The Maryland Fire and Rescue Institute of the University of Maryland is the State’s comprehensive training and education system for all emergency services.

The Institute plans, researches, develops, and delivers quality programs to enhance the ability of emergency service providers to protect life, the environment, and property.
Lesson 1-2
Training Evolution Supervision

Student Performance Objective

Given information from lecture, discussion, and reading materials, the student will be able to describe the supervision of training evolutions.

Overview

- The Safety Challenge
- Using ICS to Supervise Training
- Environmental Issues at Training Evolutions
- Accident Investigation
The Safety Challenge

- Even in a controlled environment emergency services training is inherently dangerous.
- Providing realistic training situations while providing the maximum level of safety is a challenge.
- Organizations, administrators and instructors share the responsibility for meeting this challenge.

Organizational Support

Changes in organizational policy can reduce the number of training accidents.

Trends and Hazards in Firefighter Training (2003) Recommendations

- Follow guidelines, procedures, and training and safety standards
- Conduct live burn evolutions in a variety of structure types
- Train to recognize the visual and physical clues to impending danger
- Have a risk management plan

Administrative Responsibilities

- Provide adequate personal protective equipment
- Maintain apparatus and equipment
- Ensure that safety equipment is properly installed and operating
- Provide policies and procedures for the safe use of apparatus and equipment
- Address the fitness, health and wellness of personnel
Unsafe Behavior

- Many injuries and fatalities are the result of unsafe behavior
- Instructors should recognize and address:
  - Improper Attitudes
  - Complacency
  - Lack of Knowledge or Skill
  - Physical Limitations

Hazard and Risk Analysis

- Hazard and risk analysis identifies potential problem areas and is the foundation for the risk management plan.
- Potential hazards are prioritized based on frequency and severity.

Using ICS to Supervise Training

- Instructors should have a working knowledge of incident command systems.
- ICS positions should be filled based on the scope of the training evolution.
The Training Plan

- Every lesson requires a lesson plan.
- The training plan should contain strategic goals, tactical objectives and support requirements.

Training Evolution Evaluation

- Evaluates student skills and learning
- Evaluates practical training evolution
- Determines safety problems that need to be corrected
- Trains students in the post-incident critique process
- Evaluates the instructor’s supervisory and teaching skills

Environmental Issues

- The EPA regulates activities that affect the nation’s water, atmosphere and soil.
- Instructors and administrators must be familiar with federal, state and local regulations.
- Instructors must ensure that training does not pose an environmental threat.
Accident Investigation

- Report the accident according to organizational policies
- Answer any questions asked by investigators
- Complete appropriate forms and reports
- Decide whether or not the training evolution can continue
- Obtain witness statements

Student Performance Objective

Given information from lecture, discussion, and reading materials, the student will be able to describe the supervision of training evolutions.

Review

- The Safety Challenge
- Using ICS to Supervise Training
- Environmental Issues at Training Evolutions
- Accident Investigation
Lesson 2-1
Course and Curriculum Development

Student Performance Objective

Given information from lecture, discussion, and reading materials, the student will be able to discuss course and curriculum development.

Overview

- The Four-Step Development Model
- Identifying Training Needs
- Designing a Course or Curriculum
- Implementing the Course or Curriculum
- Evaluating the Course or Curriculum
- Evaluating Testing Instruments
- Course or Curriculum Revision
Course and Curriculum Development

The Four-Step Development Model

- Identify Training Needs
- Design a Course or Curriculum
- Implement the Course or Curriculum
- Evaluate the Course or Curriculum

Identifying Training Needs

- Changes in the operating environment necessitate changes in the training programs offered.
  - State/provincial or federal mandates
  - Requests from stakeholders
  - Program evaluation
  - Unexpected events
  - Changes in national standards
Identifying Training Needs

- Needs Analysis
- Job Performance Requirements
- Task Analysis
- Cost/Benefit Analysis

Needs Analysis

- Defines current levels of knowledge, skills and attitudes.
- Determines whether a need exists and indicates how training, equipment or procedural change could meet the need.

Needs Analysis

- Identifies specific individuals or groups that need the training, equipment or procedural change.
- Identifies a method to achieve the desired levels of knowledge, skills and attitudes.
Needs Analysis

- Operational reports
- Injury records
- Accident reports
- Results of promotional exams
- Personnel, operation, and training records
- NFPA® standards

Determining Individual Needs

- Pretests
- Agency Training History
- Prerequisite Training and Skills
- Training Records

Job Performance Requirements

- JPRs specify the knowledge and skills required to perform a specific job.
- Instructors must understand the JPRs in order to effectively and efficiently develop and present a course or curriculum.
Professional Qualification Standards

- Professional qualification standards are often written in the JPR format.
- The standard defines and describes the job, giving instructors and planners an end point around which to design and deliver a training program.

Task Analysis

- A task analysis is a detailed review of each physical task that is performed as part of a skill or set of job functions.
- Conducting a task analysis is the best way for instructors to understand what needs to be included in a training program.

Organizational Models

- Sequential
- Cause and Effect
- Model-Based
- Cognitive
Create a Task Analysis

Complete Classroom Activity 2-1-1

Cost/Benefit Analysis

- Each hour of training time is the result of many more hours of development.
- The cost of internally developing training should be compared to the cost of obtaining training from an external resource.

Course Design

- Identify a Course Goal
- Develop Learning Objectives
- Group Similar Learning Objectives
- Develop Lesson Plans
- Sequence Lessons into a Course
- Create a Course Outline
- Create Evaluation Instruments
Curriculum Design

- Identify a Curriculum Goal
- Identify Courses for the Curriculum
- Sequence Courses in the Curriculum

Implementing the Course

- Acquire funding and facilities
- Determine instructor and student time requirements
- Find or train qualified instructors
- Create training aids and materials

Formative Evaluation

- Reviews by peers or supervisors
- Consultations with subject-matter experts
- Reviews by prospective instructors
- Any other steps that helps to ensure the quality of the course or curriculum
Implementation Actions

- Obtain final course approval
- Assemble, create or select training aids
- Schedule facilities and equipment
- Select qualified instructors
- Establish records system or database
- Schedule and announce the course or curriculum
- Select students
- Present a pilot version of the course

The Pilot Course

- The Pilot Course
  - Is the first implementation of a course
  - Should be taught by experienced instructors
  - Evaluates the effectiveness of the course or curriculum
  - Is evaluated based on feedback from instructors, observers, students and student performance

Evaluate the Course or Curriculum

- Did students meet learning objectives and course or curriculum goals?
- Was training conducted as designed and within the resources allocated?
Evaluating Course Materials

- Did the materials support the objectives?
- Were the materials relevant or applicable to job requirements?

Evaluating Instructor Performance

- Instructors should be evaluated periodically by more experienced instructors.
- Student input is also an important component of instructor evaluation.

Evaluating Testing Instruments

- The purpose of test analysis is to improve the teaching/learning process.
- Performing test analysis provides instructors, test developers and organizations with information on test validity and reliability.
Test Validity and Reliability

- **Validity**
  - The degree to which a test measures what it was designed to measure.

- **Reliability**
  - The consistency of test scores from one measurement to another.

Test Result Analysis

Test Result Analysis analyzes the average scores and indicates the overall difficulty of the examination

![Graph showing test result analysis]

Test Item Analysis

- Test item analysis allows instructors to use systematic methods to assess the quality of an item on a test.
- Specific measures of quality include:
  - Difficulty Index
  - Discrimination Index
  - Distracter Analysis
Test Revision

- Remove poor test items and recalculate the score.
- Review the test analysis, adjust the test items and give the test again.
- Teach the lesson again and give the test again.

Course or Curriculum Revision

- Evaluation of training programs may determine the need for course or curriculum revision.
- Changes in operational standards, departmental protocols or new technologies may necessitate revision.
- Periodic evaluations of all courses and curricula should be scheduled.

Student Performance Objective

Given information from lecture, discussion, and reading materials, the student will be able to discuss course and curriculum development.
Review

- The Four-Step Development Model
- Identifying Training Needs
- Designing a Course or Curriculum
- Implementing the Course or Curriculum
- Evaluating the Course or Curriculum
- Evaluating Testing Instruments
- Course or Curriculum Revision
Lesson Plan Development – Part I

Student Performance Objective

Given information from lecture, discussion, and reading materials, the student will be able to discuss lesson plan development.

Overview

- Laws of Learning
- Lesson Plan Creation
Laws of Learning

- Readiness
- Exercise
- Effect
- Disuse
- Association
- Recency
- Primacy
- Intensity

Lesson Plan Creation

- Identify the expected learning outcomes.
- Divide learning outcomes into tasks.
- Divide tasks into steps.
- Write learning objectives for each task.

The First Steps of the Lesson Plan

Complete Classroom Activity 3-1-1
Lesson Plan Creation

- Write test items or design practical assessments for each lesson objective.
- Determine the sequence in which you will present the material.
- Conduct research to become more familiar with the topic.
- Write the outline.

Lesson Outlines and PowerPoint

Complete Classroom Activity 3-1-2

Lesson Plan Creation

- Develop lesson activities.
- Identify and develop training aids to support instruction.
- Write or develop the planning components of the lesson plan.
- Write ancillary and reference material.
- Write the lesson summary.
Eliminating Bias

- Design lesson plans so that a wide variety of students can learn from the materials.
- Adhere very closely to the source material that is being taught.
- Be very careful in the wording used.

Learning Objectives

- Learning Objectives
  - Are specific statements that describe desired learning results.
  - Focus on specific, measurable results of instruction.
  - Represent the knowledge, skills, and attitudes students should acquire by the conclusion of the lesson.

Learning Objectives

- Learning Objectives
  - Are the foundation for instructional design
  - Help instructors select content and develop appropriate strategy
  - Provide a basis for measuring and evaluating students
  - Inform students of expected performance
  - Allow instructors to be flexible in teaching
The Mager Model

- Performance (Behavior) Statement
- Conditions Description
- Standards Criteria

General Guidelines

- Avoid ambiguous terminology; use action verbs.
- Make learning objectives short and focused on a single result.
- Make learning objectives specific, objective and measurable.

Cognitive Levels of Learning

- Remember
- Understand
- Apply
- Analyze
- Evaluate
- Create
The Cognitive Domain

Complete Classroom Activity 3-1-3

Psychomotor Levels of Learning

- Observation
- Imitation
- Adaptation
- Performance
- Perfection

<table>
<thead>
<tr>
<th>Possible Action Verbs for Psychomotor Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>stand</td>
</tr>
<tr>
<td>set</td>
</tr>
<tr>
<td>drive</td>
</tr>
<tr>
<td>lead</td>
</tr>
<tr>
<td>raise</td>
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</tbody>
</table>

Affective Domain

- Determine in advance the desired change in attitude and plan into the lesson.
- Emphasize the correct behavior.
- Use words such as confident or satisfied.
Affective Domain

- Remember that
  - Affective changes in attitude likely develop alongside cognitive and psychomotor learning.
  - Learning objectives in the affective domain are difficult to measure objectively.

Lesson Outline Development

- After establishing learning objectives, the development of an outline is next in the lesson planning process.
- Organize the learning objectives into the order that the instructor should teach.
- Remember that a lesson outline is not enough for developing a course for another instructor.

Instructional Method Selection

- Consider which instructional methods best match the learning objectives.
- Employ a number of different instructional methods when creating lessons in order to reach a variety of learning styles.
Lesson Activity Development

- Whole Group Discussion
- Small Group Discussion
- Case Study
- Role Play

Creating Learning Activities

Complete Classroom Activity 3-1-4

Student Performance Objective

Given information from lecture, discussion, and reading materials, the student will be able to discuss lesson plan development.
Review

- Laws of Learning
- Lesson Plan Creation
Lesson 4-1
Lesson Plan Development - Part II

Student Performance Objective

Given information from lecture, discussion, and reading materials, the student will be able to discuss lesson plan development.

Overview

- Ancillary Components
- Lesson Plan Modification
- Lesson Plan First Use
- Lesson Plan Evaluation and Revision
Ancillary Components

- Enable students to apply, study, and practice the lesson content.
- Provide students with background or resource information that is not readily available.
- Serve as important instructional adjuncts and helpful guides to reinforce learning.

Information Sheets

- Are handouts that address a topic not covered in the course textbook or other course materials.
- Are usually created when:
  - Information is unavailable to students
  - Research on the student’s part is extensive and time-consuming
  - Information is not available in any text

Skills Sheets

- Are appropriate for tasks that require both psychomotor skills and cognitive knowledge.
- Divide a task into operational steps, critical criteria, and the key points or steps for completion.
- Can be used by students as guides during unsupervised practice.
Worksheets

- Are completed during class.
- Provide students opportunities to apply rules, analyze and evaluate objects and situations, or use multiple skills while completing activities.
- Must support the learning objectives.

Study Sheets

- Explain the specific areas students will need to study before an exam or certification test.
- May be distributed by instructors for students to use during instruction or for students to use as self study aides.
- May or may not include a practice test to measure understanding.

Assignment Sheets

- Contain information about a specific activity or project that the student is expected to complete without supervision.
  - Activity may occur within the class period or outside of class.
- Differ from worksheets in that the assignment is required and will be graded.
Audiovisual Components

- Show abstract concepts through the use of charts or diagrams.
- Aid memory through the use of eye-catching, humorous, or colorful images.
- Illustrate real environments using plans, maps, photographs or videos.
- Reinforce key points through use of quotes, tables, or figures.

Audiovisual Components

- Tie complex ideas together through diagrams, outlines, and headings.
- Compare information through the use of charts and graphs.
- Introduce the lesson through the use of a title slide or image.

Audiovisual Components

- Illustrate a process through the use of artwork, photographs, or cutaway models.
- Define terms or words through the use of glossaries or examples.
- Provide motivation through images, logos, or slogans.
Creating PowerPoint Slides

- Keep visual aids simple and easy to read.
- Take the time to ensure that all slides look professional and convey their messages effectively.
- Use typefaces or fonts that are consistent, easy to read, and large enough to read at a distance.

Creating PowerPoint Slides

- Make text concise.
- Create one heading for each slide or image.
- Keep the backgrounds simple.

Creating PowerPoint Slides

- Use a background color that contrasts with the color of the text.
- Use transition effects sparingly because they can overpower the message.
- Use graphs, charts, photographs, and clipart to create interest.
Creating PowerPoint Slides

- Use parallel structure on each slide or image.
- Use one style of transition.
- Provide handouts of some slides or images.

Lesson Plan Modification

- Lessons are modified
  - To ensure thorough coverage of the course material
  - To include updated information or changes
  - To address particular groups of students

Lesson Plan Modification

- The steps for modifying a lesson plan are the same as steps for creating a lesson plan.
- The first step is to identify the learning outcomes.
- Always keep records of modifications to the lesson plan.
Lesson Plan First Use

- Instructors should teach from a newly developed lesson plan while evaluating their work in a real world situation.
- Items that appear effective on paper do not always meet expectations in practice.
- Instructors should take notes on what was and was not effective to provide feedback for evaluation.

Lesson Plan Evaluation

- Evaluations can help course planners determine how effective a lesson plan has been.
- Course evaluations evaluate the students, instructor, and lesson plan.
- A thorough course evaluation is based on input from students, instructors, and administrators.

Lesson Plan Evaluation

- Step 1: Review student test/course scores
- Step 2: Review the instructor and course evaluations
- Step 3: Review the lesson plan and determine whether the learning objectives are clear, concise, and attainable
Lesson Plan Revision

- Evaluation should provide a definite list of revisions to be made.
- Revisions should be reviewed by other instructors, the training agency, administrators, or other experts.
- The revised lesson plan should be evaluated after it has been presented for the first time.

Student Performance Objective

Given information from lecture, discussion, and reading materials, the student will be able to discuss lesson plan development.

Review

- Ancillary Components
- Lesson Plan Modification
- Lesson Plan First Use
- Lesson Plan Evaluation and Revision
Lesson 6-1
Test Item Construction – Part I

Student Performance Objective

Given information from lecture, discussion, and reading materials, the student will be able to describe the process of test item construction.

Overview

- Test Instruments
- Common Considerations For All Tests
- Test Formatting
Test Instruments

- Domains of Learning
- Level of Learning
- Difficulty of the Course

Types of Test Instruments

- Written
- Oral
- Performance

Common Considerations

- Specific Learning Objectives
- Difficulty of Items
- Test Formatting
- Test Instructions
- Arrangement of Items
- Time Requirements
Test Formatting

- Provide space for Student Name and Date
- Provide a Test Title
- Number Tests
- Provide Clear Instructions
- Provide a Sample Test Item

Test Formatting

- Number Items Consecutively
- Single Space within Items
- Double Space between Items
- State the Point Value
- Use Common Terminology

Test Item Arrangement

- Test Items
  - Arrange in a logical order
  - Group by learning domain outcome or type of item
  - Word items so as not to reveal the correct answer
Level of Cognition

- Remember
- Understand
- Apply
- Analyze
- Evaluate
- Create

Test items should evaluate the student's ability at the level that corresponds to the learning objective.

Test Difficulty

- The actual determination of test difficulty does not occur until the test has been taken and scored.
- Test difficulty is determined by students' performance on individual questions
- Tests are appropriately difficult if most of the students answered between 65 and 85 percent of the questions correctly

Test Instructions

- Purpose of the test
- Method and means for recording answers
- Suggestion to guess when undecided on an answer
- Amount of time available to complete the test
Time Requirements

- Problem solving, analyze, create, or evaluate level questions:
  - 30 to 60 seconds

- Short-answer:
  - 30 to 60 seconds

- Essay:
  - 60 seconds for each major point that students must include

Know the average time it takes a student who knows the material to complete each type of question.

Use these estimates to calculate how much time students will need to complete the test.

When time is limited, use sampling to select test items.

Test Bias

- Ensure that test questions reflect the materials being tested
- Questions associated with bias should be revised
- Bias is generally limited to use of regional jargon and differences in terminology
- Terminology on the test should reflect the terminology of the students
Written Tests

- Written tests measure students’ understanding and retention of technical information.
- Test items are classified as objective or subjective.

Written Test Items

<table>
<thead>
<tr>
<th>Objective</th>
<th>Subjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Choice</td>
<td>Short-Answer</td>
</tr>
<tr>
<td>True-False</td>
<td>Essay</td>
</tr>
<tr>
<td>Matching</td>
<td>Interpretive Exercise</td>
</tr>
</tbody>
</table>

Multiple Choice Test Items

A multiple-choice test item consists of either a question or an incomplete statement (stem) and a list of choices.

Multiple Choice Test Items

1. What happens to the flame as combustion becomes more complete?
   - A. It becomes blue and has luminous tips.
   - B. It becomes dimmer and less luminous.
   - C. It becomes hotter and more luminous.
   - D. It becomes hotter and more luminous.

   **Answer:** B.

2. What is the name of the compound that is dibasic or dibasic in nature?
   - A. Carbon monoxide
   - B. Hydrogen cyanide
   - C. Chlorine
   - D. Carbon dioxide

   **Answer:** D.
Multiple Choice Test Guidelines

- Write the stem in the form of a direct question or an incomplete sentence.
- Make the statement clear and brief.
- Use positive questions, but if negative statements are used, emphasize negative words consistently.
- Provide at least three plausible, attractive distracters.

Multiple Choice Test Guidelines

- Phrase choices so that they are parallel with each other and grammatically consistent.
- Place correct answers in varied positions.
- Place each choice on a separate, indented line and in a single column.
- Begin responses with capital letters when the stem is a complete question.

Multiple Choice Test Guidelines

- Begin responses with lowercase letters when the stem is an incomplete sentence.
- Do not include choices that are obviously wrong or intended to be humorous.
- Make sure that stems and alternatives do not give clues as to the correct response.
- Make all alternatives the same length.
Multiple Choice Test Guidelines

- Avoid using “all of the above” or “none of the above”
- Do not test trivial information
- Use correct grammar and punctuation

Multiple Choice Disadvantages

- Multiple choice is not well suited to measure some cognitive skills.
- It can be very difficult to construct multiple-choice test items that include different difficulty level test items.

Multiple Choice Disadvantages

- It can be difficult to create enough appropriate and plausible distracters for each item.
- Students who do not know the material may still be able to guess the answer.
True-False Test Items

- True statements should be based on facts.
- False statements should be created based on common misconceptions of the facts.
- Modified true-false items ask the student to explain why an item is false or to rewrite the item to make it true.

True-False Test Guidelines

- Provide clear instructions
- Create enough test items to provide reliable results
- Distribute true and false items randomly
- Avoid determiners

True-False Test Guidelines

- Avoid creating items that could trick or mislead students into making a mistake
- Avoid double-negative items
- Avoid using personal pronouns such as "you"
- Do not use test items that test trivia or obscure facts
True-False Test Guidelines

- Develop test items that require students to think about what they have learned.
- Avoid unusually long or short test items, because the length may be a clue.
- Create brief, simply stated items that deal with a single concept.
- Avoid quoting information word-for-word from the text.

Matching Test Items

- Make two parallel columns of words, phrases, images or a combination of them.

Matching Test Guidelines

- Avoid placing prompts and lists on different pages.
- Separate matching sections into sets of 5 problems and responses.
- Consider preparing one more response than there are prompts.
- Arrange problem statements and responses into two columns.
Matching Test Guidelines

- Arrange responses alphabetically, chronologically, or numerically
- State whether a response may be used once, more than once, or not at all
- Avoid giving clues to answers
- Do not include answers that are obviously wrong

Short Answer Test Guidelines

- Create short, concise, and direct statements
- Avoid long, involved statements with a string of blanks to fill
- Start with a direct question and change it to an incomplete statement
- Make sure that the desired response is a key point in the lesson

Short Answer Test Items

Write a question for which students must provide a correct response.
Short Answer Test Guidelines

- Arrange the statement in order to place the blanks at or near the end of the sentence
- Avoid statements that call for answers with more than one word, phrase, or number
- Eliminate unnecessary clues
- Write a rubric or detailed answer sheet

Essay Test Items

- Essay tests require students to demonstrate the ability to:
  - Analyze a topic
  - Create a solution to a problem
  - Evaluate a system or process

Essay Test Items

- Essay tests
  - Eliminate guessing
  - Test higher cognitive levels
  - Are time consuming to administer and to grade
Essay Test Guidelines

- Choose essay topics that reflect key aspects of the course material
- Create a rubric that establishes clear scoring guidelines
- Provide clear instructions that define how students should respond
- Provide sufficient time for students to respond to all questions

Interpretive Exercises

- Interpretive Exercises
  - Consist of introductory material followed by a series of test items.
  - Measure higher level cognitive processes.

Interpretive Exercise Guidelines

- Make sure that all introductory material relates to key learning objectives
- Apply relevant guidelines for effective item construction
- Use test items that require the same type of performance that is listed in the test specifications
Interpretive Exercise Guidelines

- Create introductory material that is unfamiliar
- Make sure that the introductory material does not give away answers to any test items
- Make sure that students must read the introductory material to be able to answer test items
- Provide enough test items to effectively measure students’ understanding of the material

Oral Tests

- Oral tests may consist of open and/or closed questions.
- When designing and conducting oral tests consider:
  - Development
  - Validation
  - Evaluation

Performance Tests

- Performance Tests
  - Measure a student’s proficiency in performing any task involving a psychomotor objective.
  - May be based on a speed standard, a quality standard, or a combination of both standards.
  - Should be conducted in a controlled environment.
Performance Test Guidelines

- Specify performance objectives to be measured
- Rate students against a standard, not against the performance of other students
- Provide written instructions that clearly explain the test situation
- Try a new performance test on other instructors before administering it to students

Performance Test Guidelines

- Use more than one test evaluator
- Follow established procedures when administering the test
- Make a score distribution chart after tests have been administered
- Rotate team members to every position for team evaluation ratings

Performance Test Advantages

- Validity
- Reliability
- Skills-Based
- Student Motivation
- Sense of Accomplishment
- Job Related
Student Performance Objective

Given information from lecture, discussion, and reading materials, the student will be able to describe the process of test item construction.

Review

- Test Instruments
- Common Considerations For All Tests
- Test Formatting
Student Performance Objective

Given information from lecture, discussion, and reading materials, the student will be able to describe the process of test item construction, including test planning and scoring.

Overview

- Test Planning
- Test Scoring Method Selection
Test Planning

- Determine test purpose and classification
- Define learning objectives or learning outcomes
- Construct appropriate test items

---

Test Planning

Should the test assess student performance against a set criterion or rank individual performance against other students?

---

Test Purpose and Classification

- Criterion-Referenced Tests
  - Compare performance against appropriate minimum standards
- Norm-Referenced Tests
  - Rate student performance compared to other students
Test Purpose and Classification

- Prescriptive (Pretest)
  - Determines readiness for instruction or placement in appropriate level
- Formative (Progress)
  - Measures improved progress or problems hampering progress
- Summative (Comprehensive)
  - Rates terminal performance

Test Purpose and Classification

- Cognitive
  - Technical knowledge retention and recall
- Psychomotor
  - Manipulative skills
- Affective
  - Behavioral changes in attitude, values or beliefs

Identifying Learning Objectives

- Learning objectives reflect the learning outcomes
- The test should be based upon the specific learning or behavioral objectives
  - These are specific, detailed, and measurable
Constructing Appropriate Test Items

- Select proper level of test item difficulty
- Determine appropriate number of test items
- Eliminate language and comprehension barriers
- Avoid giving clues to test answers
- Match test items to learning objectives
- Ensure test usability
- Ensure validity and reliability

Selecting Test Item Difficulty

- Test item difficulty is determined by whether the test is norm-referenced or criterion-referenced.
- Criterion-referenced test items should be designed so that knowledgeable students should be able to pass the test.
- Norm-referenced tests items should create a wide spread of scores so that students can be ranked against one another.

Determining Number of Test Items

The number of test items depends on the purpose of the test, types of test items and desired level of reliability.

Guideline Approach

Mathematical Approach
Eliminating Language Barriers

- Use words that students would use during training or on the job
- Avoid test items that include the following:
  - Higher reading level than the students possess
  - Lengthy, complex, or unclear sentences
  - Vague directions
  - Unclear graphic materials
  - Obsolete words or terms

Avoiding Giving Clues

- Word associations that give away the answer
- Plural or singular verbs or use of the words a or an
- Words that make some answers more likely (such as sometimes) or less likely (such as always or never)
- Correct answers that are consistently placed in the same location

Avoiding Giving Clues

- Correct answers that are consistently longer than distractors
- Words and materials copied verbatim from the textbook
- Stereotypical answers
- Test items that give the answer to other test items
Ensuring Test Usability

- Easy to administer
- Easy to take
- Appropriate length
- Cost-effective
- Contains multiple testing instruments
- Easy to score

Ensuring Validity and Reliability

- Validity
  - Test items should require students to display specific knowledge of the appropriate learning objectives
- Reliability
  - Clear instructions
  - Clear, well-written test items
  - Specific scoring criteria

Ensuring Validity and Reliability

- Select a representative sample of learning objectives
- Select enough test items to represent the skills required in the learning objective
- Select test-item formats that reduce the potential for guessing
Ensuring Validity and Reliability

- Use only the number of test items that an average student can complete in the available time
- Determine methods to maintain positive student attitudes toward testing
- No test should be biased towards one group of individuals

Test Scoring Method Selection

- Written Tests
  - A point value is assigned to each question
- Oral Tests
  - Scoring sheets indicate the proper responses and how many points those responses are worth
- Performance Tests
  - Scoring sheets are created with mandatory tasks; those tasks should be indicated as pass/fail

Overcoming Subjectivity

- Train instructors or test evaluators in the steps of the skills to be tested
- Develop checklists for each tested skill and use them for scoring students’ performances
Student Performance Objective

Given information from lecture, discussion, and reading materials, the student will be able to describe the process of test construction, including test planning and scoring.

Review

- Test Planning
- Test Scoring Method Selection
Student Performance Objective

Given information from lecture, discussion, and reading materials, the student will be able to discuss instructor and course evaluations.

Overview

- Supervisory Instructor Evaluations
- Course Evaluations
- Findings from Evaluations
Supervisory Instructor Evaluations

- Evaluation of instructors is based on observations of both supervisors and students
- Many fire and emergency services organizations have systematic personnel evaluation programs
- Instructors must be familiar with the elements of a personnel evaluation program

Personnel Evaluation Program Elements

- Forms
- Guidelines
- Processes
- Findings

Supervisory Evaluation Forms

A supervisory evaluation form should address the skills and behaviors an instructor should possess.
Evaluation Form Elements

- Classroom management considerations
- Effective interaction with students
- Proper use of communication techniques
- Communication of all learning objectives
- Appropriate use of questions
- Use of appropriate instructional methods

Performance Evaluation Process

- Instructors are evaluated both formally and informally
- Informal evaluations occur often and are based on the observation of the instructors in their work environment
- Formal evaluations use observations and student evaluations to generate comments and suggestions

Guidelines for Formal Evaluations

- Train supervisors properly
- Apply in a timely manner
- State criteria clearly
- Ensure standards are not discriminatory
- Maintain consistency
- Maintain thorough records
- Ensure objectivity
Guidelines for Formal Evaluations

- Always provide positive feedback before offering constructive suggestions for improvement.
- Instructors performing effectively should be praised in front of students and peers.
- Suggestions for improvements should be made in private.

Stages of Instructor Evaluations

1. Before Evaluation
2. Observation
3. Performance Review

Accountability After the Evaluation

- Supervisors must hold instructors accountable for making improvements.
- Inexperienced or underperforming instructors may benefit from working with a mentor.
- Instructors unable to meet performance standards may need to be reassigned to non-teaching duties.
Course Evaluations

- The most immediate form of feedback an instructor receives after a course are student evaluations.
- Students should be asked to evaluate both the instructor and the course.

Factors Affecting Student Responses

- Background knowledge of the subject
- Reason for attending the class
- Personality of the instructor or student
- Preconceived ideas held by the student
- Frustration or pressure felt by the student

Instructor Characteristics Evaluated

- Preparation
- Presentation Skills
- Knowledge of the Subject
- Interest and Enthusiasm for the Subject
- Ability to answer students’ questions
- Interaction with students
Instructor Characteristics Evaluated

- Concern for Students
- Instructor Strengths & Weaknesses
- Time Management Skills

Whether the student would choose to take another class with the instructor

Student Evaluations of Instructors

- Student evaluations are most accurate when completed during class and collected immediately
- Student anonymity is crucial during the evaluation process
- Completed student surveys should be gathered and forwarded to the instructor’s supervisor

Student Course Evaluations

- Reaction
- Knowledge
- Skills
- Attitudes
- Environment
- Safety
- Materials
- Results
Student Course Evaluations

- Answers to questions should be given on a continuum
- There should always be space for open response
- Students should not be required to sign the form

Findings from Evaluations

- Identify instructor strengths and weaknesses
- Provide an opportunity for supervisors to craft a response to those strengths and weaknesses.

Instructor Strengths

- Strengths should be cultivated and used to the benefit of the instructor, organization, and the community
- Helping an instructor build upon strengths is one of the best ways to build the instructor’s confidence
Instructor Weaknesses

- Counseling, coaching, and mentoring are useful when helping an instructor improve teaching performance.
- Supervisors should work with instructors to determine steps necessary to overcome weakness.
- Retraining, professional counseling, or disciplinary actions may be necessary.

Evaluating Instructor Performance

Complete Classroom Activity 7-2-1
Reviewing Course Evaluations

Complete Classroom Activity 7-2-2

Student Performance Objective

Given information from lecture, discussion, and reading materials, the student will be able to discuss instructor and course evaluations.

Review

- Supervisory Instructor Evaluations
- Course Evaluations
- Findings from Evaluations
Student Performance Objective

Given information from lecture, discussion, and reading materials, the student will be able to discuss supervisory and administrative duties related to the fire instructor.

Overview

- Supervising Other Instructors
- Scheduling Resources and Instructional Delivery
- Formulating Budget Needs
- The Purchasing Process
- Keeping Training Records
- Performing Basic Research
Supervising Other Instructors

The number of instructors who are directly supervised varies according to the following factors:

- Size of the training division or department
- Supervisor’s position and duties
- Abilities of the instructors
- Complexity of the specific training environment or learning scenario

Supervising Other Instructors

- Encourage instructors to participate
- Delegate or involve instructors in planning
- Respect the judgment of instructors
- Teach, enforce, and follow health and safety rules

Supervising Other Instructors

- Coach and mentor
- Show consideration for diversity among instructors
- Acknowledge instructors’ accomplishments
- Treat each instructor fairly and equitably
Supervising Other Instructors

- Keep accurate records
- Keep lines of communication open
- Build and maintain a professional work environment
- Resolve conflicts between instructors and students

Level II Instructors should remember that they lead by example and must adhere to a standard of ethical, moral, and legal behavior.

Establish and Communicate Goals

- Objectives and timelines can be communicated through
  - Group meetings where information is shared and discussed
  - Written task sheets, including personalized assignments and deadlines
- Supervisors should involve instructors in the process
Promote Professional Development

- It is important that instructors maintain and develop professional skills
- Instructors benefit from having a supervisor who actively recommends or provides opportunities for development

Empower Instructors

Instructors should feel that they have authority over their own jobs

Celebration

When objectives are met or significant accomplishments are reached, a supervisor should celebrate the accomplishment as soon as possible.
Offer Incentives for Performance

- Make public acknowledgements of accomplishments
- Hold group gatherings or parties to encourage unit cohesiveness
- Make positive statements about the skills and abilities of instructors
- Make appropriate comments on performance evaluation

Resolve Conflicts

- Focus on the conflict, not the individuals involved
- Speak to the parties of a dispute individually and privately
- Allow the parties of the dispute to express themselves freely
- Make decisions about the conflict based upon policies and procedures

Maintain Positive Example/Attitude

- A supervisor should always express a positive attitude toward all personnel
- Attitude should be reflected through personal actions that set an example for others
Scheduling Resources and Training

- Instructors are often responsible for scheduling resources and instructional delivery
- Training resources include all elements needed to present a course or curriculum

Creating a Schedule

- Assess factors that affect scheduling
- Determine needs
- Determine requirements
- Determine availability

Creating a Schedule

- Coordinate training
- Create a schedule
- Publish the schedule
- Revise the schedule as needed
Factors that Affect Scheduling

- Training Requirements
- Physical Resources
- Instructor Availability
- Student Availability
- Minimum Staffing Levels
- Budgetary Considerations
- Environment

Determine Needs

Conduct a needs analysis to determine the types of services that are currently delivered and compare to the services that are likely to be needed in the future.

Factors that Affect Need

- Equipment or Technology
- Personnel
- Legal Concerns
- Observations at Emergency Incidents
- Requests from the Public
Determine Needs

- Any training that a supervisor considers scheduling should be based on priority levels
  - Priority 1: Training that is mandated by federal, state, and provincial agencies
  - Priority 2: Training that is required to meet goals determined by the organization and jurisdiction
  - Priority 3: Training that is not mandated or required but would benefit the agency or service

Determine Requirements

- Specific topics to be taught
- Certification or testing criteria
- The minimum number of contact or teaching hours

Determine Availability

- Supervisors should determine the availability of instructors and facilities
- Training should be scheduled when students are most likely to be able to attend
Coordinate Training

Supervisors should contact other fire and emergency services organizations to see if joint training sessions can be scheduled.

Create a Schedule

- Create a draft schedule based on needs, requirements and availability
- Include alternative dates and remain as flexible as possible
- Distribute a table or chart of courses, dates and instructor assignments to the teaching staff

Publish the Schedule

- Distribute at all worksites and facilities
- Send to a predetermined e-mail list
- Post to the training organization's website
- Manage using computer calendar programs
Revise the Schedule

- Both short- and long-term training schedules may require revisions.
- Schedule changes must be communicated to the teaching staff and members of the organization.

Reasons to Revise the Schedule

- Instructor availability conflicts
- Inclement weather
- Lack of funds
- Lack of equipment or materials

Reasons to Revise the Schedule

- Lack of facilities
- Unforeseen situations
- Changes in the amount of time required to present courses
- Creation of newly mandated courses
Formulating Budget Needs

- Supervisors may be responsible for formulating the budgetary needs for training.
- Requests should provide an accurate estimate of costs and justification for the expense.

Typical Operating Expenses

- Instructor Pay
- Equipment
- Course Materials
- Student Manuals
- Audiovisuals
- Travel Expenses
- Training Ground Expenses

Capital Budget Requests

- Sometimes a course will require a large, one-time purchase.
  - These requests usually require greater justification.
- Organizations may have special procedures for capital budget requests.
Supervisors must become familiar with their agency’s budgetary policies.

Sources of Funding

- All governmental jurisdictions require revenue in order to provide necessary services
- Revenue typically comes from a combination of property, sales and income taxes
- Other sources of public funding include trust funds, bond sales, gifts, and fundraising

Many organizations supplement their general budgets with grants and charitable contributions.
### Budget Request Justification

- Financial history
- Actual cost of materials
- Third party evaluations
- Training mandates
- Contractual requirements
- New programs or services
- Training refinements
- Injury reports and fire losses

### The Purchasing Process

- **Supervisors**
  - May be responsible for purchasing materials or equipment specific to the organization's training needs
  - Must ensure that the organization receives the exact materials that were budgeted for/ordered
  - Must keep purchasing expenses within the approved budget

### Determining Funding Sources

- The first step in the purchasing process is to determine sources of funding
- Primary funding sources include operating funds, capital funds, grants and leases or lease/purchases
Determining Purchasing Needs

- Purchasing needs should have been determined during the budget process.
- Actions for when the time comes to purchase:
  - Review the standards/regulations
  - Review current resources
  - Determine the amount of funds available

Contacting Vendors

Supervisors should contact available vendors for the resources they need to purchase.

Purchase Orders

- To release funds for purchase, a supervisor will complete a purchase order.
- The purchase order includes:
  - What resources are being purchased and the cost
  - The name of the entity from which resources are being purchased
  - Authorization and account numbers
  - Appropriate signatures to approve the request
Keeping Training Records

Supervisors may be involved in developing and retaining training records or record keeping systems.

Training Information

- Course Name
- Dates and Hours
- Instructor Name(s)
- Student Attendance Record
- Topics Taught
- Lesson Plan and Materials
- Evaluation Scores
- Course Evaluations

Training Information

- Required Training and Certifications
- Missed Training
- Performance Deficiencies
- Recommended Remedial Training
- Other Information Deemed Appropriate
Training Information

- Daily Training
- Company Level Training
- Organizational Training
- Individual Self-Study
- Individual Training
- Special Training
- Degrees and Certificates Attained

Instructors collect information for some or all types of training.

Record Management Systems

- Retain documents so that authorized parties may review them when necessary
- Help determine if required mandates are being met and identify gaps in training
- Provide information to help administrators plan and schedule
- Provide a degree of protection against lawsuits

Record Auditing Procedures

- Record auditing is the process by which a document can be traced back to the individual who created it
- The process is made easier by including:
  - Name of the individual who completed the record
  - Names of other individuals who contributed information
  - Dates and times that the records were completed
Legal Requirements for Records

- Retention length of records and reports
- Privacy of records and reports
- Public access to records and reports
- Open records act exemptions

Performing Basic Research

Research benefits training programs in many ways.

Information gathered can be used to support a proposal or to answer open-ended questions.

Basic Steps for Conducting Research

- Identify the topic
- List all similar topics
- List types of data that may support the topic
- List the sources for each information type
- Read and analyze the gathered information
Data Collection

- Expert Opinions
- Trends
- Models
- Similar Situations
- Statistics
- Examples
- Analyses
- Industry Standards
- Legal Requirements
- Recommended Practices
- Sources of Supplemental Funds

Information Sources

- Internet
- Government Agencies
- Libraries
- Education Institutions
- Professional Organizations
- Standards Organizations
- Vendors/Manufacturers
- Nonprofit Organizations

Level of Source Material

- Primary
- Secondary
- Tertiary
Quality of Source Material

- Credibility/Authority
- Accuracy
- Reasonableness
- Support
- Review

Reference Material Citations

- Citations are used in research papers, books, articles, and electronic media to indicate the source of quotes, statistics, and other information that is not original to the writer.
- Two popular citation styles used in the fire and emergency services are Chicago and APA.

Student Performance Objective

Given information from lecture, discussion, and reading materials, the student will be able to discuss supervisory and administrative duties related to the fire instructor.
Review

☐ Supervising Other Instructors
☐ Scheduling Resources and Instructional Delivery
☐ Formulating Budget Needs
☐ The Purchasing Process
☐ Keeping Training Records
☐ Performing Basic Research
Lesson 9-1
Training Program Evaluation

University of Maryland

MGMT 210 [INSTRUCTOR II]
Maryland Fire and Rescue Institute

Student Performance Objective

Given information from lecture, discussion, and reading materials, the student will be able to discuss training program evaluation.

Overview

- Evaluation Methodology
- Evaluation Plans
- Evaluation Results
Types of Evaluation

- Goal-Based Evaluations
- Process-Based Evaluations
- Outcome-Based Evaluations

Evaluation Methodology

- Set criteria by identifying the problems or issues that must be addressed
- Determine what data is currently available for evaluation
- Determine what new data will have to be collected for evaluation

- Identify the evaluation model that will be most effective
- Determine the amount of time necessary to complete the evaluation
- Identify the personnel who will be responsible for making the evaluation
Evaluation Methodology

- Conduct the evaluation
- Analyze the results of the evaluation and develop conclusions based on the results
- Establish multiple sets of reasonable actions to take based on the results

Evaluation Methodology

- Prepare a specialized final report for each audience that will be affected by the outcome of the evaluations
- Develop revision strategies and priorities

Categories of Evaluation

- Qualitative (subjective)
- Quantitative (objective)
Evaluation Plans

- Contain the step-by-step process for the various types of evaluations used by the jurisdiction
- Ensure that the process is conducted in the same manner each time it is implemented

Kirkpatrick’s Evaluation Model

- Results
- Behavior
- Learning
- Reaction

NFA Evaluation Model

- Systems/Approach to Evaluation
- Intermediate: Outcome for that may change outcomes
- Increase Control: Laboratory, Nivel, all levels of testing
Retrospective Evaluations

- Encompass overall effectiveness
- Identify the need for new programs
- Provide a comparison with the past outcomes
- Document the achievements of the program
- Document students' habits
- Rely on evidence

Observation of Instructors

- Observation can be used to gather evidence during individual classes of a course
- With feedback received during instruction, instructors can change or modify instructional methods to meet the needs of the class

Supervisor Surveys

- Completed by company officers, supervisors, and division managers within the organization
- Constructed to assess how a student has applied the learned knowledge, skills, or behavioral habits while on duty
Student Learning Surveys

Determine how students are using the information learned

Organizational Evaluations

- Are intended to compare an organization’s mission statement with its output
- May be conducted internally, by an outside agency, or by a third party
- Help the leadership of the department improve services and adjust to potential changes

Performance Measurement

Used to evaluate success of training programs and to justify budgets
Course and Design Evaluation

- Instructors must always be alert to ways of improving or updating instruction
- Instructional content and methods must remain flexible in order to serve intended purpose
- Test scores are only one form of evidence to support or refute the success of the learning process

Course and Design Evaluation

- Test scores are only one form of evidence to support or refute the success of the learning process
- Data collection must be accurate
- Instructors must plan the approach by thinking through and answering questions

Evaluation Results

- Determine areas for improvement based on student outcomes
- Identify actions to correct deficiencies
- Document and report results as appropriate
Customer Approval Rating

Organizational rating that adds a quantifiable ranking to qualitative evaluations.

Leadership Problem Solving

Complete Classroom Activity 9-1-1

Student Performance Objective

Given information from lecture, discussion, and reading materials, the student will be able to discuss training program evaluation.
Review

☐ Evaluation Methodology
☐ Evaluation Plans
☐ Evaluation Results
Student Performance Objective

Given information from lecture, discussion, and reading materials, the student will be able to discuss training program administration.

Overview

- Record-Keeping Systems
- Disclosure of Information
- Development of Forms
- Agency Level Needs Analysis
- Development of Training Policies, Procedures, and Guidelines
Record Keeping Systems

- Encompass a wide range of information-organizing skills
  - Statistical analysis
  - Strategic handling of data
  - Evaluations to establish trends and relationships
- Are used to formulate training policies, mandate safe practices, or change procedures

Manual Systems
- Involve physical collection, organization, storage, preservation and disposal of hard copy records and materials

Automated Systems
- Electronic storage of data in password-protected computer databases

Any record keeping system must perform the following functions:

- Organize Records
- Index Records
- Allow only authorized staff to access records
- Ensure that records can be easily found
Record Keeping Systems

- People
- Policies
- Procedures
- Tools
- Technology
- Training and Education
- Maintenance

Record-keeping systems consist of more than the software applications or filing systems designed to manage the records.

Instructors must ensure that components work together and that the system functions according to agency policies.

Consult applicable standards for record-keeping as a model for record-keeping policies.

Disclosure of Information

- Disclosure is a legal term referring to the act of giving out information
- Some records can be released with no authorization
  - Documents for investigation
  - Instructional materials
- FERPA states that test records cannot be disclosed without consent from the student.
Development of Forms

- Standardized forms ensure that information is consistent and complete
- Computers make the creation of forms very easy
- Forms should have fields that are consistent with other organizational forms

Agency Level Needs Analysis

- Level III instructors identify and address needs projected for the future
- The process may involve other agencies that can provide training, facilities or equipment when funding is limited
- Interested employees should be included in the process

Conducting Committee Meetings

- Schedule meetings at appropriate intervals
- Invite those most relevant to the project or analysis
- Always have an agenda
- Report findings to higher ranking members of the jurisdiction
Data Organization and Interpretation

- The most important outcome of interpretation is that the information...
  - Tells a story
  - Supports a proposal
  - Answers an analysis question
- Interpreted data can be correlated with changes in training policies or courses from the previous year

Training Policies

- A policy is a guiding principle that organizations develop, adopt, and use as a foundation for decision-making
- Documents must contain information that is current and appropriate

Effective Training Policies

- Are written using language that is simple, concise and respectful
- Are adopted through a process that provides reasoned feedback
- Are explicitly supported by the organization’s administration and training manager
Procedures and Guidelines

- Procedure
  - Identifies the steps that must be taken to fulfill the intent of a policy and is written to support a policy
- Guideline
  - Identifies a general philosophy
  - May be part of a policy or exist independently

Needs Determination

Level III instructors must know the steps to identify a need for new policy, procedure, or guideline

Develop a Draft Document

- Determine whether a policy, procedure, or guideline is the most appropriate for the issue or incident
- Always select the least restrictive type of document
- Use similar existing policies, procedures, or guidelines as references when possible
- Follow agency or national models for format, terminology, and organization
Develop a Draft Document

- Include the date the document becomes effective if adopted
- List the person or unit responsible for managing the new policy, procedure, or guideline
- Conduct research on the legality of the new policy, procedure, or guideline
- Submit the draft document to the organization’s legal counsel for review

Submit Draft for Review

- Provide personnel an opportunity to respond with feedback and input on any document that affects them
- Provide a comment period for the draft document and review all comments
- Evaluate comments and amend the draft document as necessary

Adopt Policy

- The appropriate manager or administrator endorses the document
- When a broader policy affects the entire organization, the endorsement must come from the organization’s chief executive officer
- An endorsement signals to organizational personnel that the policy, procedure, or guideline has official sanction
Publish Document

Anyone affected by the policy, procedure, or guideline must be informed of the change.

Face-to-face meetings may be necessary when the changes are significant.

Implement Document’s Contents

- Improper implementation of policies, procedures and guidelines is the primary cause for noncompliance
- Personnel must know the reason for the change, understand the benefits of the change, and accept the change as an improvement
- Implementation must be consistent, fair, and documented

Evaluate Effectiveness

- New policies must be monitored for effectiveness
- If observations indicate that the new requirement does not provide the necessary change, it should be evaluated.
- A periodic review should be performed
Student Performance Objective

Given information from lecture, discussion, and reading materials, the student will be able to discuss training program administration.

Review

- Record-Keeping Systems
- Disclosure of Information
- Development of Forms
- Agency Level Needs Analysis
- Development of Training Policies, Procedures, and Guidelines
Student Performance Objective

Given information from lecture, discussion, and reading materials, the student will be able to discuss training program administration.

Overview

- Standards that Influence Training
- Equipment Purchasing Policies
- Human Resources Management
- Personnel Evaluations
Standards that Influence Training

- Training managers often make decisions based on standards.
- Adopting a standard gives it formal authority in the organization and allows the training manager to enforce the requirements set forth in the standard.

Equipment Purchasing Policies

- A bid process is conducted to ensure the organization is getting a good product at a reasonable price.
- The bid process begins with performing research about the capital resource in question.

- Survey other jurisdictions
- Review standards and regulations
- Review industry trends
- Compare various products
- Determine equipment compatibility
Developing a Request for Proposal

An RFP defines the needs of the organization and allows manufacturers or their authorized distributors to decide whether they can meet purchasing specifications.

The RFP must include:
- Specific schedule outline
- Bid dates and delivery dates
- Provisions for supplying equipment for scheduled evaluations
- Training dates for benefit of maintenance technicians and instructors

The RFP process reduces the number of bidders that are capable of meeting the purchasing specifications.
The common reasons a RFP is rejected include:
- Failure to meet delivery deadlines
- Inability to provide the required performance bonds
- Lack of established financial support to complete the contract
- Documented history of contract violations

Instructors should also review any product data made available to them:
- Features
- Durability
- Lifecycle Cost
- Maintenance Requirements
- Infrastructure

Create Purchasing Specifications
- Vendor attendance at pre-bid meetings
- Warranties
- Liability of performance bonds
- Specified delivery times
- Payment schedules
- Financial statements
Bid Evaluation and Contract Award

- Instructors evaluate and score the qualified bids based on the original purchasing specifications.
- A recommendation is made about which bidder should be awarded a purchase contract.

Creating Purchase Specifications

Complete Classroom Activity 10-1-1

Human Resources Management

- Level III instructors have fewer teaching responsibilities and more supervisory duties.
- These duties include certain human resource responsibilities:
  - Selecting instructional staff
  - Ensuring instructors maintain qualifications
  - Advertising positions
Instructional Staff Selection

- Selecting competent instructional staff is a key management function
- Selection criteria will vary depending on the instructor role

Instructor Qualifications

- Instructors tend to specialize in certain areas
- Instructors must have credibility with the personnel being trained
- Instructors must be effective communicators
- Instructors must be qualified and certified

Position Advertising

- The Level III Instructor must advertise or market the position to prospective candidates
- An organization must advertise policies or other requirements that limit the number of applicants
Personnel Evaluations

- Personnel evaluations
  - Begin with an initial meeting between the Level III Instructor and the new staff
  - Establish performance standards, expectations of the training division, and a probationary period
  - May include praise for meeting expectations
  - Make new instructors aware of 360-degree feedback

Personnel Evaluations

- Performance evaluations ask for feedback from other instructors about the new hire’s performance
- Analyze the information from other instructors and form a plan to improve any behaviors that need correction

The Mock Interview

Complete Classroom Activity 10-1-2
Student Performance Objective

Given information from lecture, discussion, and reading materials, the student will be able to discuss training program administration.

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Review

- Standards that Influence Training
- Equipment Purchasing Policies
- Human Resources Management
- Personnel Evaluations