstration   O = Other

Obj. #	EXERCISE	Method	Date Completed
8-2.1	Identify the legal considerations for fire service program management.		
8-2.2	Identify the methods used for the recruitment and selection of instructors for a training program.		
8-2.3	Identify methods of evaluating instructors and programs.		
8-2.4	Identify the steps for developing a training schedule.		
8-2.5	Identify five principles of budget management.		

STUDENT ASSIGNMENT UNIT III

NAME_____DATE_____

DIRECTIONS: The following exercises are designed to reinforce lessons presented.

Complete assignment when required and return to your instructor on the required date.

Method of Instruction
L= Lecture   D= Discussion   I= Illustration   Dem. = Demonstration   O = Other

Obj. #	EXERCISE	Method	Date Completed
8-3.1	Identify the five steps that guide program development.		
8-3.2	Identify the five steps used for planning program development.		
8-3.3	Identify the components of the instructional model.		
8-3.4	Identify the process for selecting performance objectives.		
8-3.5	Demonstrate writing performance objective for the cognitive and psychomotor domains.		
8-3.6	Identify the five step process designed for training programs.		

STUDENT ASSIGNMENT UNIT IV

NAME_____DATE_____

DIRECTIONS: The following exercises are designed to reinforce lessons presented.

> Complete assignment when required and return to your instructor on the required date.

Method of Instruction
L= Lecture   D= Discussion   I= Illustration   Dem. = Demonstration   O = Other

Obj. #	EXERCISE	Method	Date Completed
8-4.1	Identify the components of a lesson plan.		
8-4.2	Identifying the steps in creating a lesson plan.		
8-4.3	Identifying the steps for the modification of an existing lesson plan.		
8-4.4	Identify the following types of support and application components:		
8-4.4.1	Information sheet		
8-4.4.2	Job breakdown sheet		
8-4.4.3	Work/activity sheet		
8-4.4.4	Study sheet		
8-4.5	Develop various types of support and application components used to assist in the lesson plan development.		
8-4.6	Demonstrate modifying an existing lesson plan with various types of support and application components.		

STUDENT ASSIGNMENT UNIT V

NAME_____DATE_____

Method of Instruction
L= Lecture   D= Discussion   I= Illustration   Dem. = Demonstration   O = Other

Obj. #	EXERCISE	Method	Date Completed
8-5.1	Identify the following methods of instruction:		
8-5.1.1	Lecture		
8-5.1.2	Discussion		
8-5.1.3	Illustration		
8-5.1.4	Demonstration		
8-5.2	Develop instructional media to supplement the following methods of instruction:		
8-5.2.1	Lecture		
8-5.2.2	Discussion		
8-5.2.3	Illustration		
8-5.2.4	Demonstration		
8-5.3	Identify factors when developing high risk training programs.		

8-5.4	Identify the following elements to consider when developing practical training evolutions:		
8-5.4.1	Training setting		
8-5.4.2	Planning practical evolutions		
8-5.4.3	Safety issues		
8-5.4.4	Incident command systems		
8-5.4.5	Live fire training evolutions		
8-5.4.6	Nonstructural and technical training evolutions		
8-5.4.7	Power tools and equipment		
8-5.4.8	General conditions for practical evolutions		

STUDENT ASSIGNMENT UNIT VI

NAME_____DATE_____

DIRECTIONS: The following exercises are designed to reinforce lessons presented.

   Complete assignment when required and return to your instructor on the required date.

Method of Instruction
L= Lecture   D= Discussion   I= Illustration   Dem. = Demonstration   O = Other

Obj. #	EXERCISE	Method	Date Completed
8-6.1	Identify the following classification of tests:		
8-6.1.1	Interpretation method		
8-6.1.2	Purpose method		
8-6.1.3	Administration method		
8-6.2	Identify the following types of evaluation tests:		
8-6.2.1	Oral		
8-6.2.2	Written		
8-6.2.3	Performance		
8-6.3	Identify the steps used for planning evaluation tests.		
8-6.4	Identify the considerations used when designing evaluation tests.		
8-6.5	Identify the methods and factors to be considered when developing testing evaluations in the affective domain.		

8-6.6	Identify the following elements of the test measure process		
8-6.6.1	Scoring methods		
8-6.6.2	Test item analysis		
8-6.6.3	Test result analysis		
8-6.7	Identify the three major components of the evaluation process.		
8-6.8	Identify the following elements of course evaluation and instructional design:		
8-6.8.1	Planning considerations		
8-6.8.2	Formative evaluation		
8-6.8.3	Summative evaluation		

STUDENT ASSIGNMENT UNIT VII

NAME_____DATE_____

DIRECTIONS: The following exercises are designed to reinforce lessons presented.

      Complete assignment when required and return to your instructor on the required date.

Method of Instruction
L= Lecture   D= Discussion   I= Illustration   Dem. = Demonstration   O = Other

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Obj. #	EXERCISE	Method	Date Completed

8-7.1	Given a summary of how to develop a lesson plan, the student shall demonstrate proficiency by developing and exhibiting a 20-25 minute program using any of the following support applications:
	    a. Information sheet
	    b. Job breakdown sheet
	    c. Work activity sheet
	    d. Study sheet		

INSTRUCTOR II

STUDENT
LEARNING OBJECTIVES
SELF-EVALUATION

UNIT I
LEARNING OBJECTIVES
SELF-EVALUATION

Name _____ Date _____

Evaluator _____ Overall Competency rating _____

RATING SCALE

4-Skilled	Can perform objectives with no additional instruction or training.
3-Moderately Skilled	Has performed independently during the instructional session; limited additional instruction or training may be required.
2- Limited Knowledge	Has limited knowledge of objectives; additional study required
1- Exposure Only	General information provided with no practice time or supervision; Additional instruction or training required
0- No Exposure	No information or knowledge provided during program; complete instruction or training required
N/A-Not Applicable	
EVALUATOR'S NOTE	Find the overall competency rating by averaging the performance Level rating and rounding to a whole number. Record above and on the Competency profile.

CRITERIA   LEVEL OF PERFORMANCE
                                                        1   2   3   4

8-1.1   Identify the Illinois State Fire Marshal Requirements for Instructor II.
                                                        ☐   ☐   ☐   ☐

8-1.2   Identify the NFPA Standard governing Instructor II.   ☐   ☐   ☐   ☐

TOTALS: 1) _____ +2) _____ + 3) _____ +4 _____ = _____
                                                        2

UNIT II
LEARNING OBJECTIVES
SELF-EVALUATION

Name _____ Date _____

Evaluator _____ Overall Competency rating _____

RATING SCALE

4-Skilled	Can perform objectives with no additional instruction or training.
3-Moderately Skilled	Has performed independently during the instructional session; limited additional instruction or training may be required.
2- Limited Knowledge	Has limited knowledge of objectives; additional study required
1- Exposure Only	General information provided with no practice time or supervision; additional instruction or training required
0- No Exposure	No information or knowledge provided during program; complete instruction or training required
N/A-Not Applicable	
EVALUATOR'S NOTE	Find the overall competency rating by averaging the performance Level rating and rounding to a whole number. Record above and on the Competency profile.

CRITERIA   LEVEL OF PERFORMANCE

                                                      1   2   3   4

8-2.1   Identify the legal considerations for fire service program management

                                                      ☐   ☐   ☐   ☐

8-2.2   Identify the methods used for the recruitment and selection of instructors for a training
           program   ☐   ☐   ☐   ☐

8-2.3   Identify methods of evaluating instructors and programs ☐   ☐   ☐   ☐

8-2.4   Identify the steps for developing a training schedule   ☐   ☐   ☐   ☐

8-2.5   Identify five principles of budget management   ☐   ☐   ☐   ☐

           TOTALS: 1) _____ +2) _____ + 3) _____ +4 _____ = _____
                                                      5

Name _____ Date _____

Evaluator _____ Overall Competency rating _____

RATING SCALE

4-Skilled	Can perform objectives with no additional instruction or training.
3-Moderately Skilled	Has performed independently during the instructional session; limited additional instruction or training may be required.
2- Limited Knowledge	Has limited knowledge of objectives; additional study required
1- Exposure Only	General information provided with no practice time or supervision; additional instruction or training required
0- No Exposure	No information or knowledge provided during program; complete instruction or training required
N/A-Not Applicable	
EVALUATOR'S NOTE	Find the overall competency rating by averaging the performance Level rating and rounding to a whole number. Record above and on the Competency profile.

CRITERIA   LEVEL OF PERFORMANCE

	1	**2**	**3**	**4**
8-3.1 Identify the five steps that guide program development	☐	☐	☐	☐
8-3.2 Identify the five steps used for planning program development	☐	☐	☐	☐
8-3.3 Identify the components of the instructional model	☐	☐	☐	☐
8-3.4 Identify the process for selecting performance objectives	☐	☐	☐	☐
8-3.5 Demonstrate writing performance objective for the cognitive and psychomotor domains	☐	☐	☐	☐
8-3.6 Identify the five step process designed for training programs	☐	☐	☐	☐

TOTALS: 1) _____ +2) _____ + 3) _____ +4 _____ = _____
                                                            6

UNIT IV
LEARNING OBJECTIVES
SELF-EVALUATION

Name _____ Date _____

Evaluator _____ Overall Competency rating _____

RATING SCALE

4-Skilled	Can perform objectives with no additional instruction or training.
3-Moderately Skilled	Has performed independently during the instructional session; limited additional instruction or training may be required.
2- Limited Knowledge	Has limited knowledge of objectives; additional study required
1- Exposure Only	General information provided with no practice time or supervision; additional instruction or training required
0- No Exposure	No information or knowledge provided during program; complete instruction or training required
N/A-Not Applicable	
EVALUATOR'S NOTE	Find the overall competency rating by averaging the performance Level rating and rounding to a whole number. Record above and on the Competency profile.

CRITERIA   LEVEL OF PERFORMANCE
                                                           1   2   3   4

8-4.1   Identify the components of a lesson plan   ☐   ☐   ☐   ☐

8-4.2   Identifying the steps in creating a lesson plan   ☐   ☐   ☐   ☐

8-4.3   Identifying the steps for the modification of an existing lesson plan
                                                           ☐   ☐   ☐   ☐

8-4.4   Identify the following types of support and application component

    8-4.4.1   Information sheet   ☐   ☐   ☐   ☐
    8-4.4.2   Job breakdown sheet   ☐   ☐   ☐   ☐
    8-4.4.3   Work/activity sheet   ☐   ☐   ☐   ☐
    8-4.4.4   Study sheet   ☐   ☐   ☐   ☐

8-4.5   Develop various types of support and application components used to assist in the lesson
        plan development.   ☐   ☐   ☐   ☐

8-4.6   Demonstrate modifying an existing lesson plan with various types of support and
        application components   ☐   ☐   ☐   ☐

TOTALS: 1) _____ +2) _____ + 3) _____ +4 _____ = _____
                                                        9

UNIT V
LEARNING OBJECTIVES
SELF-EVALUATION

Name _____ Date _____

Evaluator _____ Overall Competency rating _____

RATING SCALE

4-Skilled	Can perform objectives with no additional instruction or training.
3-Moderately Skilled	Has performed independently during the instructional session; limited additional instruction or training may be required.
2- Limited Knowledge	Has limited knowledge of objectives; additional study required
1- Exposure Only	General information provided with no practice time or supervision; Additional instruction or training required
0- No Exposure	No information or knowledge provided during program; complete instruction or training required
N/A-Not Applicable	
EVALUATOR'S NOTE	Find the overall competency rating by averaging the performance. Level rating and rounding to a whole number. Record above and on the Competency profile.

CRITERIA   LEVEL OF PERFORMANCE
                                                   1   2   3   4

8-5.1   Identify the following methods of instruction:

      8-5.1.1   Lecture   ☐   ☐   ☐   ☐
      8-5.1.2   Discussion   ☐   ☐   ☐   ☐
      8-5.1.3   Illustration   ☐   ☐   ☐   ☐
      8-5.1.4   Demonstration   ☐   ☐   ☐   ☐

8-5.2   Develop instructional media to supplement the following methods of instruction:

      8-5.2.1   Lecture   ☐   ☐   ☐   ☐
      8-5.2.2   Discussion   ☐   ☐   ☐   ☐
      8-5.2.3   Illustration   ☐   ☐   ☐   ☐
      8-5.2.4   Demonstration   ☐   ☐   ☐   ☐

8-5.3   Identify factors when developing high risk training programs.

                                          ☐   ☐   ☐   ☐

8-5.4 Identify the following elements to consider when developing practical training evolutions:

8-5.4.1	Training setting	☐	☐	☐	☐
8-5.4.2	Planning practical evolutions	☐	☐	☐	☐
8-5.4.3	Safety issues	☐	☐	☐	☐
8-5.4.4	Incident command systems	☐	☐	☐	☐
8-5.4.5	Live fire training evolutions	☐	☐	☐	☐
8-5.4.6	Nonstructural and technical training evolutions	☐	☐	☐	☐
8-5.4.7	Power tools and equipment	☐	☐	☐	☐
8-5.4.8	General conditions for practical evolutions	☐	☐	☐	☐

TOTALS: 1) _____ +2) _____ + 3) _____ +4 _____ = _____
                                                    17

Name _____ Date _____

Evaluator _____ Overall Competency rating _____

RATING SCALE

4-Skilled	Can perform objectives with no additional instruction or training.
3-Moderately Skilled	Has performed independently during the instructional session; limited additional instruction or training may be required.
2- Limited Knowledge	Has limited knowledge of objectives; additional study required
1- Exposure Only	General information provided with no practice time or supervision; Additional instruction or training required
0- No Exposure	No information or knowledge provided during program; complete instruction or training required
N/A-Not Applicable	
EVALUATOR'S NOTE	Find the overall competency rating by averaging the performance Level rating and rounding to a whole number. Record above and on the Competency profile.

CRITERIA   LEVEL OF PERFORMANCE

		1	**2**	**3**	**4**
8-6.1	Identify the following classification of tests:				
	8-6.1.1 Interpretation method	☐	☐	☐	☐
	8-6.1.2 Purpose method	☐	☐	☐	☐
	8-6.1.3 Administration method	☐	☐	☐	☐
8-6.2	Identify the following types of evaluations tests:				
	8-6.2.1 Oral	☐	☐	☐	☐
	8-6.2.2 Written	☐	☐	☐	☐
	8-6.2.3 Performance	☐	☐	☐	☐
8-6.3	Identify the steps used for planning evaluation tests.	☐	☐	☐	☐
8-6.4	Identify the considerations used when designing evaluation tests.	☐	☐	☐	☐
8-6.5	Identify the methods and factors to be considered when developing testing evaluations in the affective domain.	☐	☐	☐	☐

8-6.6   Identify the following elements of the test measure process:

      8-6.6.1   Scoring methods   ☐   ☐   ☐   ☐
      8-6.6.2   Test item analysis   ☐   ☐   ☐   ☐
      8-6.6.3   Test result analysis   ☐   ☐   ☐   ☐

8-6.7   Identify the three major components of the evaluation process.
                                      ☐   ☐   ☐   ☐

8-6.7   Identify the following elements of course evaluation and instructional design:

      8-6.8.1   Planning considerations   ☐   ☐   ☐   ☐
      8-6.8.2   Formative evaluation   ☐   ☐   ☐   ☐
      8-6.8.3   Summative evaluation   ☐   ☐   ☐   ☐

TOTALS: 1) _____ +2) _____ + 3) _____ +4 _____ = _____
                                               16

Name _____ Date _____

Evaluator _____ Overall Competency rating _____

RATING SCALE

4-Skilled	Can perform objectives with no additional instruction or training.
3-Moderately Skilled	Has performed independently during the instructional session; limited additional instruction or training may be required.
2- Limited Knowledge	Has limited knowledge of objectives; additional study required
1- Exposure Only	General information provided with no practice time or supervision; additional instruction or training required
0- No Exposure	No information or knowledge provided during program; complete instruction or training required
N/A-Not Applicable	
EVALUATOR'S NOTE	Find the overall competency rating by averaging the performance Level rating and rounding to a whole number. Record above and on the Competency profile.

CRITERIA   LEVEL OF PERFORMANCE
                                                          1   2   3   4

8-7.1   Given a summary of how to develop a lesson plan, the student shall demonstrate
        proficiency by developing and exhibiting a 20-25 minute program using any of the
        following support applications: ☐   ☐   ☐   ☐

        a.   Information sheet
        b.   Job breakdown sheet
        c.   Work activity sheet
        d.   Study sheet

                TOTALS: 1) _____ +2) _____ + 3) _____ +4 _____ = _____
                                                                    1

COMPETENCY PROFILE

Student Name_____ Soc. Sec. No _____

Fire Department _____

Address _____

Phone _____

Home Address _____

Date of Enrollment _____ - _____ - _____   Total Class Hours _____

Date of Withdrawal _____- _____ - _____   Total Hours Absent _____

Date of completion _____ - _____ - _____

Instructors Name _____Session Dates _____

Instructor's Directions

1.

2.

3.

Level				Psychomotor Competencies
3	**2**	**1**	**œ**	

Practical Activity Sheets

☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

Points Achieved	Points needed/ Total	Cognitive Competencies

Written Test

_____   1.

Instructor's Signature_____ **Date** _____

Student's Signature _____ **Date** _____

JOB SHEET

Name_____ Date _____

Evaluator_____ Overall Competency Rating_____

References	
Prerequisites	
Student's Instructions	To meet evaluation standards, you must perform this job within _____ (*amount of time if applicable);* you may have _____Attempts. When you are ready to perform this job, ask your instructor to observe the procedure and complete this form. To show mastery of this job, you must perform all steps to receive an overall competency of af at lest 2
	Competency Rating Scale **3-Skilled-**Meets all evaluation criteria and standards; performs tasks independently on first attempt; requires no additional practice or training **2-Moderately skilled-**Meets all evaluation criteria and standards; performs task independently; additional practice is recommended **1-Unslilled-**Is unable to perform the task; additional training is required **€-Unassigned-**Job sheet task is not required or has not been performed **ÖEvaluator's Note:** Formulate and inform the candidate of the standards for this task (time allowed and number of attempts). Observe the candidate perform the task, check the step/key point under the appropriate attempt number as accomplished, record total time (if appropriate), and then use the rating scale above to assign an overall competency rating. If candidate is unable to perform any step of this job, have the candidate review the material and try again
Introduction	

Equipment and Personnel	

Job Steps	Key Points	Attempt No.
		1 2 3

Total time

Evaluator's Comments

_____
_____
_____

ACTIVITY SHEET

NAME _____ DATE _____

EVALUATOR _____OVERALL COMPETENCY RATING _____

References **Prerequisite** **Introduction** **Directions** **Activity**	

	Competency Rating Scale
	3-Skilled-Onthe first attempt, product meets all criteria; requires no additional practice. **2-Moderately skilled-**ON the first attempt, product meets critical criterion but ,or student may require more than one attempt; student may benefit from additional practice **1-Unslilled-**Product does not meet critical criterion; student requires additional practice and reevaluation **€-Unassigned** Task is not required or has not been performed **ÖEvaluator's Note:** Score the product as indicated below. Use the rating scale above to assign an overall competency rating. Note that critical criteria are marked with an asterisk and must be mastered (correct) to show competency. Record the overall competency rating on both the student's practical activity sheet and competency profile.
Criteria	**Yes No**

INFORMATION SHEET

Introduction	
Chapter Vocabulary	
Study Questions & Activities	1. 2.