

Title: Syllabus for Fire and Life Safety Educator II

Revision: February 2020

Section I - Course Information

Course Title: Fire and Life Safety Educator II

Course Number(s): BFST/FFP2794

Class Days/Time: If being taught at the Florida State Fire College Campus 11655 NW Gainesville Road, Ocala, FL 34482 Bldg. C – Classrooms – Monday - Friday 8 a.m.- 5 p.m. Additional coursework outside the classroom totaling five (5) hours of work may be assigned.

Section II - Points of Contact

Training Supervisor:

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Program Manager:

Name:
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Section III – Course Description

This course is a continuation of Fire & Life Safety Educator I. The student will learn the principles of lesson plan development utilizing learning, performance, and behavioral objectives. The student will develop various evaluation strategies so that program outcomes are measured. Topics also include budget preparation and resource management.

Section IV - Course Materials, Grading, and Attendance

Recommended Book: January 2017– *Fire and Life Safety Educator – Principles and Practices* (2nd. Edition) Jones & Bartlett ISBN 978-1284041972

Prerequisite(s): Fire and Life Safety Educator 1

Contact Hours: This class has 24 contact hours.

Continuing Educations Units (CEU's): 24 hours towards: Fire Safety Inspector I, Instructor I, II, III

Pre-Course Assignment: None

Required Materials: Paper, pens, USB portable storage device (thumb drive)

Grading: Students must achieve a minimum cumulative score of 70% to pass this course. Course grades are determined from assignments and activities including, homework, projects, quizzes, exams, and presentations. Below is the breakdown of the final accumulative grading:

- Individual Exercises 30 points
- Group Exercises 20 points
- Final Group project 20 points
- Final Written Exam 30 points

Attendance: Students are required to attend all sessions of the course.

- Excused absences - Students are permitted excused absences totaling no more than 10% of class (4.5 hours maximum); the instructor shall be the sole determining authority in the determination of an excused absence and may assign supplemental work to make up for missed class time.
- Unexcused absences - The instructor shall be the sole determining authority in the determination of an unexcused absence (i.e. “no call, no show”). The instructor has no obligation to offer the student an opportunity to make up assignments, including quizzes and/or exams, but may do so at his/her discretion.

Section V - Instructor Qualifications

As per Chapter Florida Administrative Codes, (Rule) *Programs of Study and Vocational Courses*, instructors must meet the following qualifications to be authorized to teach this course:

Rule: 69A-37.065(5)(c) Instructor Qualifications:

1. Instructor I for certificate,
2. Instructor II or III may teach provided he or she has successfully completed the course.

Section VI – Job Performance Requirements

Given information from discussion and reading materials, the student will satisfy the Job Performance Requirements (JPR) of the applicable National Fire Protection Association (NFPA) standards, any applicable skill sheets, and the applicable Fire and Life Safety Initiatives of the National Fallen Firefighters Foundation *Everyone Goes Home* program.

NFPA 1035, *Standard for Fire and Life Safety Educator*, 2015 Edition

THE BUREAU OF FIRE STANDARDS AND TRAINING
AT

The Florida State Fire College

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5.1 General Requirements. The Fire and Life Safety Educator II (FLSE II) shall meet the JPRs defined in Sections 5.1 through 5.5.

5.1.1 General Requisite Knowledge. Planning process; local political process; leadership; applied learning theory; statistical analysis methods; resource identification and acquisition; networking, partnership, and coalition strategies; evaluation techniques; budget preparation and management; needs assessment.

5.1.2 General Requisite Skills. Analyze community risk, design and manage programs, integrate prevention interventions to address community risk, create and lead a community risk reduction program, and work in collaboration with internal and external organizational members.

5.2.1 Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed, and the budget identifies all program needs.

(A) Requisite Knowledge. Budgetary process; governmental accounting procedures; federal, state, and local laws; organizational bidding process; and organization purchase requests.

(B) Requisite Skills. Estimate project costs; complete budget forms; requisition/purchase orders; collect, organize, and format budgetary information; complete program budget proposal; complete purchase requests.

5.2.2 Project program budget income/expenditures, given program needs, past expenditures, current materials, personnel cost, and guidelines, so that projections are within accepted guidelines and program needs are addressed in the projected income/expenditures.

(A) Requisite Knowledge. Resource availability and cost, budget preparation, and management.

(B) Requisite Skills. Retrieve and organize past budget information, project income/expenditures, and prepare a budget.

5.2.3 Develop a public policy recommendation for management, given a fire or injury issue and policy development guidelines, so that justification for the policy is provided, the issue is explained, the policy identifies solutions, and the impact or benefit from adopting the policy is stated.

(A) Requisite Knowledge. Public policy process, local fire and injury issues.

(B) Requisite Skills. Format policy, project possible outcome.

5.2.4 Evaluate subordinate performance, given written performance criteria, organizational policies on performance evaluations, and evaluation forms, so that the employee is evaluated objectively, feedback is provided to the employee, and the evaluation is completed according to organizational policy and procedures.

(A) Requisite Knowledge. Local, state, and federal employment regulations; personnel evaluation techniques.

(B) Requisite Skills. Complete specific evaluation forms, document subordinate performance.

5.3.1* Establish fire and life safety education priorities within a program, given relevant local loss and injury data, so that local fire and life safety education activities address identified risk priorities.

(A) Requisite Knowledge. Content of reports and data, understanding of community risk assessment process, prevention interventions.

(B) Requisite Skills. Collect, analyze, and interpret data; establish and address priority risk issues.

5.3.2 Facilitate a fire and life safety collaborative partnership within the organization and with external partners, given information about the organizations in the partnership, the goals of the partnership, and organizational guidelines, so that fire and life safety education objectives for the partnership are achieved.

(A) Requisite Knowledge. Planning and political process, group management and dynamics, meeting times and locations of existing coalitions, accessible facilities and reasonable accommodations, group process.

(B) Requisite Skills. Identify resources, negotiate, resolve conflict, interact in a group, communicate objectives, recognize opportunity for shared effort, facilitate small-group process.

5.3.3* Prepare a request for resources from an external organization, given department/agency policies on requesting resources and a description of the resources needed, so that the request identifies needed resources and conforms to department/agency policies and the requirements of the resource provider.

(A) Requisite Knowledge. Legal issues, department or agency policies for requesting resources.

(B) Requisite Skill. Write proposals.

5.4.1 Develop informational material, given an identified fire or life safety objective and characteristics of the target audience, so that information provided is accurate, relevant to the objective, and specific to the characteristics and needs of the target audience.

(A)* Requisite Knowledge. Data resources; information systems, including accessible formats and materials; learning theories; community risk reduction and prevention strategies; understanding of high-risk and special needs populations.

(B) Requisite Skills. Assemble information in specific format, generate written communication relevant to the needs of target population, locate resources to assist with specific challenges such as special needs populations and language issues.

5.4.2 Develop a lesson plan, given learning objectives and a specified audience(s), so that the objectives are met and the needs of the target audience are addressed.

(A)* Requisite Knowledge. Lesson plan format, needs assessment, instructional methods and techniques.

(B) Requisite Skills. Design lesson plan, adapt lesson plan based on audience need.

5.4.3 Develop educational materials, given a lesson plan and a specified audience, so that the materials support the lesson plan, are specific to the audience, and are congruent with nationally standardized campaign themes and messages reflecting current best practices.

(A) Requisite Knowledge. Types of educational materials, instructional development, and graphics.

(B) Requisite Skill. Design educational materials.

5.4.4* Design a fire and life safety education program, given a comprehensive educational strategy, a target audience, and its characteristics, so that the goals of the given strategy are addressed.

(A) Requisite Knowledge. Needs assessment, evaluation instruments, educational methodology.

(B) Requisite Skills. Compile, organize, and evaluate educational program elements.

5.4.5 Revise an educational program, given results of an evaluation process and program objectives, so that the program is modified and objectives are achieved.

(A) Requisite Knowledge. Educational methodology.

(B) Requisite Skills. Write specific objectives and lesson plans, analyze data.

5.5.1 Develop an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that program outcomes are measured.

(A) Requisite Knowledge. Evaluation methods.

(B) Requisite Skills. Collect data, analyze data, implement evaluation strategy.

5.5.2 Design an evaluation instrument, given educational program goals and objectives and an evaluation strategy, so that the evaluation instrument measures the program outcome.

(A) Requisite Knowledge. Testing methods.

(B) Requisite Skills. Measure program out come, validate testing instrument.

5.5.3 Implement an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that educational program outcomes are measured.

(A) Requisite Knowledge. Statistical analysis methods and resources, evaluation techniques.

(B) Requisite Skill. Implement evaluation methods.

Section VII –Plan of Instruction

The following is the plan of instruction used during course offerings held at the Florida State Fire College. It also serves as the suggested instructional block format for other approved training providers who use the recommended text book. All class offerings **must** satisfy the JPRs listed in *Section VI – Job Performance Requirements* regardless of textbook used.

Day/Date	Chapters	Activities
Day 1	<p>Class Introductions and Orientation</p> <p>Give all students the Day 1 intro sheet to use when they introduce themselves, Presentation #1</p> <p>Review scoring Criteria</p> <p>Quizzes 30%</p> <p>Class Presentation 20%</p> <p>Final Presentation 20%</p> <p>Final Exam 30%</p> <p>Decision on final project group or individual assignment</p> <p>Chapter 12- Management of a Fire and Life Safety Program</p> <p>Chapter 13- Community Risk Assessment</p> <p>Chapter 14- Program Design and Management</p> <p>Introduction thru Facilitating a Collaborative Partnership</p>	<ul style="list-style-type: none"> • Group Project ideas • Breaks/lunch

Day 2	<p>Quiz 1 (chapters 12,13) Presentations #2 Give out scenario 5 minutes to prepare Explain new policy Presentation time 10 minutes Classmates critique (positive/negative) No personal attacks Chapter 14 continue, Program Design and Management Partnership meeting thru resources Chapter 15- Educational Materials, Lessons and Programs Chapter 16- Evaluations for FLSE Managers</p>	<ul style="list-style-type: none"> • Quiz • Presentations • Breaks/lunch
Day 3	<p>Quiz 2 (Chapters 14,15,16) Presentation 3 Grant Requests 15 to 20 minutes Final Presentation (group or individual) Develop a program Why, How, and Who Recommended audience Props to use, if any 20 to 30 minutes Final Exam</p>	<ul style="list-style-type: none"> • Quiz • Presentations • Final Exam

Section VIII – Final Presentation and Grading Rubric (See sample below)

Description of Assignment:

Develop a PowerPoint Presentation Program for Fire and Life Safety Educator

1. Why, How, Who
- 2.
3. Recommended audience
- 4.
5. Props to use, if any
 - a. Purchased
 - b. Created
 - c. Already have
6. Outline of program
7. Presentation to be 20 -30 minutes

	Grading Rubric for Fire and Life Safety Educator II					SCORE
	20	15	10	5	0	
PowerPoint Presentation	PowerPoint is well designed and presented properly. Covers all information. Work in team	PowerPoint is well described however team does not cover all information	PowerPoint is moderately described, and no members of the team reads from the screen or document in hand	PowerPoint is moderately described however team members read from the screen or document in hand	PowerPoint is barely described no matter if team members read from the screen or document in hand or not.	
Lesson plan	Lesson Plan is easy to understand, and all information is covered. Proper format used	Lesson Plan well designed but missing some information on subject	Lesson Plan short and missing information but proper format	Lesson Plan to short, missing information and wrong format but can understand	Lesson Plan to short, missing information, wrong format and not understood	
Identification of 3 Life Safety Initiatives	3 LSI identified accurately and were applicable	3 LSI were identified and mostly applicable	3 LSI were identified and some applicable	Up to 3 LSI were identified however marginally applicable	Up to 3 LSI were identified however are not applicable	
Hand out Materials	All Hand Outs in easy to read and nice format Well designed	Some Hand Outs easy to read others need some work	Hard to read and understand some of the Hand Outs	All Hand Outs hard to read and understand	No Hand Outs Presented	
Evaluation Forms	Forms easy to read and understand	Some Forms missing information	Not easy to read and understand Forms	Only one Form presented	No Forms presented	
					Total Score	

Section IX – Review Date and Author

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