



DEPARTMENT OF FORESTRY AND FIRE PROTECTION
OFFICE OF THE STATE FIRE MARSHAL
State Fire Training Division
P.O. Box 944246
SACRAMENTO, CA 94244-2460
(916) 568-2911
Website: www.fire.ca.gov



Date: December 29, 2021

To: Statewide Training and Education Advisory Committee
State Board of Fire Services

From: Jim Eastman, Fire Service Training Specialist III

SUBJECT/AGENDA ACTION ITEM:
Fire and Emergency Services Instructor (2019) Update

Recommended Actions:
Seeking Approval of the new Fire and Emergency Services Instructor curriculum

Background Information:
Update and correlate current Fire Instruction curricula to address the new current National Fire Protection Association (NFPA) Standard 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications, 2019 Edition.

Analysis/Summary of Issue Standard:
The following is an analysis of updates to Fire and Emergency Services Instructor for the three levels of certification.

Instructor 1

- Changed title from "Instructor" to "Fire and Emergency Services Instructor" to align with the NFPA professional standard.
- Any individual evaluating student teaching demonstrations must be a Registered SFT Instructor, a certified Instructor 2, or a certified Fire and Emergency Services Instructor 2.
- New OSFM standard added to address distance learning.
 - All instructors must update their skills as needed to teach this standard.
- New standard triggered a Task Book Update for the 2012 Instructor 1 task book.

- Successful completion of the Instructor 1: Instructional Methodology course fulfills the requirements for JPRs 11, 15, and 16.

Instructor 2

- Changed title from “Instructor” to “Fire and Emergency Services Instructor” to align with the NFPA professional standard.
- Any individual evaluating student teaching demonstrations must be a Registered SFT Instructor, a certified Instructor 2, or a certified Fire and Emergency Services Instructor 2.
- NFPA dropped “Modify a course plan” standard and we removed it from the certification.
- We did not create a Task Book Update for the dropped standard. Students who are working on the 2012 task book can/should still complete it.

Instructor 3

- Changed title from “Instructor” to “Fire and Emergency Services Instructor” to align with the NFPA professional standard.
- NFPA dropped “Modify existing curriculum” standard and we removed it from the certification.
- We did not create a Task Book Update for the dropped standard. Students who are working on the 2012 task book can/should still complete it.
- NFPA added “Formulate Budget Needs” standard.
- New standard triggered a Task Book Update for the 2012 Instructor 3 task book.
- Added an application component to Topic 4-6 (in-class presentation).
- Course length changed from 36 to 40 hours (to accommodate Topic 4-6 expansion).
- Changed certification task book experience requirement to two years to align with industry practice (24-month rotations).

Instructor and Student Resources are updated to the following options:

- *Fire and Emergency Services Instructor* (IFSTA, 9th ed., ISBN 978-0-87939-696-1)
or
- *Fire Service Instructor: Principles and Practice* (Jones & Bartlett, 3rd ed., ISBN: 978-1284172331)



FIRE AND EMERGENCY SERVICES INSTRUCTOR Implementation Plan

Issued: **Month** 2022

OVERVIEW

This plan provides information for all State Fire Training (SFT) stakeholders on curriculum updates to the Instructor certification series which includes Instructor 1, Instructor 2, and Instructor 3. This series follows the standards set forth in NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019).

With the 2019 update, State Fire Training changed the certification title from “Instructor” to “Fire and Emergency Services Instructor” to align with the NFPA standard.

IMPLEMENTATION

Course Plans

The Instructor Series 2012 course plans will discontinue on June 30, 2022. Registered Instructors teaching courses on or after July 1, 2022, shall use the 2019 course plans. This implementation plan represents a schedule designed to make the Fire and Emergency Services Instructor series (2019) curriculum available by March 1, 2022.

Fire and Emergency Services Instructor Courses	Hours
Instructor 1: Instructional Methodology (2019)	40 Hours
Instructor 2: Instructional Delivery (2019)	40 Hours
Instructor 3: Instructional Program Management (2019)	40 Hours

Task Books

Candidates who initiate their Fire and Emergency Services Instructor 1, 2, or 3 certification task book on or after July 1, 2022, shall use the 2019 certification task book.

Candidates working on a 2013 Instructor I or Instructor III certification task book are required to complete all Task Book Updates prior to applying for certification. There are no updates to the 2013 Instructor II certification task book.

INSTRUCTOR REQUIREMENTS

Registered Instructor Requirements

Current Instructor Series Registered Instructors who meet all requirements are authorized to teach the equivalent level of the 2019 curriculum. SFT will update their Acadis profiles.

New Instructor Series Instructors must:

- Meet the SFT Registered Instructor requirements
- Successfully complete the applicable Instructor courses (2012 or 2019)
- Satisfy all experience requirements
- Complete the following courses:
 - Group Dynamics and Problem Solving (2017)
 - Techniques of Evaluation (2017)
 - Employing Audiovisual Aids (2017)

POTENTIAL AGENCY IMPACTS

Accredited Regional Training Programs (ARTP), Accredited Local Academies (ALA), community colleges, and all other local delivery venues need to review the curriculum and seek approval from their curriculum committee/program sponsor as appropriate.

Fire and Emergency Services Instructor 1 (NFPA: Fire and Emergency Services Instructor I)

Certification Training Standards Guide (2019)



California Department of Forestry and Fire Protection
Office of the State Fire Marshal
State Fire Training

Fire and Emergency Services Instructor 1

Certification Training Standards Guide (2019)

Publication Date: Month Year

This CTS guide utilizes the following NFPA standards to provide the qualifications for State Fire Training's Fire and Emergency Services Instructor 1 (2019) certification:

- NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)

State Fire Training coordinated the development of this CTS guide. Before its publication, the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS) recommended this CTS guide for adoption by the Office of the State Fire Marshal (OSFM).

Cover photo courtesy of Caryn Petty, Deputy State Fire Marshal III, CAL FIRE.

Published by State Fire Training.

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- John Binaski, Chair, Statewide Training and Education Advisory Committee (STEAC); Chief, Clovis Fire Department

Cadre – 2021 Update

- Jim Eastman, Cadre Lead, Fire Service Training Specialist III, Office of the State Fire Marshal; Sacramento Metropolitan Fire Department (retired)
- Allison L. Shaw, Editor, California State University, Sacramento

How to Read a CTS Guide

Overview

A certification training standard (CTS) guide lists the requisite knowledge, skills, and job performance requirements an individual must complete to become certified in a specific job function.

It also documents and justifies the OSFM-approved revisions to the certification's NFPA standard and identifies where each certification training standard is taught (course plan), tested (skill sheets), and validated (task book).

Individuals aspiring to meet State Fire Training's certification training standards must do so in accordance with the codes, standards, regulations, policies, and standard operating procedures applicable within their own agency or jurisdiction.

Format

Each certification training standard is comprised of eight sections.

Section Heading

Training standards are grouped by section headings that describe a general category. For example, the Fire Fighter 1 CTS guide includes the following section headings: NFPA Requirements, Fire Department Communications, Fireground Operations, and Preparedness and Maintenance.

Training Standard Title

The training standard title provides a general description of the performance requirement contained within the individual standard.

Authority

The CTS guide references each individual standard with one or more paragraphs of the corresponding National Fire Protection Association (NFPA) Professional Qualifications. This ensures that each fire service function within California's certification system meets or exceeds NFPA standards.

When California requirements exceed the NFPA standard, the CTS guide cites the Office of the State Fire Marshal as the authority and prints the corresponding information in *italics*.

Job Performance Requirements

This segment includes a written statement that describes a specific job-related task, the items an individual needs to complete the task, and measurable or observable outcomes.

Requisite Knowledge

This segment lists the knowledge that an individual must acquire to accomplish the job performance requirement.

Requisite Skills

This segment lists the skills that an individual must acquire to accomplish the job performance requirement.

Content Modification

This table documents and justifies any revisions to the NFPA standard that the development or validation cadres make during the development of a CTS guide.

Cross Reference

This table documents where each training standard is taught (course plan), tested (skill sheets), and validated (task book).

Fire and Emergency Services Instructor 1

Section 1: Definition of Duties

1-1: Definition of Duties

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 4.2.1
 - Paragraph 4.3.1
 - Paragraph 4.4.1
 - Paragraph 4.5.1

Job Performance Requirement

There is no Job Performance Requirement for this standard.

Requisite Knowledge

1. *Describe how to* manage basic resources, records, and reports essential to the instructional process
2. *Describe how to* review and adapt prepared instructional materials
3. *Describe how to* deliver instructional sessions utilizing prepared course materials
4. *Describe how to* administer and grade student evaluation instruments

Requisite Skills

1. None required

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 1-3	N/A	N/A

Section 2: Program Management

2-1: Assembling Course Materials

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 4.2.2

Job Performance Requirement

Assemble course materials, given a specific topic, so that the lesson plan and all materials, resources, and equipment needed to deliver the lesson are obtained.

Requisite Knowledge

1. Describe the components of a lesson plan
2. Describe AHJ policies and procedures for the procurement of materials and equipment
3. Describe resource availability

Requisite Skills

1. None required

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 2-1 (RK 1)• Topic 5-1 (all others)	N/A	JPR 1

2-2: Preparing Resource Requests

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 4.2.3

Job Performance Requirement

Prepare requests for resources, given training goals and current resources, so that resources required to meet training goals are identified and documented.

Requisite Knowledge

1. Describe resource management for instructional materials
2. Identify sources of instructional resources and equipment

Requisite Skills

1. Demonstrate effective oral and written communication
2. Complete forms

Content Modification

Block	Modification	Justification
RK 1	Added "for instructional materials".	None given. (2012)
RS 1	Added "demonstrate effective".	No verb provided by NFPA. (2019)
RS 2	Changed word order.	Changed to put verb first. (2012)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 5-2	N/A	JPR 2

2-3: Scheduling Instructional Sessions

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 4.2.4

Job Performance Requirement

Schedule single instructional sessions, given a training assignment, AHJ scheduling procedures, instructional resources, facilities, and timeline for delivery, so that specified sessions are delivered according to AHJ procedure.

Requisite Knowledge

1. *Describe* AHJ scheduling procedures
2. *Describe* resource management *for scheduling instruction*

Requisite Skills

1. Complete a training schedule

Content Modification

Block	Modification	Justification
RK 2	Added "for scheduling instruction".	None provided. (2012)
RS 1	Changed word order and added "a".	Changed to put verb first. (2019)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 5-3	N/A	JPR 3

2-4: Completing Training Records and Reports

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 4.2.5

Job Performance Requirement

Complete training records and reports, given policies and procedures, so that required reports are accurate and submitted in accordance with the procedures.

Requisite Knowledge

1. **Identify** types of records and reports required
2. **Describe** policies and procedures for processing records and reports

Requisite Skills

1. Write reports
2. Complete records

Content Modification

Block	Modification	Justification
RK 1	Changed word order.	Changed to put verb first. (2019)
RK 2	Changed word order.	Changed to put verb first. (2019)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 5-4	N/A	JPR 4

Section 3: Instructional Development

3-1: Identifying Adaptation Needs

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 4.3.2

Job Performance Requirement

Review instructional materials, given the materials for a specific topic, target audience, learner characteristics, and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaption are identified.

Requisite Knowledge

1. **Recognize** student learner characteristics, **needs**, and diversity
2. **Describe** methods of instruction
3. **Identify** types of resource materials
4. **Describe how to** organize the learning environment
5. **Identify** policies and procedures **for adapting instruction or the learning environment**

Requisite Skills

1. **Analyze** resources, facilities, and materials

Content Modification

Block	Modification	Justification
RK 1	Added "need".	None given. (2012)
RK 4	Added "how to".	Creates parallel sentence structure with other RK items. (2019)
RK 5	Added "for adapting instruction or the learning environment".	Provides clarification on which policies and procedures. (2012)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 2-1	N/A	JPR 5

3-2: Adapting Lesson Plans

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 4.3.3

Job Performance Requirement

Adapt a prepared lesson plan, given course materials and an assignment, so that the needs of the student and the objectives of the lesson plan are achieved.

Requisite Knowledge

1. Describe how to analyze the components of a lesson plan
2. Describe how to select instructional aids and methods to support the lesson plan
3. Describe how to organize the learning environment

Requisite Skills

1. Demonstrate instructor preparation and organization techniques

Content Modification

Block	Modification	Justification
RK 1	Added “how to analyze” and “component”.	Creates parallel sentence structure with other RK items. (2019)
RK 2	Added “how to select” and “to support the lesson plan”.	Creates parallel sentence structure with other RK items. (2019)
RK 3	Added “how to”.	Creates parallel sentence structure with other RK items. (2019)
RS 1	Added “Demonstrate”.	NFPA did not provide a verb. (2019)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 2-1 (RK 1, RK 3)• Topic 2-2 (RK 2, RS 1)• Topic 3-1 (RK 3)	N/A	JPR 6

Section 4: Instructional Delivery

4-1: Organizing the Learning Environment

Authority

1. NFPA 1401: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 4.4.2

Job Performance Requirement

Organize the learning environment, given a facility and an assignment, so that lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety are addressed.

Requisite Knowledge

1. **Describe** learning environment management and safety
2. **Identify** advantages and limitations of audiovisual equipment and teaching aids
3. **Describe** classroom arrangements **that best fit the content, learning environment, and student needs**
4. **Describe** methods and techniques of instruction **that best fit the content, learning environment, and student needs**

Requisite Skills

1. **Use** instructional media and teaching aids **that best fit the content, learning environment, and student needs**

Content Modification

Block	Modification	Justification
RK 3	Added "that best fit the content, learning environment, and student needs".	None given. (2012)
RK 4	Added "that best fit the content, learning environment, and student needs".	None given. (2012)
RS 1	Added "that best fit the content, learning environment, and student needs".	None given. (2012)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 3-1	N/A	JPR 7

4-2: Presenting Lessons

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 4.4.3

Job Performance Requirement

Present and adjust prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the **cognitive and psychomotor** methods indicated in the plan are used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed.

Requisite Knowledge

1. **Describe** laws and principles of learning
2. **Describe** methods and techniques of instruction
3. **Describe** lesson plan components
4. **Describe** elements of the communication process
5. **Define** lesson plan terminology and definitions
6. **Identify** learner characteristics
7. **Describe** student-centered learning principles
8. **Identify** instructional technology tools
9. **Identify** impact of cultural differences on instructional delivery
10. **Describe** safety rules, regulations, and practices
11. **Identify** training hazards
12. **Identify** elements, **benefits**, and limitations of distance learning
13. **Identify** distance learning delivery methods
14. **Describe** the instructor's role in distance learning

Requisite Skills

1. **Use** oral and nonverbal communication techniques **for classroom or distance learning presentation**
2. **Use** methods and techniques of instruction
3. **Demonstrate the** ability to adapt to changing circumstance
4. **Use** lesson plans in an instructional setting

Content Modification

Block	Modification	Justification
JPR	Added "cognitive and psychomotor".	None given. (2012)
RK 12	Added "benefits".	None given. (2012)
RK 1	Added "and nonverbal" and "for classroom or distance learning presentation".	None given. (2012)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 2-1 (RK 3, RK 5)• Topic 3-2 (all others)	N/A	JPR 8

4-3: Adjusting to Learner Characteristics

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 4.4.4

Job Performance Requirement

Adjust to differences in learner characteristics, abilities, cultures, and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe and positive learning environment is maintained.

Requisite Knowledge

1. *Describe* motivation *and coaching* techniques
2. *Describe* learner characteristics
3. *Describe* types of learning disabilities and methods for dealing with them
4. *Describe* methods of dealing with disruptive and unsafe behavior

Requisite Skills

1. Use basic coaching and motivational techniques
2. Correct disruptive behaviors
3. Adapt lesson plans or materials to specific instructional situations

Content Modification

Block	Modification	Justification
RK 1	Added "and coaching".	Added to be consistent with RS usage. (2012)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 3-3	N/A	JPR 9

4-4: Operating Instructional Technology Tools

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 4.4.5

Job Performance Requirement

Operate instructional technology tools and demonstration devices, given a learning environment and equipment, so that the equipment functions properly, the intended objectives are presented, and transitions between media and other parts of the presentation are accomplished.

Requisite Knowledge

1. *Describe* instructional technology tools
2. *Describe* demonstration devices
3. *Identify* selection criteria

Requisite Skills

1. Use instructional technology tools
2. Use demonstration devices
3. Use transition techniques
4. Clean and maintain audiovisual equipment at the field level *following manufacturer instructions*

Content Modification

Block	Modification	Justification
RS 4	Added "following manufacturer instructions".	None given. (2012)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 3-4	N/A	JPR 10

4-5: Delivering Instruction in a Distance or Hybrid Environment

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Deliver instruction in a distance or hybrid environment, given a lesson plan, instructional tools and technology, and resources, so that lesson plans, the learning environment, and resources are adapted; stated objectives or learning outcomes are achieved; instructional technology tools are used effectively and properly; testing is bias free and secure; and feedback is delivered in a manner that meets learner needs and in accordance with AHJ policies and procedures and distance or hybrid learning best practices.

Requisite Knowledge

1. Identify the benefits and limitations of a distance or hybrid learning environment
2. Identify distance or hybrid learning delivery methods
 - Methods
 - Synchronous
 - Asynchronous
 - Modalities
 - Online learning
 - Blended (hybrid) e-learning
 - Web-based instruction
 - Computer-based training
 - Interactive/smart screen
 - Podcasts
3. Identify applicable laws, rules, and regulations
 - Americans with Disabilities Act
 - Copyright and fair use laws
 - Privacy
4. Identify AHJ policies for delivering distance or hybrid instruction
5. Identify instructional technology tools and resources
6. Describe the instructor's role in distance or hybrid instruction
7. Describe effective methods of instruction that best fit
 - Learning objectives
 - Learning environment
 - Student needs
8. Identify components of a lesson plan requiring adaption
9. Describe how to engage students with different learning characteristic, backgrounds, and needs
10. Describe effective classroom management practices
11. Describe how to conduct testing
 - AHJ policies and procedures

- Test security
- Student confidentiality
- Ensuring ethical behavior
- Ensuring equal access and accommodation
- Eliminating testing bias

12. Describe how to provide effective student feedback

13. Describe how to facilitate a teaching demonstration review and discussion

Requisite Skills

1. Adapt lesson plans for a distance or hybrid learning environment
2. Communicate orally and in writing in a digital platform

Content Modification

Block	Modification	Justification
CTS	Added a new training standard.	Changes to teaching environments and modalities during the COVID-19 pandemic necessitate that all instructors be familiar with delivering distance or hybrid instruction. (2019)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 6-1	N/A	JPR 11

Section 5: Evaluation and Testing

5-1: Administering Tests

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 4.5.2
2. Office of the State Fire Marshal

Job Performance Requirement

Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and evaluation procedures of the AHJ, so that bias or discrimination is eliminated; the testing is conducted according to procedures, and the security of the materials is maintained.

Requisite Knowledge

1. **Describe** test administration laws and policies pertaining to discrimination during training and testing
2. **Describe testing bias and methods for eliminating it**
3. **Identify** laws affecting records and disclosure of training and testing information
4. **Describe** purposes of evaluation and testing
5. **Describe how to** evaluate performance skills

Requisite Skills

1. Use skills checklists
2. Use assessment techniques

Content Modification

Block	Modification	Justification
RK 2	Added RK item.	This is a different aspect than what is covered in standard 5-2 (4.5.3). Discussion here focused on avoiding bias within the federal (https://www.justice.gov/crt/nondiscrimination-basis-race-color-national-origin-sex-religion-or-age-law-enforcement-programs) and state (https://www.dfeh.ca.gov/employment/) laws. (2019)
RK 5	Added "how to".	Added to create consistency with other RK items. (2019)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 4-1	N/A	JPR 12

5-2: Grading Tests

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 4.5.3

Job Performance Requirement

Grade student oral, written, or performance tests, given class answer sheets or skills checklists and appropriate answer keys, so the examinations are accurately graded and properly secured.

Requisite Knowledge

1. *Describe* grading methods
2. *Describe* methods for eliminating bias during grading
3. *Describe* methods for maintaining *exam security and* confidentiality of scores

Requisite Skills

1. None required

Content Modification

Block	Modification	Justification
RK 3	Added "exam security and".	None given. (2012)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 4-2	N/A	JPR 13

5-3: Reporting Test Results

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 4.5.4

Job Performance Requirement

Report test results, given a set of test answer sheets or skills checklists, a report form, and policies and procedures for reporting, so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported.

Requisite Knowledge

1. *Describe* reporting procedures
2. *Describe how to* interpret test results

Requisite Skills

1. *Demonstrate* communication skills *for submitting test results*
2. *Provide* basic coaching

Content Modification

Block	Modification	Justification
RK 2	Added "how to".	Added for consistency with other RK items. (2019)
RS 1	Added "for submitting test results".	Added for context to narrow scope of "communication skills". (2019)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 4-3	N/A	JPR 14

5-4: Providing Evaluation Feedback to Students

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 4.5.5

Job Performance Requirement

Provide evaluation feedback to students, given evaluation data, so that the feedback is timely; specific enough for the student to make efforts to modify behavior; objective, clear, and relevant; **and** includes suggestions **for additional study or behavior modification** based on the data.

Requisite Knowledge

1. **Describe** reporting procedures
2. **Describe how to** interpret test results

Requisite Skills

1. **Use** communication skills and basic coaching **techniques**

Content Modification

Block	Modification	Justification
JPR	Added "and"	Added to correct NFPA grammar. (2019)
JPR	Added "for additional study or behavior modification".	None given. (2012)
RK 2	Added "how to".	Added for consistency with other RK items. (2019)
RS 1	Added "Use" and "techniques".	Added "use" because NFPA did not provide a verb. Added "techniques" to complete concept. (2019)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 4-4	N/A	JPR 15

5-5: Evaluating Student-Instructor Lesson Demonstrations

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Evaluate student-instructor presentations, given a student-instructor demonstration and an evaluation form, so that constructive feedback that identifies strengths and weaknesses of the teaching demonstration is provided.

Requisite Knowledge

1. Describe how to observe a teaching demonstration
2. Describe how to evaluate and document strengths and weaknesses of student-instructor performance according to established criteria
3. Describe how to facilitate a teaching demonstration review and discussion

Requisite Skills

1. Observe a teaching demonstration
2. Complete an evaluation form
3. Conduct a teaching demonstration review and discussion with a student-instructor

Content Modification

Block	Modification	Justification
CTS	Added a new training standard.	None given. (2012)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 4-5	N/A	JPR 16



Instructional Methodology

Course Plan

Course Details

- Certification:** Fire and Emergency Services Instructor 1
- CTS Guide:** Fire and Emergency Services Instructor 1 Certification Training Standards Guide (2019)
- Description:** This course provides the skills and knowledge needed for the entry level professional instructor to safely, effectively, and competently teach and deliver instruction from a prepared lesson plan utilizing instructional aids and evaluation instruments, adapt a lesson plan, and complete the reporting requirements to the local jurisdiction.
- Designed For:** Personnel preparing to be a college level fire instructor, Company Officer, or SFT Registered Instructor, or anyone who provides instruction in a public safety environment.
- Prerequisites:** Introduction to the Incident Command System (FEMA / IS-100.B) **or** National Incident Management System (FEMA / IS-700.A)*
- Standard:** Complete all group activities and formative tests. Pass all individual activities without omitting critical criteria as identified on the activity sheet.
Complete all summative tests with a minimum score of 80%.
- Hours (Total):** 40 hours
(15.75 lecture / 24.25 application, including testing)
- Maximum Class Size:** 32
- Instructor Level:** SFT Registered Instructor
Any individual evaluating student teaching demonstrations must be a Registered SFT Instructor, a certified Instructor 2, or a certified Fire and Emergency Services Instructor 2.
- Instructor/Student Ratio:** 1:32 (lecture) / 1:16 (teaching demonstrations)
- Restrictions:** None
- SFT Designation:** CFSTES

*FEMA often changes course titles and course codes. SFT will accept the current equivalent course title/code.

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Required Resources

Instructor Resources

To teach this course, instructors need:

- *Fire and Emergency Services Instructor* (IFSTA, 9th ed., ISBN 978-0-87939-696-1) **or**
- *Fire Service Instructor: Principles and Practice* (Jones & Bartlett, 3rd ed., ISBN: 978-1284172331)
- Copies of local agency policies and procedures and sample forms, such as:
 - Procurement of materials and equipment
 - Scheduling instructional sessions
 - Training records
 - Organizing and adapting the learning environment
 - Online learning safety standards, practices, and risk management
 - Skills checklists
 - Evaluation and testing
 - Reporting test results
 - Reporting unusual testing circumstances
- A collection of cognitive and psychomotor lesson plans that can be delivered in 30 minutes (Topic 2-2)
- A personal laptop or tablet with presentation or other viewing hardware and/or software
- Other devices as needed for distance learning (if applicable)
 - Camera, microphone, internet access with appropriate broadband capability, participation platform that allows for student monitoring, etc.

Online Instructor Resources

The following instructor resources are available in the public domain:

- Textbook resources on publisher websites
- NFPA 901: Standard Classifications for Incident Reporting and Fire Protection Data (current edition)
- CCR Title 8, Chapter 3.2 (CAL-OSHA), §342 Reporting Work Connected Fatalities and Serious Injuries

The following instructor resources are available online at

<https://osfm.fire.ca.gov/divisions/state-fire-training/cfstes-professional-certification/>:

- Activity 2-1a: Reviewing and Adapting a Cognitive Lesson Plan
- Activity 2-1b: Reviewing and Adapting a Psychomotor Lesson Plan
- Activity 2-2a: Adapting a Cognitive Lesson Plan
- Activity 2-2b: Adapting a Psychomotor Lesson Plan
- Activity 3-2a: Presenting a Cognitive Lesson
- Activity 3-2b: Presenting a Psychomotor Lesson
- Activity 4-5a: Evaluating a Student-Instructor Cognitive Teaching Demonstration

- Activity 4-5b: Evaluating a Student-Instructor Psychomotor Teaching Demonstration
- Activity 6-1: Adapting a Lesson Plan for Distance or Hybrid Delivery
- Student Supplement: Alternatives to “Death by PowerPoint”
- Student Supplement: Cognitive Lesson Plan Checklist
- Student Supplement: Cognitive Teaching Demonstration Evaluation
- Student Supplement: Psychomotor Lesson Plan Checklist
- Student Supplement: Psychomotor Teaching Demonstration Evaluation
- Student Supplement: Sample Failing Student-Instructor Cognitive Teaching Demonstration Evaluation
- Student Supplement: Sample Failing Student-Instructor Psychomotor Teaching Demonstration Evaluation
- Student Supplement: Sample Passing Student-Instructor Cognitive Teaching Demonstration Evaluation
- Student Supplement: Sample Passing Student-Instructor Psychomotor Teaching Demonstration Evaluation

Student Resources

To participate in this course, students need:

- Textbook identified by instructor
- Two 30-minute lesson plans typically delivered within their field or industry
 - One cognitive (technical) lesson plan
 - One psychomotor (manipulative) lesson plan

Students may be asked to supply:

- A personal laptop or tablet with presentation or other viewing hardware and/or software
- Other devices as needed for distance learning (if applicable)
 - Camera, microphone, internet access with appropriate broadband capability

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:

- Standard learning environment or facility, which may include:
 - Writing board or paper easel chart
 - Markers, erasers
 - Amplification devices
 - Projector and screen
 - Laptop or tablet with presentation or other viewing software
 - Internet access with appropriate broadband capabilities
- Access to a computer lab for some sessions
- Access to an outdoor facility for some sessions

- Equipment as needed for student-led demonstrations or psychomotor lessons such as appliances, extinguishers, hose, hand tools, ladders, power tools, protective equipment/clothing, rope, salvage equipment, simulation materials

Instructor must submit letter for approval of conditions outside the parameters of normal classroom instruction (e.g., class size exceeds 32, compressed course delivery, distance learning format).

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	0.5	0.50	
Topic 1-2: Fire and Emergency Services Instructor 1 Certification Process	0.5	0.0	
Topic 1-3: Definitions of Duties	0.5	0.0	
Unit 1 Totals	1.5	0.50	2.0
Unit 2: Instructional Development			
Topic 2-1: Identifying Adaptation Needs	0.5	1.0	
Topic 2-2: Adapting Lesson Plans	1.0	1.0	
Unit 2 Totals	1.5	2.0	3.5
Unit 3: Instructional Delivery			
Topic 3-1: Organizing the Learning Environment	0.5	0.0	
Topic 3-2: Presenting Lessons	4.0	16.0	
Topic 3-3: Adjusting to Learner Characteristics	0.5	0.0	
Topic 3-4: Operating Instructional Technology Tools	0.5	0.0	
Unit 3 Totals	6.5	16.0	22.5
Unit 4: Evaluation and Testing			
Topic 4-1: Administering Tests	1.0	0.0	
Topic 4-2: Grading and Securing Examinations	0.5	0.0	
Topic 4-3: Reporting Test Results	0.5	0.0	
Topic 4-4: Providing Evaluation Feedback to Students	1.0	0.0	
Topic 4-5: Evaluating Student-Instructor Lesson Presentations	0.5	0.0	
Unit 4 Totals	3.5	0.5	4.0
Unit 5: Program Management			
Topic 5-1: Assembling Course Materials	0.5	0.5	
Topic 5-2: Preparing Resource Requests	0.5	0.25	
Topic 5-3: Scheduling Instructional Sessions	0.25	0.0	
Topic 5-4: Completing and Submitting Training Records	0.5	0.5	
Unit 5 Totals	1.75	1.25	3.0
Unit 6: Distance and Hybrid Instruction			
Topic 6-1: Delivering Instruction in a Distance or Hybrid Environment	1.0	0.5	
Unit 6 Totals	1.0	0.5	1.5
Formative Assessments			
Determined by AHJ or educational institution	0.0	1.5	1.5
Summative Assessment			
Determined by AHJ or educational institution	0.0	2.0	2.0

Segment	Lecture	Application	Unit Total
Course Totals	15.75	24.25	40.0

Time Table Key

1. The Time Table documents the amount of time required to deliver the content included in the course plan.
2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.
3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor’s responsibility to add this time based on the course delivery schedule.
4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.

The following is a breakdown of what a program might look like if there were fewer students. These estimates may need to be adjusted based on student abilities.

- 40 – 50 Students = 260 hours
 - 30 – 40 Students = 180 hours
 - 20 – 30 Students = 120 hours
 - 1 – 20 Students = 60 hours
5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, skills exercises, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
 - Restroom locations
 - Food locations
 - Smoking locations
 - Emergency procedures
2. Identify classroom requirements
 - Start and end times
 - Breaks
 - Electronic device policies
 - Special needs and accommodations
 - Other requirements as applicable
3. Review course syllabus
 - Course objectives
 - Calendar of events
 - Course requirements
 - Student evaluation process
 - Assignments
 - Activities
 - Required student resources
 - Class participation requirements

Discussion Questions

1. Determined by instructor

Application

1. Have students complete all required registration forms.

Topic 1-2: Fire and Emergency Services Instructor 1 Certification Process

Terminal Learning Objective

At the end of this topic a student will be able to identify the requirements for Fire and Emergency Services Instructor 1 certification and describe the certification task book and examination process.

Enabling Learning Objectives

1. Identify the levels of certification in the Fire and Emergency Services Instructor certification track
 - Fire and Emergency Services Instructor 1
 - Fire and Emergency Services Instructor 2
 - Fire and Emergency Services Instructor 3
2. Identify the prerequisites for Fire and Emergency Services Instructor 1 certification
 - None
3. Identify the course work required for certification
 - Instructor 1: Instructional Methodology (2019) **or** (2012)
4. Identify the exams requirements for certification
 - No exams outside of summative course testing
5. Identify the task book requirements for certification
 - Fire and Emergency Services Instructor 1 Certification Task Book (2019)
6. Identify the experience requirements for certification
 - A minimum of one year full-time paid or two years' volunteer or part-time paid experience in a recognized California fire agency; **and**
 - A minimum of 40 hours teaching/training experience* within a fire service-related program (with feedback)
 - Teaching must be related to fire or emergency medical services, delivered in a formal classroom or drill ground environment, and documented in the table above.
 - No teaching/training experience hours shall be accepted prior to the completion of all certification educational requirements
7. Identify the position requirements for certification
 - None
8. Describe the certification task book process
9. Describe the certification testing process
 - Not applicable at this time

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 1-3: Definition of Duties

Terminal Learning Objective

At the end of this topic a student, given roles and responsibilities, will be able to define the role of an Instructor 1 regarding program management, instructional development, instructional delivery, and evaluation and testing.

Enabling Learning Objectives

1. Identify instructional roles by NPFA professional qualification level
 - Instructor 1 – Demonstrates the knowledge and ability to:
 - Deliver instruction effectively from a prepared lesson plan, including instructional aids and evaluation instruments
 - Adapt lesson plans to the unique requirements of the students and AHJ
 - Organize the learning environment so that learning and safety are maximized
 - Meet the record-keeping requirements of the AHJ
 - Instructor 2 – In addition to meeting Fire and Emergency Services Instructor I qualifications, demonstrates the knowledge and ability to:
 - Develop individual lesson plans for a specific topic including learning objectives, instructional aids, and evaluation instruments
 - Schedule training sessions based on overall training plan of AHJ
 - Supervise and coordinate the activities of other instructors
 - Instructor 3 – In addition to meeting Fire and Emergency Services Instructor II qualifications, demonstrates the knowledge and ability to:
 - Develop comprehensive training curricula and programs for use by single or multiple organizations
 - Conduct organization needs analysis
 - Design record keeping and scheduling systems
 - Develop training goals and implementation strategies
 - Live Fire Instructor – Has the training and experience to supervise students during a live fire training evolution
 - Live Fire Instructor In Charge – Has the training and experience to be in charge of the live fire training evolution
2. Describe Instructor 1 program management responsibilities
 - Manage basic resources, records, and reports essential to the instructional process
3. Describe Instructor 1 instructional development responsibilities
 - Review and adapt prepared instructional materials to the unique requirements of the students and AHJ without altering content or lesson objectives
4. Describe Instructor 1 instructional delivery responsibilities
 - Deliver instructional sessions utilizing prepared course materials
5. Describe Instructor 1 evaluation and testing responsibilities
 - Administer and grade student evaluation instruments
 - Conduct program evaluations according to policies and procedures

Discussion Questions

1. What is the basic definition of an Instructor 1?
2. What are the restrictions of an Instructor 1 regarding testing?

Application

1. Determined by instructor

CTS Guide Reference: 1-1

Unit 2: Instructional Development

Topic 2-1: Identifying Adaptation Needs

Terminal Learning Objective

At the end of this topic a student, given materials for a specific topic, target audience, learner characteristics, and learning environment, will be able to review instructional materials and identify which elements of the lesson plan, learning environment, and resources need adaptation.

Enabling Learning Objectives

1. Define “learner characteristics”
 - Designating a target group of learners and defining those aspects of their personal, academic, social, or cognitive self that may influence how and what they learn (NFPA 1041)
2. Recognize student characteristics, needs, and diversity
 - Need for specially designed academic instruction in English (SDAIE)
 - Visual, Oral, Reading-Writing, or Kinesthetic (VORK) styles
 - Student exceptionalities
 - Members of the public (a non public safety audience)
3. Describe methods of instruction
4. Describe the components of a lesson plan
5. Define lesson plan terminology and definitions
6. Identify types of resource materials (including but not limited to)
 - Instructional materials and textbooks
 - Graphics
 - Physical items
 - Instructional activities
7. Describe how to organize the learning environment
 - Including: lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety
8. Identify policies and procedures for adapting instruction or the learning environment
9. Analyze resources, facilities, and materials
 - Building schedules
 - Facility access
 - Heating and cooling
 - Power sources (including back up power)
 - Access to building maintenance personnel

Discussion Questions

1. Under what conditions would you choose to adapt your method of instruction or your instructional materials?
2. What are the typical elements of a learning environment?
3. What factors of a learning environment can and cannot be adapted?
4. What is the difference between adapting and modifying a lesson plan?

Application

1. Activity 2-1a: Reviewing and Adapting a Cognitive Lesson Plan
2. Activity 2-1b: Reviewing and Adapting a Psychomotor Lesson Plan

Instructor Notes

1. ELO 3 – See Alternatives to “Death by PowerPoint” student supplement.
2. The instructor guides the students through Activity 2-1a and 2-1b as a demonstration of how to adapt a cognitive and psychomotor lesson plan. Students will use this knowledge to adapt their own lesson plan in upcoming assignments.

CTS Guide Reference: CTS 3-1

Topic 2-2: Adapting Lesson Plans

Terminal Learning Objective

At the end of this topic a student, given course materials and an assignment, will be able to adapt a prepared lesson plan to meet student needs and achieve lesson plan objectives.

Enabling Learning Objectives

1. Describe how to analyze a lesson plan to identify needed adaptations
2. Describe how to select instructional aids and methods to support the lesson plan
3. Demonstrate instructor preparation and organizational skills (including but not limited to)
 - Learning environment
 - Facility capabilities
 - Available equipment
 - Target audience
 - Time allocation

Discussion Questions

1. How might you adapt an outdoor learning environment to address safety?
2. What aspects should you consider when analyzing components of a lesson plan?
3. What events, elements, or factors (anticipated or unanticipated) might require you to adapt a lesson plan?

Application

1. Activity 2-2a: Adapting a Cognitive Lesson Plan
2. Activity 2-2b: Adapting a Psychomotor Lesson Plan

Instructor Notes

1. All students need to bring a cognitive and a psychomotor plan that can be delivered in 30 minutes. These lesson plans will serve as the basis for all adaptation, delivery, and evaluation application activities in the course. Be prepared for students to forget these items and have a folder ready with sample lesson plans to use.

CTS Guide Reference: CTS 3-2

Unit 3: Instructional Delivery

Topic 3-1: Organizing the Learning Environment

Terminal Learning Objective

At the end of this topic a student, given a facility and an assignment, will be able to organize the classroom, laboratory, or outdoor learning environment to address lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety.

Enabling Learning Objectives

1. Describe current classroom management practices
 - Maximizing student application time
 - Rules and procedures personal electronic devices
 - Attendance requirements
 - Excused absence coordinated with instructor
 - Codes of conduct for student/instructor and student/student interaction
2. Describe current safety practices
 - Compliance with AHJ Injury Illness Prevention Program
 - CA Health and Safety Code, Division 12
 - Cal/OSHA
 - NFPA safety standards
 - 1403: Standard on Live Fire Training Evolutions
 - 1584: Standard on the Rehabilitation Process For Members During Emergency Operations and Training Exercises
 - 1983: Standard on Life Safety Rope and Equipment for Emergency Services
 - Considerations for psychomotor lessons
 - Protective equipment
 - Modeling good safety practices during demonstrations
 - Guided practice
 - Additional instructors to ensure safety
 - Constant monitoring to prevent incidents
3. Identify advantages and limitations of audiovisual equipment and teaching aids
 - Passive vs. active learning environment
 - Equipment capabilities and limitations
 - Experience or comfort level
4. Describe classroom arrangements that best fit the content, learning environment, and student needs during presentation
 - May need to adapt physical set up of classroom to adapt for presentation formats and learner needs
 - Lecture format
 - Small group format
 - Skills practice format

5. Describe instruction methods and techniques that best fit the lesson, learning environment, and student needs
 - Instruction methods (included but not limited to)
 - Presentation
 - Questions and answer
 - Debate
 - Panel discussions
 - Lecture
 - Case study
 - Problem solving
6. Describe methods of dealing with changing circumstances in the learning environment
 - Equipment failure
 - Weather
 - Audio and visual distractions
 - Limited resources
 - Change in presentation location
7. Use instructional media and teaching aids that best fit the lesson, learning environment, and student needs

Discussion Questions

1. How can you minimize distractions in the learning environment?
2. How can the use of personal electronic devices affect the learning environment, test security, etc.?
3. What safety concerns you can foresee in a cognitive classroom setting?
4. What would you do if the power went out during your slide presentation?
5. What is your AHJ's procedure for weather emergencies, such as tornado or earthquake?
6. How does your choice of instructional method affect how you organize the learning environment?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 4-1

Topic 3-2: Presenting Lessons

Terminal Learning Objective

At the end of this topic a student, given a prepared lesson plan that specifies the cognitive and psychomotor learning methods, will be able to present and adjust prepared lessons using the cognitive and psychomotor methods indicated by the lesson plans to achieve stated objectives or learning outcomes, following applicable safety standards and practices, and addressing risks.

Enabling Learning Objectives

1. Describe laws and principles of learning
2. Describe instructional methods and techniques
3. Describe elements of the communication process
4. Identify learner characteristics
 - Prepare for known characteristics in advance
 - Monitor mastery of learning by evaluating audience responses
 - Adapt presentation length, format, style to meet audience needs
5. Describe student-centered learning principles (VARK)
 - Visual learners
 - Auditory learners
 - Reading-writing learners
 - Kinesthetic/movement/experience learners
6. Identify instructional technology tools
7. Identify the impact of cultural differences on instructional delivery
8. Describe safety rules, regulations, and practices
9. Identify training hazards
10. Use oral and nonverbal communication techniques for classroom presentations
11. Use instructional methods and techniques
12. Demonstrate the ability to adapt to changing circumstance
13. Use lesson plans in an instructional setting

Discussion Questions

1. What risks are involved in various models of distance learning?
2. How can you use verbal and nonverbal cues to communicate respect for your audience?
3. How would you adapt a lesson plan to meet the needs of a visual learner? An auditory learner? An experiential learner?
4. How can an instructor assist a reading-writing learner with taking notes?

Application

1. Activity 3-2a: Presenting a Cognitive Lesson
2. Activity 3-2b: Presenting a Psychomotor Lesson

Instructor Notes

1. Application time is based on number of students, allowing 60 minutes per student (30 min. cognitive and 30 min. psychomotor). If there are more than 16 students, you will need to divide the class into two groups and use a skills evaluator for the second group.
2. Each student will carry out the application activities from Topic 4-5 (Evaluating a Student-Instructor Cognitive/Psychomotor Teaching Demonstration) at least twice (once

for cognitive and once for psychomotor) after other students present their cognitive and psychomotor lesson plans as part of Topic 3-2.

3. Review the forms and processes outlined in Topic 4-5 before the teaching presentations begin.

CTS Guide Reference: CTS 4-2

Topic 3-3: Adjusting to Learner Characteristics

Terminal Learning Objective

At the end of this topic a student, given the instructional environment, will be able to adjust to differences in learner characteristics, abilities, cultures, and behaviors, to accomplish lesson objectives, address disruptive behavior, and maintain a safe and positive learning environment.

Enabling Learning Objectives

1. Describe motivation and coaching techniques
 - Factors that influence the learning process and need for motivation or coaching:
 - Attitude
 - Experience
 - Knowledge
 - Education
 - Personality
 - Physical condition (fatigue, illness, etc.)
 - Unsafe behavior
 - Motivation
 - Competing demands for time
2. Describe learner characteristics (including but not limited to)
 - Race
 - Gender
 - Sexual orientation
 - Generation (Baby Boomers, GenX, Millennial, GenZ, currently unlabeled next generations)
3. Describe types of learning disabilities and methods for dealing with them
4. Describe methods of dealing with disruptive and unsafe behavior
 - Harassment
 - Abuse
 - Discrimination
 - Disruption of training
 - Horseplay
 - Lack of respect for others
5. Use basic coaching and motivational techniques
6. Correct disruptive behaviors
7. Adapt lesson plans or materials to specific instructional situations

Discussion Questions

1. How can you prevent behavior problems in the learning environment before they occur?
2. How can you help students feel safe and supported in the learning environment?
3. How would you adapt a lesson plan to increase active participation?
4. What would you call the next generation (after GenZ)? (speculation – no known name)
5. How does a person's generation impact their learning style or preferences?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 4-3

Topic 3-4: Operating Instructional Technology Tools

Terminal Learning Objective

At the end of this topic a student, given a learning environment and equipment, will be able to operate instructional technology tools and demonstration devices so that the equipment functions properly, the intended objectives are presented, and transitions between media and other parts of the presentation are accomplished.

Enabling Learning Objectives

1. Describe instructional technology tools
 - Projectors, smartboards, slides, televisions, etc.
2. Describe demonstration devices
 - Actual items or tools (ladders, hoses, axes, etc.)
3. Identify selection criteria
 - Appropriate tools to meet objectives
 - Available resources
 - Budgetary considerations
4. Use instructional technology tools and demonstration devices to support the learning process
5. Use transition techniques
 - Shifting between different instructional tools and modalities
6. Observe how to clean and maintain audiovisual equipment at the field level, following manufacturer instructions

Discussion Questions

1. Why is it important to run through the audiovisual setup prior to class?
2. What kind of transitions might you use during a presentation to help students stay alert and attentive?
3. What are the benefits and disadvantages of using Power Point in the classroom?

Application

1. Determined by instructor

Instructor Notes

1. This is a “show and tell” topic. Bring in tech and allow time to have students connect to it. Note differences in software (different programs and platforms) and hardware (Mac vs. PC)

CTS Guide Reference: CTS 4-4

Unit 4: Evaluation and Testing

Topic 4-1: Administering Tests

Terminal Learning Objective

At the end of this topic a student, given a lesson plan, evaluation instruments, and AHJ evaluation procedures, will be able to administer oral, written, and performance tests in a manner that eliminates bias and discrimination, conducts tests following correct procedures, and maintains test material security.

Enabling Learning Objectives

1. Describe AHJ test administration practices
2. Apply AHJ testing policies
3. Describe test administration laws and policies pertaining to discrimination during training and testing
 - Federal
 - State
 - Vocational
 - AHJ
4. Describe testing bias and methods for eliminating it
5. Identify laws affecting records and disclosure of training and testing information
 - Retention
 - Disclosure
6. Describe purposes of evaluation and testing
7. Describe how to evaluate performance skills
8. Use skills checklists
9. Use assessment techniques

Discussion Questions

1. What is testing bias?
2. What are some methods for eliminating bias in testing?
3. What are your local agency's procedures for conducting tests?
4. What are some privacy concerns to consider in relation to test results?

Application

1. Determined by instructor

Instructor Notes

1. Suggested resource for skills checklist: Psychomotor Lesson Plan Checklist (see Online Resources)
2. The FSTEP course Techniques of Evaluation is a good resource for this unit.

CTS Guide Reference: CTS 5-1

Topic 4-2: Grading and Securing Examinations

Terminal Learning Objective

At the end of this topic a student, given class answer sheets or skills checklists and appropriate answer keys, will be able to accurately grade student oral, written, or performance tests and properly secure student examinations.

Enabling Learning Objectives

1. Describe grading methods
 - Methods
 - Manual
 - Electronic
 - Levels
 - Level 1 (basic)
 - Level 2 (intermediate)
 - Level 3 (comprehensive)
 - Test type (including but not limited to)
 - Fill in the blank
 - Multiple choice
 - Essay
 - Short answer
 - True/false
 - Cognitive vs. psychomotor
 - Objective vs. subjective
 - Safety violations = automatic failure
2. Describe methods for eliminating bias during grading
 - During written testing
 - During performance testing
3. Describe processes for correcting errors and omissions on written tests
 - Correcting errors
 - Correcting knowledge gaps
4. Describe methods for maintaining exam security and confidentiality of scores
 - In a fire agency
 - In a training academy
 - In a college environment
 - In a mixed/dual environment
5. Describe how to analyze test results
 - To evaluate student learning effectiveness
 - To evaluate instructor teaching effectiveness
 - To evaluate currency of content

Discussion Questions

1. What are some ways to eliminate bias while scoring performance tests?
2. Why is it important to address errors and omissions in written tests?
3. What are your AHJ's policies for exam security?

4. What are your local agency's policies for retaining test result records?
5. Why would you perform a test analysis after grading?

Application

1. Determined by instructor

Instructor Notes

1. The FSTEP course Techniques of Evaluation is a good resource for this unit.

CTS Guide Reference: CTS 5-2

Topic 4-3: Reporting Test Results

Terminal Learning Objective

At the end of this topic a student, given a set of test answer sheets or skills checklists, a report form, and reporting policies and procedures, will be able to report test results by recording them accurately, forwarding test result forms according to procedure, and reporting any unusual circumstances in testing or test results.

Enabling Learning Objectives

1. Describe how to interpret test results
2. Describe AHJ reporting procedures
3. Demonstrate communication techniques for submitting test results
 - Procedures for communicating with the agency that collects test results
4. Provide basic coaching
 - Feedback to organization regarding test results
 - Report on effectiveness of training materials

Discussion Questions

1. What procedures should you follow for reporting test results?
2. How do you interpret test results to the AHJ?
3. What is the purpose of giving feedback to the organization offering the course?

Application

1. Determined by instructor

Instructor Notes

1. The FSTEP course Techniques of Evaluation is a good resource for this unit.

CTS Guide Reference: CTS 5-3

Topic 4-4: Providing Evaluation Feedback to Students

Terminal Learning Objective

At the end of this topic a student, given evaluation data, will be able to provide student evaluation feedback that is timely, specific enough for the student to make efforts to modify behavior, objective, clear, relevant, and includes suggestions for additional study or behavior modification based on the data.

Enabling Learning Objectives

1. Describe AHJ reporting procedures
2. Describe how to interpret test results
 - Identify areas requiring additional study or remediation
3. Use communication skills for providing effective student feedback
4. Use basic coaching techniques
 - Document remediation or other coaching discussion according to AHJ requirements

Discussion Questions

1. How would you coach a student who narrowly failed a test in your class?
2. How do you present test results in a way that allows students to improve their learning?

Application

1. Determined by instructor

Instructor Notes

1. The FSTEP course Techniques of Evaluation is a good resource for this unit.

CTS Guide Reference: CTS 5-4

Topic 4-5 Evaluating Student-Instructor Lesson Presentations

Terminal Learning Objective

At the end of this topic a student, given a recent student-instructor demonstration and an evaluation form, will be able to evaluate student-instructor presentations to provide constructive feedback that identifies the teaching demonstration's strengths and weaknesses.

Enabling Learning Objectives

1. Describe how to observe a teaching demonstration
2. Describe how to evaluate and document strengths and weaknesses of student-instructor performance according to established criteria
3. Describe how to facilitate a teaching demonstration review and discussion
 - Presentation flow
 - Alignment between teaching style and audience learning styles
4. Observe a teaching demonstration
5. Complete an evaluation form
6. Conduct a teaching demonstration review and discussion with a student-instructor

Discussion Questions

1. What is the purpose of providing oral and written feedback to the student-instructor?
2. What is the value of peer evaluation versus instructor evaluation?
3. What is the purpose of facilitating a discussion regarding a teaching demonstration?

Application

1. Activity 4-5a: Evaluating a Student-Instructor Cognitive Teaching Demonstration
2. Activity 4-5b: Evaluating a Student-Instructor Psychomotor Teaching Demonstration

Instructor Notes

1. You, as the instructor for the course, are evaluating how a student in the course performs their evaluation of another student giving a presentation. You are not directly evaluating the student giving the presentation.
2. Each student will carry out the application activities from Topic 4-5 (Evaluating a Student-Instructor Cognitive/Psychomotor Teaching Demonstration) at least twice (once for cognitive and once for psychomotor) after other students present their cognitive and psychomotor lesson plans as part of Topic 3-2.
3. The FSTEP course Techniques of Evaluation is a good resource for this unit.

CTS Guide Reference: CTS 5-5

Unit 5: Program Management

Topic 5-1: Assembling Course Materials

Terminal Learning Objective

At the end of this topic a student given a specific topic, will be able to assemble course materials by obtaining the lesson plan and all resources and equipment needed to deliver the lesson.

Enabling Learning Objectives

1. Describe AHJ policies and procedures for the procurement of materials and equipment
2. Describe resource availability
 - What is available?
 - What do you need?
 - What if what you need is not available?

Discussion Questions

1. What are some good sources for finding lesson plans?
2. What selection criteria do you use to determine the validity of your lesson plan?
3. What factors determine the resources necessary for delivering a lesson?

Application

1. Given a topic and an audience, have students generate a list of materials needed for their student teaching demonstration and note the source(s) for each item.

Instructor Notes

1. None

CTS Guide Reference: CTS 2-1

Topic 5-2: Preparing Resource Requests

Terminal Learning Objective

At the end of this topic a student given training goals and current resources, will be able to prepare resource requests by identifying and documenting the resources required to meet training goals.

Enabling Learning Objectives

1. Describe resource management for instructional materials
2. Identify sources of instructional resources and equipment
3. Demonstrate effective oral and written communication techniques for requesting instructional materials
4. Complete resource request forms

Discussion Questions

1. Where can you obtain instructional resources and equipment?
2. What is the process for requesting instructional resources in your agency?

Application

1. Given a topic and an audience, have students complete a resource request form for their cognitive or psychomotor teaching demonstration and explain how to request instructional resources or facilities through the proper channels.

Instructor Notes

1. None

CTS Guide Reference: CTS 2-2

Topic 5-3: Scheduling Instructional Sessions

Terminal Learning Objective

At the end of this topic a student, given a training assignment, AHJ scheduling procedures, instructional resources, facilities, and a timeline for delivery, will be able to schedule instructional sessions to deliver specified lessons according to AHJ policies and procedures.

Enabling Learning Objectives

1. Describe AHJ scheduling procedures
2. Describe resource management for scheduling instruction
3. Complete a training schedule

Discussion Questions

1. What factors should you consider when scheduling training sessions?
2. What type of training sessions might you schedule as an Instructor 1?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 2-3

Topic 5-4: Completing and Submitting Training Records

Terminal Learning Objective

At the end of this topic a student, given policies and procedures and forms, will be able to complete training records and report forms accurately and submit them in accordance with procedures.

Enabling Learning Objectives

1. Identify types of records and reports required
2. Describe policies and procedures for processing records and reports
 - Agency timeline for completing the required reports
 - NFPA 901: Standard Classifications for Incident Reporting and Fire Protection Data
 - CCR Title 8, Chapter 3.2 (CAL-OSHA), §342 Reporting Work Connected Fatalities and Serious Injuries
 - Ethical and legal implications of incomplete or falsified records
3. Write basic training reports
4. Complete training records

Discussion Questions

1. What are the potential consequences of failing to complete training records accurately?
2. What information do you need to document a training session?
3. What is the difference between an individual's privacy as an employee and as a college student?

Application

1. Given their own AHJ policies and procedures, have students discuss different types of training reporting systems.

Instructor Notes

1. In the lecture portion of the topic, demonstrate to students how to complete and submit a training record/report.

CTS Guide Reference: CTS 2-4

Unit 6: Distance and Hybrid Instruction

Topic 6-1: Delivering Instruction in a Distance or Hybrid Environment

Terminal Learning Objective

At the end of this topic a student given a lesson plan, instructional tools and technology, and resources, will be able to deliver instruction in a distance or hybrid environment so that lesson plans, the learning environment, and resources are adapted; stated objectives or learning outcomes are achieved; instructional technology tools are used effectively and properly; testing is bias free and secure; and feedback is delivered in a manner that meets learner needs and in accordance with AHJ policies and procedures and distance or hybrid learning best practices.

Enabling Learning Objectives

1. Define “electronically delivered courses” (per OSFM)
 - Those in which the entire content of the course can be communicated between the instructor and the student electronically (online course)
 - Those which require both classroom attendance and the use of electronic communication (hybrid course)
2. Identify the benefits and limitations of a distance or hybrid learning environment
3. Identify distance or hybrid learning delivery methods Khg
 - Methods
 - Synchronous
 - Asynchronous
 - Modalities
 - Online learning
 - Blended (hybrid) e-learning
 - Technology based instruction (TBI)
 - Computer based training (CBT)
 - Learning management systems (LMS)
 - Instructor led training (ILT)
 - Interactive/smart screen
 - Podcasts
4. Identify applicable laws, rules, and regulations
 - Local, state, and federal
 - Americans with Disabilities Act
 - Copyright and fair use laws (use and restrictions)
 - Print materials
 - Digital materials
 - Video/audio content
 - Privacy
5. Identify AHJ policies for delivering distance or hybrid instruction
6. Identify instructional technology tools and resources
 - Hardware requirements
 - Software requirements

- Interactive technology requirements
 - Internet access requirements
 - Physical learning environment
 - Physical instructional environment
7. Describe the instructor's role in distance or hybrid instruction
 - Facilitator
 - Instructor led training
 - Transition to student-to-student collaborative learning
 8. Describe effective methods of instruction that best fit
 - Learning objectives
 - Learning environment
 - Student needs
 9. Identify components of a lesson plan requiring adaption
 10. Describe how to engage students with different learning characteristics, backgrounds, and needs
 11. Describe effective classroom management practices
 12. Describe how to conduct testing
 - AHJ policies and procedures
 - Test security
 - Student confidentiality
 - Ensuring ethical behavior
 - Ensuring equal access and accommodation
 - Eliminating testing bias
 13. Describe how to provide effective student feedback
 14. Describe how to facilitate a teaching demonstration review and discussion
 15. Adapt lesson plans
 16. Communicate orally and in writing in a digital platform

Discussion Questions

1. How does teaching in a distance or hybrid environment differ from a live classroom setting?
2. What are some advantages and disadvantages of distance or hybrid learning?
3. What tools and resources do you need to teach students in an online course to ensure they can receive the content, submit work, and participate at the desired level?

Application

1. Activity 6-1: Adapting a Lesson Plan for Distance or Hybrid Delivery

Instructor Notes

1. None

CTS Guide Reference: CTS 5-6

How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses the course plan as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer course and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

Course Details

The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

Required Resources

The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

Unit

Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

Topics

Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

Terminal Learning Objective

A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

Enabling Learning Objectives

The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master to complete the TLO.

Discussion Questions

The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

Application

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

Instructor Notes

The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

CTS Guide Reference

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

Skill Sheet

The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.

Fire and Emergency Services Instructor 1 (NFPA: Fire and Emergency Services Instructor I)

Certification Task Book (2019)



California Department of Forestry and Fire Protection
Office of the State Fire Marshal
State Fire Training

Overview

Authority

This certification task book includes the certification training standards set forth in the Fire and Emergency Services Instructor 1 Certification Training Standards Guide (2019) which is based on:

- NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019).

Published: **Month Year**

Published by: State Fire Training, PO Box 944246, Sacramento, CA 94244-2460
Cover photo courtesy of Caryn Petty, Deputy State Fire Marshal, CAL FIRE.

Purpose

The State Fire Training certification task book is a performance-based document that identifies the minimum requirements necessary to perform the duties of that certification. Completion of a certification task book verifies that the candidate has the required experience, holds the required position, and has demonstrated the job performance requirements to obtain that certification.

Assumptions

With the exception of the Fire Fighter and Emergency Vehicle Technician (EVT) certifications, a candidate may begin the task book initiation process upon completion of all required education components (courses).

Each job performance requirement (JPR) shall be evaluated after the candidate's fire chief, fire technology director, or academic dean initiates the task book.

If a candidate is employed by an accredited college rather than a fire agency, a fire technology director or dean is the equivalent position to fulfill any role assigned to a fire chief in this document.

An evaluator may verify satisfactory execution of a job performance requirement (JPR) through the following methods:

- First-hand observation
- Review of documentation that verifies prior satisfactory execution

State Fire Training task books do not count towards the NWCG task book limit. There is no limit

to the number of State Fire Training task books a candidate may pursue at one time if the candidate meets the initiation requirements of each.

It is the candidate's responsibility to routinely check the State Fire Training website for updates to an initiated task book. All State Fire Training issued updates to an initiated task book are required for task book completion.

A candidate must complete a task book within five years its initiation date. Otherwise, a candidate must initiate a new task book using the certification's current published version.

Roles and Responsibilities

Candidate

The candidate is the individual pursuing certification.

Initiation

The candidate shall:

1. Complete all Initiation Requirements.
 - Please print or type.
2. Obtain their fire chief's signature as approval to open the task book.
 - A candidate may not obtain evaluation signatures prior to the fire chief's initiation approval date.

Completion

The candidate shall:

1. Complete all Job Performance Requirements.
 - Ensure that an evaluator initials, signs, and dates each task to verify completion.
2. Complete all Completion Requirements.
3. Sign and date the candidate verification statement under **Review and Approval** with a handwritten signature.
4. Obtain their fire chief's handwritten (not stamped) signature on the fire chief verification section.
5. Create and retain a physical or high-resolution digital copy of the completed task book

Submission

The candidate shall:

1. Submit a copy (physical or digital) of the completed task book and any supporting documentation to State Fire Training.
 - See Submission and Review below.

A candidate should not submit a task book until they have completed all requirements and obtained all signatures. State Fire Training will reject and return an incomplete task book.

Evaluator

An evaluator is any individual who verifies that the candidate can satisfactorily execute a job performance requirement (JPR).

An evaluator may verify satisfactory execution through the following methods:

- First-hand observation
- Review of documentation that verifies prior satisfactory execution

A qualified evaluator is designated by the candidate's fire chief* and holds an equivalent or higher-level certification. If no such evaluator is present, the fire chief shall designate an individual with more experience than the candidate and a demonstrated ability to execute the job performance requirements.

A task book evaluator may be, but is not required to be, a registered skills evaluator who oversees a State Fire Training certification exam.

A certification task book may have more than one evaluator.

All evaluators shall:

1. Complete a block on the **Signature Verification** page with a handwritten signature.
2. Review and understand the candidate's certification task book requirements and responsibilities.
3. Verify the candidate's successful completion of one or more job performance requirements through observation or review.
 - Do not evaluate any job performance requirement (JPR) until after the candidate's fire chief initiates the task book.
 - Sign all appropriate lines in the certification task book with a handwritten signature or approved digital signature (e.g., DocuSign or Adobe Sign) to record demonstrated performance of tasks.

* For certification task books that do not require fire chief initiation, academy instructors serve as or designate evaluators.

Fire Chief

The fire chief is the individual who initiates (when applicable) and then reviews and confirms the completion of a candidate's certification task book.

A fire chief may identify an authorized designee already on file with State Fire Training to fulfill any task book responsibilities assigned to the fire chief. (See *State Fire Training Procedures Manual*, 4.2.2: Authorized Signatories.)

Initiation

The fire chief shall:

1. Review and understand the candidate's certification task book requirements and responsibilities.

2. Verify that the candidate has met all **Initiation Requirements** prior to initiating the candidate's task book.
3. Open the candidate's task book by signing the **Fire Chief Approval** verification statement with a handwritten (not stamped) signature.
4. Designate qualified evaluators.

Completion

The fire chief shall:

1. Confirm that the candidate has obtained the appropriate signatures to verify successful completion of each job performance requirement.
 - Ensure that all **Job Performance Requirements** were evaluated after the initiation date.
2. Confirm that the candidate meets the **Completion Requirements**.
3. Sign and date the Fire Chief verification statement under **Review and Approval** with a handwritten signature.
 - If signing as an authorized designee, verify that your signature is on file with State Fire Training.

Submission and Review

A candidate should not submit a task book until they have completed all requirements and obtained all signatures. State Fire Training will reject and return an incomplete task book.

To submit a completed task book, please send the following items to the address below:

- A copy of the completed task book (candidate may retain the original)
- All supporting documentation
- Payment

State Fire Training
Attn: Certification
PO Box 944246
Sacramento, CA 94244-2460

State Fire Training reviews all submitted task books.

- If the task book is complete, State Fire Training will authorize the task book and retain a digital copy of the authorized task book in the candidate's State Fire Training file.
- If the task book is incomplete, State Fire Training will return the task book with a notification indicating what needs to be completed prior to resubmission.

Completion of this certification task book is one step in the certification process. Please refer to the *State Fire Training Procedures Manual* for the complete list of qualifications required for certification.

Initiation Requirements

The following requirements must be completed prior to initiating this task book.

Candidate Information

Name: _____

SFT ID Number: _____

Fire Agency: _____

Prerequisites

State Fire Training confirms that there are no prerequisites for initiating this certification task book.

Education

The candidate has completed the following course(s).

- Instructor 1: Instructional Methodology (2019) **or** (2012)

Fire Chief Approval

Candidate's Fire Chief (please print): _____

I, the undersigned, am the person authorized to verify the candidate's task book initiation requirements and to initiate State Fire Training task books. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements to open the task book documented herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection.

Signature: _____ Date: _____

Signature Verification

The following individuals have the authority to verify portions of this certification task book using the signature recorded below.

Please print except for the Signature line where a handwritten signature is required.
Add additional signature pages as needed.

Name: _____
Job Title: _____
Organization: _____
Signature: _____

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Job Title: _____
Organization: _____
Signature: _____

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Job Title: _____
Organization: _____
Signature: _____

Job Performance Requirements

The candidate must complete each job performance requirement (JPR) in accordance with the standards of the authority having jurisdiction (AHJ) or the National Fire Protection Association (NFPA), whichever is more restrictive.

When California requirements exceed or require revision to the NFPA standard, the corresponding Office of the State Fire Marshal-approved (OSFM) additions or revisions appear in *italics*.

All JPRs must be completed within a California fire agency or State Fire Training Accredited Regional Training Program (ARTP).

For JPRs that are not part of a candidate's regular work assignment or are a rare event, the evaluator may develop a scenario or interview that supports the required task and evaluate the candidate to the stated standard.

Each JPR shall be evaluated after the candidate's fire chief initiates the task book.

Program Management

1. Assemble course materials, given a specific topic, so that the lesson plan and all materials, resources, and equipment needed to deliver the lesson are obtained. (NFPA 4.2.2) (CTS 2-1)

Evaluator Signature: _____ Date Verified: _____

2. Prepare requests for resources, given training goals and current resources, so that resources required to meet training goals are identified and documented. (NFPA 4.2.3) (CTS 2-2)

Evaluator Signature: _____ Date Verified: _____

3. Schedule single instructional sessions, given a training assignment, AHJ scheduling procedures, instructional resources, facilities, and timeline for delivery, so that specified sessions are delivered according to AHJ procedure. (NFPA 4.2.4) (CTS 2-3)

Evaluator Signature: _____ Date Verified: _____

4. Complete training records and reports, given policies and procedures, so that required reports are accurate and submitted in accordance with the procedures. (NFPA 4.2.5) (CTS 2-4)

Evaluator Signature: _____ Date Verified: _____

Instructional Development

5. Review instructional materials, given the materials for a specific topic, target audience, learner characteristics, and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified. (NFPA 4.3.2) (CTS 3-1)

Evaluator Signature: _____ Date Verified: _____

6. Adapt a prepared lesson plan, given course materials and an assignment, so that the needs of the student and the objectives of the lesson plan are achieved. (NFPA 4.3.3) (CTS 3-2)

Evaluator Signature: _____ Date Verified: _____

Instructional Delivery

7. Organize the learning environment, given a facility and an assignment, so that lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety are addressed. (NFPA 4.4.2) (CTS 4-1)

Evaluator Signature: _____ Date Verified: _____

8. Present and adjust prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the **cognitive and psychomotor** methods indicated in the plan are used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed. (CTS 4-2) (NFPA 4.4.3)

Evaluator Signature: _____ Date Verified: _____

9. Adjust to differences in learner characteristics, abilities, cultures, and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe and positive learning environment is maintained. (NFPA 4.4.4) (CTS 4-3)

Evaluator Signature: _____ Date Verified: _____

10. Operate instructional technology tools and demonstration devices, given a learning environment and equipment, so that the equipment functions properly, the intended objectives are presented, and transitions between media and other parts of the presentation are accomplished. (NFPA 4.4.5) (CTS 4-4)

Evaluator Signature: _____ Date Verified: _____

11. *Deliver instruction in a distance or hybrid environment, given a lesson plan, instructional tools and technology, and resources, so that lesson plans, the learning environment, and resources are adapted; stated objectives or learning outcomes are achieved; instructional technology tools are used effectively and properly; testing is bias free and secure; and feedback is delivered in a manner that meets learner needs and in accordance with AHJ policies and procedures and distance or hybrid learning best practices.* (OSFM) (CTS 4-5)

Evaluator Signature: _____ Date Verified: _____

(Successful completion of the Instructor 1: Instructional Methodology (2019) course on or after July 1, 2022, fulfills the requirements for JPR 11. A candidate is not required to demonstrate this JPR again outside of the course for verification.)

(Successful completion of the Instructor 1: Instructional Methodology (2012) course on or before June 30, 2022, does not fulfill the requirements for JPR 11. A candidate must demonstrate this JPR for verification.)

Evaluation and Testing

12. Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and evaluation procedures of the AHJ, so that bias or discrimination is eliminated; the testing is conducted according to procedures, and the security of the materials is maintained. (NFPA 4.5.2 / OSFM) (CTS 5-1)

Evaluator Signature: _____ Date Verified: _____

13. Grade student oral, written, or performance tests, given class answer sheets or skills checklists and appropriate answer keys, so the examinations are accurately graded and properly secured. (NFPA 4.5.3) (CTS 5-2)

Evaluator Signature: _____ Date Verified: _____

14. Report test results, given a set of test answer sheets or skills checklists, a report form, and policies and procedures for reporting, so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported. (NFPA 4.5.4) (CTS 5-3)

Evaluator Signature: _____ Date Verified: _____

15. Provide evaluation feedback to students, given evaluation data, so that the feedback is timely; specific enough for the student to make efforts to modify behavior; objective, clear, and relevant; *and* includes suggestions *for additional study or behavior modification* based on the data. (NFPA 4.5.5) (CTS 5-4)

Evaluator Signature: _____ Date Verified: _____

(Successful completion of the Instructor 1: Instructional Methodology (2019) course on or after July 1, 2022, fulfills the requirements for JPR 15. A candidate is not required to demonstrate this JPR again outside of the course for verification.)

(Successful completion of the Instructor 1: Instructional Methodology (2012) course on or before June 30, 2022, does not fulfill the requirements for JPR 11. A candidate must demonstrate this JPR for verification.)

16. **Evaluate student-instructor presentations, given a student-instructor demonstration and an evaluation form, so that constructive feedback that identifies strengths and weaknesses of the teaching demonstration is provided.** (OSFM) (CTS 5-5)

Evaluator Signature: _____ Date Verified: _____

(Successful completion of the Instructor 1: Instructional Methodology (2019) course on or after July 1, 2022, fulfills the requirements for JPR 16. A candidate is not required to demonstrate this JPR again outside of the course for verification.)

(Successful completion of the Instructor 1: Instructional Methodology (2012) course on or before June 30, 2022, does not fulfill the requirements for JPR 11. A candidate must demonstrate this JPR for verification.)

Completion Requirements

The following requirements must be completed prior to submitting this task book.

Experience

The candidate meets the following experience requirements.

- A minimum of one year full-time paid or two years' volunteer or part-time paid experience in a recognized California fire agency

Agency	Experience	Start Date	End Date

- A minimum of 40 hours teaching/training experience within a fire service-related program (with feedback).
 - Teaching must be related to fire or emergency medical services, delivered in a formal classroom or drill ground environment, and documented in the table above.
 - No teaching/training experience hours shall be accepted prior to the completion of all certification educational requirements.

Course / Subject	Hour(s)	Start & End Date	Location (Institution/Agency)

Position

The candidate meets the position qualifications for this level of certification. The position requirement is met when the applicant fulfills the role of the specific duties as defined by the fire chief.

Supporting Documentation

State Fire Training confirms that there are no supporting documentation requirements for this job function certification.

Updates

The candidate has completed and enclosed all updates to this certification task book released by State Fire Training since its initial publication.

Number of enclosed updates: _____

Completion Timeframe

The candidate has completed all requirements documented in this certification task book within five years of its initiation date.

Initiation Date (see Fire Chief signature under **Initiation Requirements**): _____

Review and Approval

Candidate

Candidate (please print): _____

I, the undersigned, am the person applying for certification. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements documented herein is true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection or revocation.

Signature: _____ Date: _____

Fire Chief

Candidate's Fire Chief (please print): _____

I, the undersigned, am the person authorized to verify the candidate's qualifications for certification. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements documented herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection.

Signature: _____ Date: _____

Task Book Update 2021-1

Justification

In 2021, State Fire Training updated the Instructor 1 certification to align with NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019).

This Task Book Update applies to the following task book:

- Instructor 1 Certification Task Book (2012)

Revision/Update

1. NFPA made minor language revisions to the text that does not impact job performance requirement (JPR) intent.
 - No updates required.
2. OSFM added a new standard for delivering instruction in a distance or hybrid environment
 - New JPR signoff required.

Additional Requirements

Instructional Delivery

1. Deliver instruction in a distance or hybrid environment, given a lesson plan, instructional tools and technology, and resources, so that lesson plans, the learning environment, and resources are adapted; stated objectives or learning outcomes are achieved; instructional technology tools are used effectively and properly; testing is bias free and secure; and feedback is delivered in a manner that meets learner needs and in accordance with AHJ policies and procedures and distance or hybrid learning best practices. (OSFM) (CTS 4-5 in the 2019 CTS Guide)

Evaluator Signature: _____ Date Verified: _____

Fire Chief Review and Approval

Candidate's Fire Chief (please print): _____

I, the undersigned, am the person authorized to verify the candidate's qualifications for certification. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements documented herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection.

Signature: _____ Date: _____



Alternatives to “Death by PowerPoint”

No one instructional method is necessarily better than another. Each has its strengths and weaknesses. To ensure that trainees obtain and process learning objectives, State Fire Training recommends using a combination of methodologies during a training session.

Try some of these alternatives to “Death by PowerPoint”.

Board Game – Create a tabletop game with questions and tasks associated with the concept, learning objective, or message.

Build Something – Construct a three-dimensional representation of the concept, learning objective, or message.

Case Study – Examination and analysis of real-life situations to identify learning.

Conversation – Two people discussing a topic.

Debate – Two or more people presenting differing perspectives on an issue.

Demonstration – Illustrating a process to a group.

Dramatization – Presenting a situation in a striking or vivid manner.

Game Show – Mirror the format of popular television game shows to work through learning point, questions, or activities.

Group Discussion – Two or more people sharing information, experiences, opinions.

Guided Discovery – Inquiry to make known or visible a predetermined outcome.

Lecture – Traditionally a verbal presentation of information.

Panel Discussion – Three or more persons discussing an issue, idea, before a group.

Problem Solving – Inquiry, consideration, and solution generation to a question.

Question and Answer – Provoking responses through inquiry.

Role Play – Representation of human interaction where character behavior patterns are assigned or assumed.

Simulation – Imitative representation of the functioning of a system or process.

Storytelling – Presentation of real-life or fictional stories to make a learning point.

Videos – A pre-recorded film on a given subject.



Cognitive Lesson Plan Checklist

This checklist serves three main purposes:

- Identify which components are present or absent from the prepared materials.
- Identify which components do and do not need adaptation.
- Track which components are created or adapted.

Component	Present	No Adaptation Required	Adaptation Required	Changes Made
1. Lesson Topic				
2. Allotted Time				
3. Level of Instruction				
4. Authority				
5. Terminal Learning Objective (Condition, Task, Standard)				
6. Enabling Learning Objective(s)				
7. Materials Needed				
8. References				
9. Preparation				
10. Presentation (Course content)				
11. Application (A/V training aids, questions, activities, etc.)				
12. Summary				
13. Evaluation				
14. Ancillary Components (Assignment sheet, information sheet, study sheet, worksheets, activities, etc.)				

Cognitive Teaching Demonstration Evaluation

Student-Instructor	
Topic	
Level of Instruction	
Date	
Evaluator	
Primary or Secondary	

Evaluation Components		Considerations	Yes	No	P/F
1.	Classroom Management*	Seating arrangement, lighting, distractions			
	Comments:				
2.	Learning Objective*	Must include condition, behavior, standard			
	Comments:				
3.	Preparation*	ACID (attention, curiosity, interest, desire) BASE (begin associating students and experiences)			
	Comments:				
4a.	Presentation: Content*	Lesson flow: known to unknown			
	Comments:				
4b.	Presentation: Verbal Communication*	Volume, clarity, interferences			
	Comments:				

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Cognitive Teaching Demonstration Evaluation

4c.	Presentation: Nonverbal Communication	Eye contact, gestures, distracting mannerisms			
	Comments:				
5a.	Application: Audiovisual Training Aids*	Easily seen, supports lecture, used effectively			
	Comments:				
6.	Summary*				
	Comments:				
7.	Evaluation				
	Comments:				
8.	Assignment				
	Comments:				

Actual Teaching Time:	
Grade (Pass/Fail):	
Overall Comments:	

* Indicates a critical component. Failure on a critical component will result in failure of the teaching demonstration.



Psychomotor Lesson Plan Checklist

This checklist serves three main purposes:

- Identify which components are present or absent from the prepared materials.
- Identify which components do and do not need adaptation.
- Track which components are created or adapted.

Component	Present	No Adaptation Required	Adaptation Required	Changes Made
1. Lesson Topic				
2. Allotted Time				
3. Level of Instruction				
4. Authority				
5. Terminal Learning Objective (Condition, Task, Standard)				
6. Enabling Learning Objective(s)				
7. Materials Needed <ul style="list-style-type: none">• Available resources• Instructional environment• Class size				
8. References				
9. Preparation				
10. Presentation <ul style="list-style-type: none">• Course content• AHJ SOPs/SOGs• Safety emphasis				
11. Application				
12. Summary				
13. Evaluation <ul style="list-style-type: none">• Match behavioral objective?				

Psychomotor Lesson Plan Checklist

14. Test Instrument <ul style="list-style-type: none"> • Based on skill sheet? • Match behavioral objective? • Consistent with how you train? 				
Skills Sheet	Present	No Adaptation Required	Adaptation Required	Changes Made
15. Title				
16. Sequence and Detail <ul style="list-style-type: none"> • Step-by-step • In performance order 				
17. Operational Steps <ul style="list-style-type: none"> • Performance units • Smallest step • Action verbs 				
18. Key Points (knowledge units)				
Test Instrument	Present	No Adaptation Required	Adaptation Required	Changes Made
19. Directions <ul style="list-style-type: none"> • Are they clear? 				
20. Performance Objectives <ul style="list-style-type: none"> • Consistent with learning objectives? 				
21. Rating Factors <ul style="list-style-type: none"> • Performance accuracy • Time standard • Care in handling equipment/tools 				
22. Use of Test Instrument <ul style="list-style-type: none"> • Changes in materials used? • Changes in location or test site? • Appropriate number of evaluators? 				

Psychomotor Teaching Demonstration Evaluation

Student-Instructor	
Topic	
Level of Instruction	
Date	
Evaluator	
Primary or Secondary	

Evaluation Components		Considerations	Yes	No	P/F
1.	Managed Training Environment*	Disruptions, distractions			
	Comments:				
2.	Learning Objective*	Must include condition, behavior, standard			
	Comments:				
3.	Preparation*	ACID (attention, curiosity, interest, desire) BASE (begin associating students and experiences)			
	Comments:				
4a.	Presentation: Content*	Lesson flow: known to unknown			
	Comments:				
4b.	Presentation: Training Aids and Props*	Same as what student will use, easily seen, used effectively and safely			
	Comments:				

Instructor 1: Instructional Methodology
 Psychomotor Teaching Demonstration Evaluation

4c.	Presentation: Performed Skill at Full Speed*	Using skill sheet, promoting safety			
	Comments:				
4d.	Presentation: Performed Slowly, Verbalizing	Operations and key points, promoting safety			
	Comments:				
4e.	Application: Verbal Communication*	Volume, clarity, interferences			
	Comments:				
4f.	Application: Nonverbal Communication*	Eye contact, gestures, distracting mannerisms			
	Comments:				
5a.	Application: Student Skills Performance*	Checking key points, correcting errors			
	Comments:				
5b.	Application: Active Learning Environment*	Questioning techniques, interaction, feedback			
	Comments:				
6.	Evaluation	Student performs without assistance			
	Comments:				
7.	Assignment				
	Comments:				

Actual Teaching Time:	
Grade (Pass/Fail):	
Overall Comments:	

* Indicates a critical component. Failure on a critical component will result in failure of the teaching demonstration.

Sample Failing Student-Instructor Cognitive Teaching Demonstration Evaluation

Student-Instructor	Bill Buckner
Topic	Defensive Tactics at Residential Structure Fires
Level of Instruction	II
Date	October 11
Evaluator	Mark Ferreira
Primary or Secondary	Primary

Evaluation Components		Considerations	Yes	No	P/F
1.	Classroom Management*	Seating arrangement, lighting, distractions	X		P
	Comments: Standard classroom setup. Closed the blinds; room was dark.				
2.	Learning Objective*	Must include condition, behavior, standard		X	F
	Comments: Did not state the condition or the standard.				
3.	Preparation*	ACID (attention, curiosity, interest, desire) BASE (begin associating students and experiences)	X		P
	Comments: Showed a video clip to create interest and it worked!				
4a.	Presentation: Content*	Lesson flow: known to unknown		X	F
	Comments: Did not completely deliver lesson plan.				
4b.	Presentation: Verbal Communication*	Volume, clarity, interferences	X		P
	Comments: Good volume. Slow down a little. Watch the "OKs".				
4c.	Presentation: Nonverbal Communication	Eye contact, gestures, distracting mannerisms		X	F
	Comments: Played with his wedding ring throughout. Personal problem or nerves?? Stared at the first row of students only.				
5a.	Application: Audiovisual Training Aids*	Easily seen, support lecture, used effectively	X		P

Instructor 1: Instructional Methodology

Sample Failing Student-Instructor Cognitive Teaching Demonstration Evaluation

Evaluation Components		Considerations	Yes	No	P/F
	Comments: Good video clips. Prepared the class well before each.				
5b.	Active Learning Environment	Questioning techniques, interaction, feedback		X	F
	Comments: Only question to the students was, "Do you have any questions?" No student-to-student interaction at all.				
6.	Summary*		X		P
	Comments: Summary was adequate for overall lesson plan.				
7.	Evaluation		X		P
	Comments: Gave clear instructions on how to complete the quiz and how to submit it.				
8.	Assignment		X		P
	Comments: Assignment given to students to be completed by given date.				

Actual Teaching Time:	15:30
Grade (Pass/Fail):	Fail
Overall Comments:	Good vocal volume but no eye contact. Forgot most of the SBO. Had no active learning environment going on.

* Indicates a critical component. Failure on a critical component will result in failure of the teaching demonstration.

Sample Failing Student-Instructor Psychomotor Teaching Demonstration Evaluation

Student-Instructor	Bill Buckner
Topic	How to Perform a Working Hose Drag
Level of Instruction	II
Date	October 11
Evaluator	Mark Ferreira
Primary or Secondary	Primary

Evaluation Components		Considerations	Yes	No	P/F
1.	Managed Training Environment*	Disruptions, distractions	X		P
	Comments: Allowed all students to see the demo.				
2.	Learning Objective*	Must include condition, behavior, standard		X	F
	Comments: Did not say what the standard would be!				
3.	Preparation*	ACID (attention, curiosity, interest, desire) BASE (begin associating students and experiences)	X		P
	Comments: Used a short video of recent fire showing this skill.				
4a.	Presentation: Content*	Lesson flow: known to unknown	X		P
	Comments: Skill sheet appeared to be complete.				
4b.	Presentation: Training Aids and Props*	Same as what student will use, easily seen, used effectively and safely	X		P
	Comments: Equipment set up prior to the demo. Had more than he needed.				
4c.	Presentation: Performed Skill at Full Speed*	Using skill sheet, promoting safety		X	F
	Comments: Did not follow skill sheet. Went a little too fast.				
4d.	Presentation: Performed Slowly, Verbalizing	Operations and key points, promoting safety		X	F

Evaluation Components		Considerations	Yes	No	P/F
	Comments: Omitted this step.				
4e.	Application: Verbal Communication*	Volume, clarity, interferences	X		P
	Comments: Good clear voice, volume, and clarity.				
4f.	Application: Nonverbal Communication*	Eye contact, gestures, distracting mannerisms	X		P
	Comments: Maintained eye contact with several students.				
5a.	Application: Student Skills Performance*	Checking key points, correcting errors	X		P
	Comments: Helped each student. Was impatient with one student who didn't get it.				
5b.	Application: Active Learning Environment*	Questioning techniques, interaction, feedback		X	F
	Comments: Only asked one question at the end: Did everyone see that?				
6.	Evaluation	Student performs without assistance		X	F
	Comments: Didn't complete each operation on the skill sheet.				
7.	Assignment			X	F
	Comments: Did not give an assignment for the next class session.				

Actual Teaching Time:	20:25
Grade (Pass/Fail):	Fail
Overall Comments:	Did not provide standard in SBO. Use of video was effective. Didn't complete each operation on the skill sheet. No interaction.

* Indicates a critical component. Failure on a critical component will result in failure of the teaching demonstration.

Sample Passing Student-Instructor Cognitive Teaching Demonstration Evaluation

Student-Instructor	William James
Topic	Types of Fire Service Ground Ladders
Level of Instruction	II
Date	October 11
Evaluator	Colleen Buhler
Primary or Secondary	Primary

Evaluation Components		Considerations	Yes	No	P/F
1.	Classroom Management*	Seating arrangement, lighting, distractions	X		P
	Comments: Used the chevron design. Dimmed the lights.				
2.	Learning Objective*	Must include condition, behavior, standard	X		P
	Comments: Clearly stated.				
3.	Preparation*	ACID (attention, curiosity, interest, desire) BASE (begin associating students and experiences)	X		P
	Comments: Provided great facts/statistics on importance of materials.				
4a.	Presentation: Content*	Lesson flow: known to unknown	X		P
	Comments: Good flow of material; referred to what students had already learned, then proceeded with new material.				
4b.	Presentation: Verbal Communication*	Volume, clarity, interferences	X		P
	Comments: Started a bit quiet but grew louder. Overused the term "fantastic" when affirming student responses.				
4c.	Presentation: Nonverbal Communication	Eye contact, gestures, distracting mannerisms	X		P
	Comments: Maintained good eye contact with the entire class. Started a bit quiet but grew louder. Overused the term "fantastic" when affirming student responses.				
5a.	Application: Audiovisual Training Aids*	Easily seen, support lecture, used effectively	X		P

Instructor 1: Instructional Methodology

Sample Passing Student-Instructor Cognitive Teaching Demonstration Evaluation

Evaluation Components		Considerations	Yes	No	P/F
	Comments: Used overhead questions frequently but exclusively. Vary it up a little!				
6.	Summary*		X		P
	Comments: Summary was adequate for overall lesson plan.				
7.	Evaluation		X		P
	Comments: Gave clear instructions on how to complete the quiz and how to submit it.				
8.	Assignment		X		P
	Comments: Assignment given to students to be completed by given date.				

Actual Teaching Time:	14:40
Grade (Pass/Fail):	Pass
Overall Comments:	Good vocal volume and shared eye contact with all students. Covered all aspects of SBO. Could increase active learning environment in future lessons.

* Indicates a critical component. Failure on a critical component will result in failure of the teaching demonstration.

Sample Passing Student-Instructor Psychomotor Teaching Demonstration Evaluation

Student-Instructor	William James
Topic	How to Inspect a Pulaski
Level of Instruction	II
Date	October 11
Evaluator	Colleen Buhler
Primary or Secondary	Primary

Evaluation Components		Considerations	Yes	No	P/F
1.	Managed Training Environment*	Disruptions, distractions	X		P
	Comments: All students had a good view of the demo.				
2.	Learning Objective*	Must include condition, behavior, standard	X		P
	Comments: Clearly stated.				
3.	Preparation*	ACID (attention, curiosity, interest, desire) BASE (begin associating students and experiences)	X		P
	Comments: Tied "need to know" to everyday tool use. Stressed safety.				
4a.	Presentation: Content*	Lesson flow: known to unknown	X		P
	Comments: Good flow; followed skills sheet.				
4b.	Presentation: Training Aids and Props*	Same as what student will use, easily seen, used effectively and safely	X		P
	Comments: Equipment set up for students to see. Had everything he needed.				
4c.	Presentation: Performed Skill at Full Speed*	Using skill sheet, promoting safety	X		P
	Comments: Performed smoothly according to skills sheet. Maintained good eye contact with the entire class.				
4d.	Presentation: Performed Slowly, Verbalizing	Operations and key points, promoting safety	X		P

Evaluation Components		Considerations	Yes	No	P/F
	Comments: Stressed safety. Made sure all could see and hear.				
4e.	Application: Verbal Communication*	Volume, clarity, interferences	X		P
	Comments: Stressed safety. Made sure all could see and hear.				
4f.	Application: Nonverbal Communication*	Eye contact, gestures, distracting mannerisms	X		P
	Comments: Had good eye contact throughout the demonstration. Made sure everyone could see what he was doing.				
5a.	Application: Student Skills Performance*	Checking key points, correcting errors	X		P
	Comments: Worked with each student and guided them through the demo. Corrected any mistakes and reminded them of safety issues.				
5b.	Application: Active Learning Environment*	Questioning techniques, interaction, feedback	X		P
	Comments: Asked students questions. Gave positive feedback.				
6.	Evaluation	Student performs without assistance	X		P
	Comments: Utilized skill sheet effectively.				
7.	Assignment		X		P
	Comments: Clear assignment given for next class session.				

Actual Teaching Time:	15:12
Grade (Pass/Fail):	Pass
Overall Comments:	Good job! Don't over praise. Glad you failed the student who wasn't trying.

* Indicates a critical component. Failure on a critical component will result in failure of the teaching demonstration.

Reviewing and Adapting a Cognitive Lesson Plan

Format: Whole class (instructor guided)

Time Frame: 30 minutes

Description

This instructor-guided activity provides students with an opportunity to review cognitive instructional materials and determine which elements of the lesson plan, learning environment, and resources need adaptation.

Materials

- Cognitive Lesson Plan Checklist (see Online Resources)
- Lesson plan: Characteristics and Functions of Fire Service Ground Ladders (included) or similar
- Pen or pencil

Instructions

Scenario: You are given a lesson plan designed for students with no prior knowledge of ground ladders. As you begin teaching you realize your audience already has a solid basic understanding and does not require the level of detail included in the plan. How would you adapt the plan to meet this challenge?

1. Review the attached lesson plan.
2. Determine the adaptations required to revise the lesson plan to meet the following condition:
 - Audience already has a basic understanding of the content
 - Material can be delivered in a 15-minute timeframe
3. Evaluate each component to identify required adaptations.
4. Using the checklist and the space on the course plan, document required adaptations.

Sample Lesson Plan

Topic: Characteristics and Functions of Fire Service Ground Ladders

Time Frame: 30 minutes

Level of Instruction: Level II

Authority: Fire Fighter 1 Certification Training Standard (2019)

Terminal Learning Objective:

At the end of this topic a student, given single and extension ladders, and assignment, team members (if needed), and personal protective equipment, will be able to set up ground ladders, assess hazards, ensure ground ladders are stable and their angles are correct for climbing, extend extension ladders to the necessary height and lock their flies, place the tops of the ladders against reliable structural components, and accomplish the assignment.

Enabling Learning Objective:

1. Identify the types, parts, and construction features of ground ladders
2. Identify the uses of ground ladders

Materials Needed:

- Writing board with markers/erasers
- Appropriate audiovisual training aids

References:

- *Essentials of Fire Fighting* (IFSTA, 7th edition)
- *Fire Service Ground Ladders* (IFSTA, 9th edition)
- *Firefighter's Handbook* (Delmar, 3rd edition)

Preparation:

The ladder is a basic and important tool of the fire fighting profession. It is imperative that the fire fighter be familiar with a ladder's components and the correct terminology. This understanding is one of the first steps towards proper ladder uses.

I. LADDER CHARACTERISTICS AND TERMS

A. Major components

1. Beam

a) One of two principal structural members of a ladder

i. Exception is Pompier ladder with only one beam

ii. Some wooden ladders have a main beam and a truss beam

- Truss beam has a smaller diameter and a slight curve

b) Tie rods

i. Bolts which pass through both rails at a truss block of a wooden ladder

c) Two types

i. Solid

ii. Truss

- Also referred to as rails or side rails
- Two lengthwise members of a trussed ladder beam
- Separated by truss or separation blocks

2. Rungs

a) Cross members which provide a handhold and foothold for climbing

b) Extend from one beam to the other

3. Bed section

- a) Lowest and widest section of a ground ladder

4. Fly section(s)

- a) Upper section of
 - i. Extension ladders
 - ii. Pole (Bangor) ladders
 - iii. Some combination ladders

B. Attachment components

1. Anchor (halyard)

- a) Part of the ladder which the halyard is attached to

2. Dogs

- a) Also known as pawls and locks
- b) Devices which hold the fly sections at desired height during use
- c) Found on all extension ladders

3. Guides

- a) Wood or metal strips on an extension ladder which guide the fly section while being raised
- b) Sometimes in the form of slots or channels

4. Halyard

- a) A rope or cable used for hoisting and lowering the fly section of an extension ladder
- b) Minimum $\frac{3}{8}$ -inch diameter per manufacturer

c) Minimum breaking strength 825 pounds

5. Cable (wire rope)

a) Used in place of halyard on three and four section extension ladders

b) Minimum 3/16-inch diameter (5mm)

c) No splices allowed

6. Butt

a) Also called heel or base

b) Bottom end of the ladder

c) The end which is placed on the ground

d) Used as supporting surface when ladder is being raised

7. Tip

a) Also called top

b) The extreme top of the ladder

8. Heel (butt spurs)

a) Metal safety plates or spurs attached to heel of a ground ladder to prevent
slippage

b) Different arrangements for wood, metal, and fiberglass ladders

c) Protects the beams

d) Most effective on soft surfaces

9. Hooks

a) Curved, pointed metal devices at the tip of the roof ladder

b) Generally used in pairs

c) Fold outward from each beam 90°

d) Secures a ladder on a pitched roof

10. Protection plates

a) Plates fastened to a ladder

b) Prevents wear where the ladder comes in contact with mounting brackets

11. Pulley

a) Small grooved wheel through which the halyard is drawn

12. Safety shoes

a) Rubber or neoprene spike plates, usually of swivel type

b) Attached to heel of a ground ladder

13. Spurs

a) Metal points at the lower end of tormentor or stay poles

b) Butt spurs refer to metal plates or spurs at the bottom of a ground ladder

14. Toggle

a) A device by which a tormentor pole is attached to a ladder

15. Tormentor poles

a) The poles that are attached to long extension ladders

b) Also called stay poles

16. Stops

a) Wood or metal pieces which prevent fly section from being extended too far

17. Tie rods

a) Metal rods running from one beam to the other

- b) Found on wooden ladders
- c) Used to secure beams together

18. Truss block

- a) Separation pieces between the rails of a trussed ladder
- b) Sometimes used to support rungs

19. Identification

- a) Serial number
 - i. Each ladder bears a unique identification number
- b) City inventory
 - i. Unique number for each ladder
- c) Apparatus or assignment markings
 - i. Apparatus identification
 - ii. May be color coded
 - iii. Identifies length

20. Heat sensor label

- a) A label affixed near the top of each section of the ladder
 - i. Turns color at a present temperature
 - ii. Color change indicates the ladder has been exposed to excessive heat
 - Exposure to excessive heat requires testing

II. LADDER TERMINOLOGY

A. Measurement

1. Angle of inclination

- a) Refers to the angle of an in-place ladder in relation to the horizontal
- b) Recommended proper angle of inclination is approximately 75°

2. Designated length

- a) Total extended length
- b) Length marked on ladder

3. Working length

- a) Total length at proper climbing angle

4. Inside width

- a) The distance measured from the inside of beam to the inside of the opposite beam lock

5. Outside width

- a) The distance measured from the outside of one ladder beam to the outside of the opposite ladder beam

6. Maximum extended length

- a) The total length of an extension ladder or some combination ladders, when all fly sections are fully extended with the dogs (pawls) engaged

B. Operations

1. Bedded position - Definition #1

- a) Also called grounded
- b) Fully retracted position of an extension ladder

2. Bedded position - Definition #2

- a) Position in which the ladder is carried on the apparatus

3. Nesting

- a) Procedure whereby ladders of different sizes and/or types are racked partially within one another
- b). Reduces storage space
- c) Most common arrangement

4. Pivot

- a) Method used to turn ladder in vertical position by leaning on one beam

5. Retracted

- a) Another term for bedded position

6. Tying off

- a) Tying knot to secure excess halyard used to extend fly sections of a ladder

Summary:

Fire service ground ladders are designed to perform varying functions. The specific task will determine which types of ladders are to be used. Although these functions are usually similar in different parts of the country, the nomenclature and trade terms may vary considerably.

Because of these semantic variations, it is difficult to discuss ladder terms without first having an understanding of their meaning.

Evaluation:

The student will complete the written test at a time determined by the instructor.

Possible Adaptations

- Change Topic to: Components of Fire Service Extension Ladders
- Change Time Frame to: 15 minutes
- Change Level of Instruction to: Level I
- Change Condition to: Formative Test
- Change Behavior to: The student will confirm a knowledge of the components of fire service extension ladders
- Add extension ladders or AV images of same to “Materials Needed”.
- Re-word “Preparation” to emphasize immediacy of the lesson to students, for example:

A fire fighter's life regularly depends on an extension ladder. Several important components comprise the ladder, and your understanding of these will have a direct effect on your ability to use, inspect, and maintain them, in turn affecting the safety of yourself and your crew.
- Change outline item I. to: Components of Extension Ladders
- Under A. Major Components, 1. Beam:
 - Delete “Exception is Pompier ladder with only one beam” (because not applicable);
 - Delete Tie Rods (because redundant with item #17);
 - Delete info on #9 Hooks
- Delete sections II and III of outline; measurements and operation of ladder are not components of a ladder.
- Re-word Summary to emphasize how understanding components of a ladder impacts safety, for example:

As a fire fighter, it is critical that you know and understand the tools you are using. An extension ladder has several parts that must work together to keep it safe and functional. You must know each component, what it does, and how to inspect it to ensure you will be able to use the ladder safely and effectively at the scene of an emergency. Any confusion or error based upon lack of knowledge can have tragic consequences.

Reviewing and Adapting a Psychomotor Lesson Plan

Format: Whole class (instructor guided)

Time Frame: 30 minutes

Description

This instructor-guided activity provides students with an opportunity to review psychomotor instructional materials and determine which elements of the lesson plan, learning environment, and resources need adaptation.

Materials

- Psychomotor Lesson Plan Checklist (see Online Resources)
- Lesson plan: How to Advance a Charged Hoseline into a Structure, Two-Person Method (included) or similar

Instructions

Scenario: You are given a lesson plan that covers how to advance a charged hoseline into a structure using the two-person method. The AHJ delivering the program uses a three-person engine company and does not use the two-person method. How will you adapt the lesson plan for a one-person approach?

1. Review the attached lesson plan.
2. Determine the adaptations required to revise the lesson plan to meet the following conditions:
 - One-person
 - To the door only
3. Evaluate each component to identify required adaptations.
4. Using the checklist and the space on the course plan, document required adaptations.

Sample Lesson Plan

Topic: How to Advance a Charged Hoseline into a Structure, Two-Person Method

Time Frame: 1 hour

Level of Instruction: Level II

Authority: Fire Fighter 1 Certification Training Standard (2019)

Terminal Learning Objective:

At the end of this topic, a student, given an attack line (1 ½ inch or larger), ladders (when needed), personal protective equipment, tools, and an assignment, will be able to attack an interior structure fire, maintain team integrity, deploy the attack line for advancement, correctly place ladders when used, gain access into the fire area, effectively apply water, correctly approach the fire using attack techniques that facilitate suppression given the level of the fire, locate and control hidden fires, maintain the correct body posture, recognize and manage hazards, and bring the fire under control, operating as a member team.

Enabling Learning Objectives:

1. Apply water using direct, indirect, and combination attacks.
2. Advance charged and uncharged hand lines of 1½ inch diameter or larger up ladders and up and down interior and exterior stairways.
3. Operate charged hand lines of 1½ inch or larger while secured to a ground ladder.
4. Attack fires below, at, and above grade level.
5. Locate and suppress interior wall and subfloor fires.

Materials Needed:

- Job breakdown

- Fire engine equipped with charged hoseline and nozzle (minimum 150-feet of 1½" hoseline)
- Appropriate personal protective equipment
- Suitable structure

References:

- *Essentials of Fire Fighting* (IFSTA, 7th edition, chapter 12)
- *Hose Practices* (IFSTA, 7th edition, chapter 4)

Preparation:

To attack and extinguish fires in structures, it is necessary to advance or stretch hoselines from the engine to the seat of the fire. For maximum safety, it is necessary that a fire fighter be alert to the dangers of back draft, flashover, and building collapse as well.

Operations and Key Points

1. Deploy hoseline

- To point of entry
- Using appropriate hoseline pull

2. Flake hoseline

- So it can be easily used
- In line with direction of travel

3. Charge hoseline

- Signaling engine operator to charge the hoseline
- Bleeding air from nozzle
- Appropriate pattern selected (30 degrees or less)

4. Check door

- With ungloved hand or wrist
- Starting at bottom of door and moving up

5. Check for backdraft conditions

- Door is hot
- Smoke "puffing" in and out
- Notify officer of situation

6. Activate safety devices

- SCBA
- Personal alarm device

7. Open door

- Standing to side as partner forces door open
- Slowly

8. Enter structure

- Two-person minimum
- Advancing hoseline
- Keeping low
- Using short bursts of water to cool ceiling if extreme heat condition exists to prevent
flashover

9. Check attic

- If attic involvement is suspected or if no extreme thermal layer exists upon entry

10. Advance hoseline

- To seat of fire

11. Extinguish simulated fire

- At base

12. Check for extension

- Attic first
- Other five sides of the structure

13. Perform primary search

- Notifying IC of primary knockdown and extension of fire
- In rooms closest and above origin
- Notifying IC when primary search is completed

Application:

The student will practice performing the operations in the skill sheet while under supervision.

Evaluation:

The student will complete a performance test at a time determined by the instructor.

Assignment:

Practice this job to prepare yourself for the upcoming performance test.

Study for our next session.

Possible Adaptations

- Change Topic to: How to Advance a Charged Hoseline to the Door of a Structure, One-Person Method
- Change Time frame to: 15 minutes
- Change Behavior to: The student will advance a charged hoseline to the door of a structure using the one-person method.
- Add Department standard operating guideline (SOG) to “References”.
- Update Materials Needed (e.g. hose diameter) and Time standard in light of department SOG.
- Shorten Preparation step to reflect narrower topic, for example:
 - Fire fighters must routinely advance hoselines from an engine to the seat of the fire.
 - To learn how to perform this skill, fire fighters may perform portions of an evolution.
- Delete steps #7-13 in skill sheet to reflect narrower topic.

Adapting a Cognitive Lesson Plan

Format: Individual

Time Frame: 30 minutes

Description

This activity provides students with an opportunity to adapt a prepared cognitive lesson plan to meet the needs of the student and the objectives of the lesson plan.

Materials

- 30-minute cognitive lesson plan (provided by student)
- Handouts, AV equipment, or other teaching aids as needed
- Cognitive Lesson Plan Checklist (see Online Resources)

Instructions

1. Assess your lesson materials using the Cognitive Lesson Plan Checklist.
2. Revise your documents (legibly on paper or by tracking changes on a digital copy).
 - Is the topic still accurate?
 - Do the objectives match your revisions?
 - Does the lesson plan content have consistency and continuity?
 - Can the lesson be delivered in the time allotted?
 - Are all lesson plan components present?
3. If you do not meet the passing criteria, you will have one opportunity to submit a rewrite of your adapted lesson plan.
4. You will use these adapted materials for your upcoming teaching demonstration.

Due: _____

Adapting a Psychomotor Lesson Plan

Format: Individual

Time Frame: 30 minutes

Description

This activity provides students with an opportunity to adapt a prepared psychomotor lesson plan to meet the needs of the student and the objectives of the lesson plan.

Materials

- 30-minute psychomotor lesson plan (provided by student)
- Psychomotor Lesson Plan Checklist (see Online Resources)

Instructions

1. Assess your lesson materials using the Psychomotor Lesson Plan Checklist.
2. Revise your documents (legibly on paper or by tracking changes on a digital copy).
 - Is the topic still accurate?
 - Do the objectives match your revisions?
 - Does the lesson plan content have consistency and continuity?
 - Can the lesson be delivered in the time allotted?
 - Are all lesson plan components present?
3. If you do not meet the passing criteria, you will have one opportunity to submit a rewrite of your adapted lesson plan.
4. You will use these adapted materials for your upcoming teaching demonstration.

Due: _____

Presenting a Cognitive Lesson

Format: Individual

Time Frame: 1 hour preparation / 30 minutes in-class presentation (not including evaluation time)

Description

This activity provides students with an opportunity to present a prepared cognitive lesson using the methods indicated by the lesson plan to achieve stated objectives and students learning outcomes.

Materials

- Adapted lesson plan
- Audiovisual training aids and devices as needed
- Sample Passing Student-Instructor Cognitive Teaching Demonstration Evaluation (see Online Resources)
- Sample Failing Student-Instructor Cognitive Teaching Demonstration Evaluation (see Online Resources)

Instructions

1. Review the Sample Passing *and* Failing Student-Instructor Cognitive Teaching Demonstration Evaluation forms.
2. Prepare to teach a 30-minute presentation from your adapted cognitive lesson plan following the four-step method of instruction:
 - Include a clearly stated student behavioral objective.
 - Use presentation methods and teaching strategies that create interest and involve the students.
 - Follow your lesson plan.
 - Use a minimum of two forms of an audiovisual training aid to enhance and reinforce teaching points. Video use is limited to a maximum of two minutes.
 - Conclude with a summary and assignment, if appropriate.
3. Your presentation time must be at least 28 minutes and no longer than 32 minutes.
4. You will be evaluated by both student evaluators and the primary instructor for the class or a qualified skills evaluator.

Your teaching demonstration is scheduled for: _____

Presenting a Psychomotor Lesson

Format: Individual

Time Frame: 1 hour preparation / 30 minutes in-class presentation (not including evaluation time)

Description

This activity provides students with an opportunity to present a prepared psychomotor lesson using the methods indicated by the lesson plan to achieve stated objectives and students learning outcomes.

Materials

- Adapted lesson plan
- Audiovisual training aids and devices as needed
- Sample Passing Student-Instructor Cognitive Teaching Demonstration Evaluation (see Online Resources)
- Sample Failing Student-Instructor Cognitive Teaching Demonstration Evaluation (see Online Resources)

Instructions

1. Review the Sample Passing *and* Failing Student-Instructor Cognitive Teaching Demonstration Evaluation forms.
2. Prepare to teach a 30-minute presentation from your adapted psychomotor lesson plan following the four-step method of instruction:
 - Include a clearly stated student behavioral objective.
 - Use presentation methods and teaching strategies that create interest and involve the students.
 - Follow your lesson plan.
 - Use personal protective equipment as needed.
 - Reinforce teaching points.
 - Allow time for student application while you supervise and provide feedback.
 - Allow time for student evaluation
 - Conclude with a summary and assignment, if appropriate.
3. Your presentation time must be at least 28 minutes and no longer than 32 minutes.
4. You will be evaluated by both student evaluators and the primary instructor for the class or a qualified skills evaluator.

Your teaching demonstration is scheduled for: _____

Evaluating a Student-Instructor Cognitive Teaching Demonstration

Format: Individual

Time Frame: 15 minutes

Description

This activity provides students with an opportunity to evaluate other student-instructor presentations to provide constructive feedback that identifies strengths and weaknesses of the teaching demonstration.

Materials

- Cognitive Teaching Demonstration Evaluation form (see Online Resources)
- Sample Passing Student-Instructor Cognitive Teaching Demonstration Evaluation (see Online Resources)
- Sample Failing Student-Instructor Cognitive Teaching Demonstration Evaluation (see Online Resources)
- Pen or pencil (or digital access)

Instructions

1. Review the blank Cognitive Teaching Demonstration Evaluation form.
2. Review the Sample Passing *and* Failing Student-Instructor Cognitive Teaching Demonstration Evaluation forms
 - Pay special attention to the details of the remarks in each category.
 - Pay special attention to the problem areas identified and how they were expressed.
3. As the “Primary Evaluator”, you will present your findings (using your completed evaluation form) and lead a class discussion on the student-instructor's performance.
4. Submit your completed evaluation to the course’s Primary Instructor when requested.

Evaluating a Student-Instructor Psychomotor Teaching Demonstration

Format: Individual

Time Frame: 15 minutes

Description

This activity provides students with an opportunity to evaluate other student-instructor presentations to provide constructive feedback that identifies strengths and weaknesses of the teaching demonstration.

Materials

- Psychomotor Teaching Demonstration Evaluation form (see Online Resources)
- Sample Passing Student-Instructor Psychomotor Teaching Demonstration Evaluation (see Online Resources)
- Sample Failing Student-Instructor Psychomotor Teaching Demonstration Evaluation (see Online Resources)
- Pen or pencil (or digital access)

Instructions

1. Review the blank Psychomotor Teaching Demonstration Evaluation form.
2. Review the Sample Passing *and* Failing Student-Instructor Psychomotor Teaching Demonstration Evaluation forms
 - Pay special attention to the details of the remarks in each category.
 - Pay special attention to the problem areas identified and how they were expressed.
3. As the “Primary Evaluator”, you will present your findings (using your completed evaluation form) and lead a class discussion on the student-instructor's performance.
4. Submit your completed evaluation to the course’s Primary Instructor when requested.

Adapting a Lesson Plan for Distance or Hybrid Delivery

Format: Individual/Group

Time Frame: 30 minutes

Description

This activity provides students with an opportunity to adapt a prepared lesson plan to meet the needs of the student and the objectives of the lesson plan when delivered in a distance or hybrid delivery environment.

Materials

- 30-minute cognitive lesson plan (provided by student)
- Cognitive Lesson Plan Checklist (see Online Resources)

Instructions

1. Assess your lesson materials using the Cognitive Lesson Plan Checklist. (15 minutes)
2. Revise your documents (legibly on paper or by tracking changes on a digital copy).
 - Is the topic still accurate?
 - Do the objectives match your revisions?
 - Does the lesson plan content have consistency and continuity?
 - Can the lesson be delivered in the time allotted?
 - Are all lesson plan components present?
 - How will you engage students in a distance or hybrid delivery environment?
3. Meet with 3-4 other students in a group to discuss your revisions and gather feedback. (15 minutes)

Fire and Emergency Services Instructor 2 (NFPA: Fire and Emergency Services Instructor II)

Certification Training Standards Guide (2019)



California Department of Forestry and Fire Protection
Office of the State Fire Marshal
State Fire Training

Fire and Emergency Services Instructor 2

Certification Training Standards Guide (2019)

Publication Date: Month Year

This CTS guide utilizes the following NFPA standards to provide the qualifications for State Fire Training's Fire and Emergency Services Instructor 2 (2019) certification:

- NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)

State Fire Training coordinated the development of this CTS guide. Before its publication, the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS) recommended this CTS guide for adoption by the Office of the State Fire Marshal (OSFM).

Cover photo courtesy of Cosumnes CSD Fire Department.

Published by State Fire Training.

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How to Read a CTS Guide

Overview

A certification training standard (CTS) guide lists the requisite knowledge, skills, and job performance requirements an individual must complete to become certified in a specific job function.

It also documents and justifies the OSFM-approved revisions to the certification's NFPA standard and identifies where each certification training standard is taught (course plan), tested (skill sheets), and validated (task book).

Individuals aspiring to meet State Fire Training's certification training standards must do so in accordance with the codes, standards, regulations, policies, and standard operating procedures applicable within their own agency or jurisdiction.

Format

Each certification training standard is comprised of eight sections.

Section Heading

Training standards are grouped by section headings that describe a general category. For example, the Fire Fighter 1 CTS guide includes the following section headings: NFPA Requirements, Fire Department Communications, Fireground Operations, and Preparedness and Maintenance.

Training Standard Title

The training standard title provides a general description of the performance requirement contained within the individual standard.

Authority

The CTS guide references each individual standard with one or more paragraphs of the corresponding National Fire Protection Association (NFPA) Professional Qualifications. This ensures that each fire service function within California's certification system meets or exceeds NFPA standards.

When California requirements exceed the NFPA standard, the CTS guide cites the Office of the State Fire Marshal as the authority and prints the corresponding information in *italics*.

Job Performance Requirements

This segment includes a written statement that describes a specific job-related task, the items an individual needs to complete the task, and measurable or observable outcomes.

Requisite Knowledge

This segment lists the knowledge that an individual must acquire to accomplish the job performance requirement.

Requisite Skills

This segment lists the skills that an individual must acquire to accomplish the job performance requirement.

Content Modification

This table documents and justifies any revisions to the NFPA standard that the development or validation cadres make during the development of a CTS guide.

Cross Reference

This table documents where each training standard is taught (course plan), tested (skill sheets), and validated (task book).

Fire and Emergency Services Instructor 2

Section 1: Definition of Duties

1-1: Definition of Duties

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 5.2.1
 - Paragraph 5.3.1
 - Paragraph 5.4.1
 - Paragraph 5.5.1

Job Performance Requirement

There is no Job Performance Requirement for this standard.

Requisite Knowledge

1. *Describe how to* manage instructional resources, staff, facilities, records, and reports
2. *Describe how to* develop instructional materials for specific topics
3. *Describe how to* conduct classes using a lesson plan
4. *Describe how to* develop student evaluation instruments to support instruction and the evaluation of test results

Requisite Skills

1. None required

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 2: Instructional Development <ul style="list-style-type: none">• Topic 1-3	N/A	N/A

Section 2: Program Management

2-1: Assigning Instructional Sections

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 5.2.2

Job Performance Requirement

Assign instructional sessions, given AHJ scheduling policy, instructional resources, staff, facilities, and timeline for delivery, so that the specified sessions are delivered according to AHJ policy.

Requisite Knowledge

1. Describe AHJ policy as it relates to course scheduling
2. Describe scheduling processes
3. Identify level of supervision resources needed to deliver and monitor training
4. Describe resource management needed to deliver training

Requisite Skills

1. Select resources, staff, and facilities for specified instructional sessions

Content Modification

Block	Modification	Justification
RK 1	Added "as it relates to course scheduling".	Added to narrow scope of "policy". (2012)
RK 3	Added "resources needed to deliver and monitor training".	Non given. (2012)
RK 4	Added "needed to deliver training".	Added to narrow scope of "resource management". (2012)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 2: Instructional Development <ul style="list-style-type: none">• Topic 5-1	N/A	JPR 1

2-2: Recommending Budget Needs

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 5.2.3

Job Performance Requirement

Recommend budget needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified and documented.

Requisite Knowledge

1. Describe AHJ training budget policy
2. Describe resource management for analyzing needs and resources
3. Describe how to perform a needs analysis
4. Determine sources of instructional materials and equipment

Requisite Skills

1. Analyze resources
2. Prepare supporting documentation

Content Modification

Block	Modification	Justification
RK 1	Added "training".	Added to narrow scope of "budget policy". (2012)
RK 2	Added "for analyzing needs and resources".	Added to narrow scope of "resource management". (2012)
RK 3	Added "how to perform a"	Added for consistency with other RK items. (2019).

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 2: Instructional Development <ul style="list-style-type: none">• Topic 5-2	N/A	JPR 2

2-3: Gathering Training Resources

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 5.2.4

Job Performance Requirement

Gather training resources, given an identified need, so that the resources are obtained within established timelines **and** budget constraints, and according to AHJ policy.

Requisite Knowledge

1. Describe AHJ policies for acquiring training resources
2. Describe purchasing procedures
3. Describe training resource budget management

Requisite Skills

1. Complete records

Content Modification

Block	Modification	Justification
JPR	Added "and".	Correcting NFPA grammar. (2019)
RK 1	Added "for acquiring training resources".	Added to narrow the scope of "policies". (2012)
RK 3	Added "training resource" and "management".	Added to narrow the scope of "budget". (2012)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 2: Instructional Development <ul style="list-style-type: none">• Topic 5-3	N/A	JPR 3

2-4: Managing Training Records

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 5.2.5

Job Performance Requirement

Manage training record keeping, given training records, AHJ policy, and training activity, so that all AHJ and legal requirements are met.

Requisite Knowledge

1. *Describe* record-keeping processes
2. *Describe* AHJ record-keeping policies
3. *Identify* laws affecting records and disclosure of training information
4. *Identify* professional standards applicable to training records
5. *Identify* systems used for record keeping

Requisite Skills

1. Manage records

Content Modification

Block	Modification	Justification
JPR	Removed “-” in “record-keeping”.	Correctly NFPA grammar. “Record-keeping” is an adjective. “Record keeping” is a noun. (2019)
RK 2	Added “record-keeping”.	Added to narrow scope of “policies”. (2012)
RK 5	Removed “-” in “record-keeping”.	Correctly NFPA grammar. “Record-keeping” is an adjective. “Record keeping” is a noun. (2019)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 2: Instructional Development <ul style="list-style-type: none">• Topic 5-4	N/A	JPR 4

2-5: Evaluating Instructors

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 5.2.6

Job Performance Requirement

Evaluate instructors, given an evaluation tool, AHJ policy, and objectives, so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the evaluator.

Requisite Knowledge

1. *Describe* personnel evaluation methods
2. *Identify* level of supervision needed to deliver an evaluation
3. *Describe* AHJ policy for evaluating instructors
4. *Describe* effective instructional methods and techniques

Requisite Skills

1. *Provide* coaching to improve instruction
2. *Apply* observation techniques
3. Complete evaluation records

Content Modification

Block	Modification	Justification
RK 2	Added “needed to deliver an evaluation”.	Added to narrow scope of “evaluation”. (2012)
RK 3	Added “to improve instruction”.	Added to narrow scope of “coaching”. (2012)
RS 1	Added “provide” and “to improve instruction”.	Added “provide” because NFPA didn’t provide a verb. Added “to improve instruction” to narrow scope of “coaching”. (2012)
RS 2	Added “apply”.	NFPA didn’t provide a verb. (2012)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 2: Instructional Development <ul style="list-style-type: none">• Topic 5-5	N/A	JPR 5

Section 3: Instructional Development

3-1: Creating Lesson Plans

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 5.3.2

Job Performance Requirement

Create a lesson plan, given a topic, learner characteristics, and a lesson plan format, so learning objectives, a lesson outline, course materials, instructional technology tools, and an evaluation plan, and learning objectives for the topic are addressed.

Requisite Knowledge

1. *Describe* elements of a lesson plan
2. *Describe* components of learning objectives
3. *Describe* instructional methodology
4. *Describe* student-centered learning
5. *Describe* methods for eliminating bias in instructional materials
6. *Describe* types and application of instructional technology and techniques
7. *Describe* copyright law as it pertains to lesson planning
8. *Identify* references and materials

Requisite Skills

1. Conduct research
2. Develop behavioral objectives
3. Assess student needs
4. Develop instructional technology tools
5. *Apply* lesson outline techniques
6. *Apply* evaluation techniques
7. *Analyze* resource needs

Content Modification

Block	Modification	Justification
RK 5	Added "in instructional materials".	Added to narrow "methods for eliminating bias". (2012)
RK 7	Added "as it pertains to lesson planning".	Added to narrow "as it pertains to lesson planning". (2019).
RS 5	Added "apply".	NFPA didn't include a verb. (2012)
RS 6	Added "apply".	NFPA didn't include a verb. (2012)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 2: Instructional Development <ul style="list-style-type: none">• Topic 2-1	N/A	JPR 6

Section 4: Instructional Delivery

4-1: Conducting Classes and Instructional Sessions

Authority

1. NFPA 1401: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 5.4.2

Job Performance Requirement

Conduct a class using a lesson plan that the **student**-instructor has prepared and that involves the utilization of multiple teaching methods and techniques, given a topic and a target audience, so that the lesson is delivered in a safe and effective manner and the objectives are achieved.

Requisite Knowledge

1. **Describe** student-centered learning methods
2. **Describe** discussion methods
3. **Describe** facilitation methods
4. **Describe** problem-solving techniques
5. **Describe** methods for eliminating bias
6. **Describe** types and application of instructional technology tools
7. **Describe** evaluation tools and techniques

Requisite Skills

1. Facilitate instructional sessions
2. Apply student-centered learning
3. Evaluate instructional delivery
4. Use and evaluate instructional technology tools
5. Use and evaluate evaluation techniques
6. Use and evaluate resources

Content Modification

Block	Modification	Justification
JPR	Added "student".	Added to provide clarification that it is the candidate seeking certification that needs to prepare the lesson and not the instructor of the candidate's Instructor 2: Instructional Delivery course. (2019)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 2: Instructional Development <ul style="list-style-type: none">• Topic 3-1	N/A	JPR 7

4-2: Supervising Training Activities

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 5.4.3

Job Performance Requirement

Supervise other instructors and students during training, given a specialized training scenario, so that applicable safety standards and practices are followed and instructional goals are met.

Requisite Knowledge

1. Describe safety rules, regulations, and practices for training scenarios with increased hazard exposure
2. Describe the incident management system (IMS)
3. Describe leadership techniques

Requisite Skills

1. Conduct a safety briefing
2. Communicate
3. Implement an incident management system

Content Modification

Block	Modification	Justification
RK 1	Added "for training scenarios with increased hazard exposure".	None given. (2012)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 2: Instructional Development <ul style="list-style-type: none">• Topic 3-2	N/A	JPR 8

Section 5: Evaluation and Testing

5-1: Developing Student Evaluation Instruments

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 5.5.2

Job Performance Requirement

Develop student evaluation instruments, given learning objectives, learner characteristics, and training goals, so that the evaluation instrument measures whether the student has achieved the learning objectives.

Requisite Knowledge

1. *Describe* evaluation methods
2. *Describe how to* develop evaluation instruments
3. *Describe how to* assess *evaluation instrument* validity and reliability

Requisite Skills

1. Construct evaluation item
2. Assemble evaluation instruments

Content Modification

Block	Modification	Justification
RK 3	Added "evaluation instrument".	Correctly NFPA grammar. Object of the sentence was missing. (2019)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 2: Instructional Development <ul style="list-style-type: none">• Topic 4-1	N/A	JPR 9

5-2: Developing Class Evaluation Instruments

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 5.5.3
2. Office of the State Fire Marshal

Job Performance Requirement

Develop a class evaluation instrument, given AHJ policy and evaluation goals, so that students have the ability to provide feedback on instructional methods, communication techniques, learning environment, course content, and student materials.

Requisite Knowledge

1. *Describe* training evaluation methods
2. *Describe how to use evaluation instruments*
3. *Describe how to assess the validity and reliability of evaluation instruments*

Requisite Skills

1. Develop training evaluation instruments

Content Modification

Block	Modification	Justification
RK 2	Added RK item.	None given. (2012)
RK 3	Added RK item.	None given. (2012)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 2: Instructional Development <ul style="list-style-type: none">• Topic 4-2	N/A	JPR 10



Instructional Development

Course Plan

Course Details

- Certification:** Fire and Emergency Services Instructor 2
- CTS Guide:** Fire and Emergency Services Instructor 2 Certification Training Standards Guide (2019)
- Description:** This course provides the skills and knowledge needed for the intermediate level professional instructor to safely, effectively, and competently develop lesson plans and evaluation instruments, teach and deliver instruction, evaluate and coach other instructors, and analyze resources and formulate a program budget.
- Designed For:** Personnel preparing to be a college level fire instructor, Company Officer, or SFT Registered Instructor, or anyone who provides instruction in a public safety environment.
- Prerequisites:** Instructor 1: Instructional Methodology (2012) or (2019)
- Standard:** Complete all group activities and formative tests. Pass all individual activities without omitting critical criteria as identified on the activity sheet.
Complete all summative tests with a minimum score of 80%.
- Hours (Total):** 40 hours
(11.75 lecture / 28.25 application, including testing)
- Maximum Class Size:** 32
- Instructor Level:** SFT Registered Instructor
Any individual evaluating student teaching demonstrations must be a Registered SFT Instructor, a certified Instructor 2, or a certified Fire and Emergency Services Instructor 2.
- Instructor/Student Ratio:** 1:32 (lecture) / 1:16 (teaching demonstrations)
- Restrictions:** None
- SFT Designation:** CFSTES

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Required Resources

Instructor Resources

To teach this course, instructors need one of the following:

- *Fire and Emergency Services Instructor* (IFSTA, 9th ed., ISBN 978-0-87939-696-1) **or**
- *Fire Service Instructor: Principles and Practice* (Jones & Bartlett, 3rd ed., ISBN: 978-1284172331)
- Copies of local agency policies and procedures and sample forms, such as:
 - Needs analysis
 - Purchasing
 - Scheduling policy
 - Budget policy
 - Training records
 - Record auditing procedures
 - Instructor testing and evaluation
 - Test blueprint or planning sheet
 - Classroom evaluation
 - Online learning safety standards, practices, and risk management
- A personal laptop or tablet with presentation or other viewing hardware and/or software
- Other devices as needed for distance learning (if applicable)
 - Camera, microphone, internet access with appropriate broadband capability, participation platform that allows for student monitoring, etc.

Online Instructor Resources

The following instructor resources are available in the public domain:

- Textbook downloadable resources on publisher websites
- Field Operations Guide (FEMA / ICS 420-1)
http://www.usfa.fema.gov/downloads/pdf/publications/field_operations_guide.pdf

The following instructor resources are available online at

<https://osfm.fire.ca.gov/divisions/state-fire-training/cfstes-professional-certification/>:

- Activity 2-1a: Developing a Cognitive Lesson Plan
- Activity 2-1b: Developing a Psychomotor Lesson Plan
- Activity 3-1a: Presenting a Cognitive Lesson Plan
- Activity 3-1b: Presenting a Psychomotor Lesson Plan
- Activity 4-1a: Creating a Test Planning Sheet
- Activity 4-1b: Constructing Test Items
- Activity 4-1c: Evaluating Test Performance
- Activity 5-5a: Evaluating a Student-Instructor Cognitive Teaching Demonstration
- Activity 5-5b: Evaluating a Student-Instructor Psychomotor Teaching Demonstration
- Student Supplement: Cognitive Lesson Plan Template

- Student Supplement: Guidelines for Test Items
- Student Supplement: Psychomotor Lesson Plan Template
- Student Supplement: Test Analysis Tool (Blank)
- Student Supplement: Test Analysis Tool (Sample)
- Student Supplement: Test Planning Sheet Template (Blank)
- Student Supplement: Test Planning Sheet Template (Sample)

Student Resources

To participate in this course, students need:

- Textbook identified by instructor
- A course/lesson outline that can be expanded into a course/lesson plan
 - One cognitive
 - One psychomotor

Students may be asked to supply:

- A personal laptop or tablet with presentation or other viewing hardware and/or software
- Other devices as needed for distance learning

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:

- Standard learning environment or facility, which may include:
 - Writing board or paper easel chart
 - Markers, erasers
 - Amplification devices
 - Projector and screen
 - Laptop or tablet with presentation or other viewing software
 - Internet access with appropriate broadband capabilities
- Access to a computer lab for some sessions
- Access to an outdoor facility for some sessions
- Equipment as needed for student-led demonstrations or psychomotor lessons such as appliances, extinguishers, hose, hand tools, ladders, power tools, protective equipment/clothing, rope, salvage equipment, simulation materials.

Instructor must submit letter for approval of conditions outside the parameters of normal classroom instruction, e.g., class size exceeds 32, compressed course delivery, distance learning format.

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	0.5	0.25	
Topic 1-2: Fire and Emergency Services Instructor 2 Certification Process	0.25	0.0	
Topic 1-3: Definition of Duties	0.5	0.0	
Unit 1 Totals	1.25	0.25	1.5
Unit 2: Instructional Development			
Topic 2-1: Creating Lesson Plans	1.0	2.0	
Unit 2 Totals	1.0	2.0	3.0
Unit 3: Instructional Delivery			
Topic 3-1: Conducting Classes and Instructional Sessions	3.0	20.0	
Topic 3-2: Supervising Training Activities	1.0	0.5	
Unit 3 Totals	4.0	20.5	24.5
Unit 4: Evaluation and Testing			
Topic 4-1: Developing Student Evaluation Instruments	1.5	1.5	
Topic 4-2: Developing Class Evaluation Instruments	1.0	0.0	
Unit 4 Totals	2.5	1.5	4.0
Unit 5: Program Management			
Topic 5-1: Assigning Instructional Sessions	0.5	0.0	
Topic 5-2: Recommending Budget Needs	0.5	0.0	
Topic 5-3: Gathering Training Resources	0.5	0.0	
Topic 5-4: Managing Training Records	0.5	0.0	
Topic 5-5: Evaluating Student-Instructors	1.0	1.0	
Unit 5 Totals	3.0	1.0	4.0
Formative Assessment			
Determined by AHJ or educational institution	0.0	1.5	1.5
Summative Assessment			
Determined by AHJ or educational institution	0	1.5	1.5
Skills Practice (Lab / Sets and Reps)			
Determined by AHJ or educational institution	TBD	TBD	TBD
Lecture, Activity, and Unit Totals	11.75	28.25	40.0

Time Table Key

1. The Time Table documents the amount of time required to deliver the content included in the course plan.
2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.
3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.
4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.

The following is a breakdown of what a program might look like if there were fewer students. These estimates may need to be adjusted based on student abilities.

- 40 – 50 Students = 260 hours
 - 30 – 40 Students = 180 hours
 - 20 – 30 Students = 120 hours
 - 1 – 20 Students = 60 hours
5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, skills exercises, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
 - Restroom locations
 - Food locations
 - Smoking locations
 - Emergency procedures
2. Identify classroom requirements
 - Start and end times
 - Breaks
 - Electronic device policies
 - Special needs and accommodations
 - Other requirements as applicable
3. Review course syllabus
 - Course objectives
 - Calendar of events
 - Course requirements
 - Student evaluation process
 - Assignments
 - Activities
 - Required student resources
 - Class participation requirements

Discussion Questions

1. Determined by instructor

Application

1. Have students complete all required registration forms.

Topic 1-2: Fire and Emergency Services Instructor 2 Certification Process

Terminal Learning Objective

At the end of this topic a student will be able to identify different levels in Fire and Emergency Services Instructor 2 certification and describe the certification task book and examination process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Fire and Emergency Services Instructor certification track
 - Instructor 1
 - Instructor 2
 - Instructor 3
2. Identify the prerequisites for Fire and Emergency Services Instructor 2 certification
 - Fire and Emergency Services Instructor 1
3. Identify the course work required for certification
 - Instructor 2: Instructional Development (2019) **or** (2012)
4. Identify the exam requirements for certification
 - No exams outside of summative course testing
5. Identify task book requirements for certification
 - Fire and Emergency Services Instructor 2 Certification Task Book (2019)
6. Identify the experience requirements for certification
 - A minimum of one year full-time paid or two years' volunteer or part-time paid experience in a recognized California fire agency; **and**
 - An additional 40 hours teaching/training experience beyond the Fire and Emergency Services Instructor 1 certification requirements (for a total of 80 hours) within a fire service-related program (with feedback)
 - Teaching must be related to fire or emergency medical services, delivered in a formal classroom or drill ground environment, and documented in the table above.
 - No teaching/training experience hours shall be accepted prior to the completion of all certification educational requirements
7. Identify the position requirements for certification
 - None
8. Describe the certification task book process
9. Describe the certification testing process
 - Not applicable

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 1-3: Definition of Duties

Terminal Learning Objective

At the end of this topic a student, given roles and responsibilities, will be able to define the role of an Instructor 2 regarding program management, instructional development, instructional delivery, and evaluation and testing.

Enabling Learning Objectives

1. Identify instructional roles by NPFA professional qualification level
 - Instructor 1 – Demonstrates the knowledge and ability to:
 - Deliver instruction effectively from a prepared lesson plan, including instructional aids and evaluation instruments
 - Adapt lesson plans to the unique requirements of the students and AHJ
 - Organize the learning environment so that learning and safety are maximized
 - Meet the record-keeping requirements of the AHJ
 - Instructor 2 – In addition to meeting Fire and Emergency Services Instructor I qualifications, demonstrates the knowledge and ability to:
 - Develop individual lesson plans for a specific topic including learning objectives, instructional aids, and evaluation instruments
 - Schedule training sessions based on overall training plan of AHJ
 - Supervise and coordinate the activities of other instructors
 - Instructor 3 – In addition to meeting Fire and Emergency Services Instructor II qualifications, demonstrates the knowledge and ability to:
 - Develop comprehensive training curricula and programs for use by single or multiple organizations
 - Conduct organization needs analysis
 - Design record keeping and scheduling systems
 - Develop training goals and implementation strategies
 - Live Fire Instructor – Has the training and experience to supervise students during a live fire training evolution
 - Live Fire Instructor In Charge – Has the training and experience to be in charge of the live fire training evolution
2. Describe program management
 - The management of instructional resources, staff, facilities, and records and reports
3. Describe instructional development
 - The development of instructional materials for specific topics
4. Describe instructional delivery
 - Conducting classes using a lesson plan
5. Describe evaluation and testing
 - The development of student evaluation instruments to support instruction and the evaluation of test results

Discussion Questions

1. What is the major difference between an Instructor 1 and 2?
2. What are testing responsibilities of an Instructor 2?

Application

1. Determined by instructor

CTS Guide Reference: CTS 1-1

Unit 2: Instructional Development

Topic 2-1: Creating Lesson Plans

Terminal Learning Objective

At the end of this topic a student, given a topic, learner characteristics, and a lesson plan format, will be able to create a lesson plan that addresses job performance requirements (JPRs) or learning objectives, a lesson outline, course materials, instructional technology tools, and an evaluation plan.

Enabling Learning Objectives

1. Describe elements of a lesson plan
2. Describe components of learning objectives
3. Describe instructional methodology
 - Determine methods of delivery that best fit the content
 - Determine delivery methods for different delivery modes (classroom, hybrid, online)
4. Describe student-centered learning
 - Apply instructional strategies to meet learning styles of each audience
5. Describe methods for eliminating bias in instructional materials
 - Identify elements of instructional materials that can bias the success of some students over others
 - Identify elements of potential bias inherent in specific agency equipment
6. Describe types and application of instructional technology and techniques
 - Recommend two forms of media to be utilized during instructional delivery
 - State how the chosen instructional media supports the learning objectives
 - Identify how instructional technology can be used across different delivery platforms (classroom, hybrid, online)
7. Describe copyright law as it pertains to lesson planning
 - Plagiarism
 - Fair use
 - Intellectual property
 - Public domain
8. Select evaluation techniques
9. Identify references and materials
 - Conduct basic research
 - Textbooks
 - Online resources
 - Student materials
 - AHJ resources
 - Local, state, federal resources
 - Additional resources that support learning objectives
10. Use JPRs to develop enabling learning objectives
11. Assess student needs
 - Use pre-tests

- Consider audience/learner characteristics
 - Assess students' prior knowledge of equipment, procedures, and features
 - Provide reasonable accommodations for all students
12. Develop instructional technology tools
 - Use instructional media to support learning objectives
 - Comply with U.S. copyright law and respect intellectual property rights
 13. Apply lesson outline techniques
 14. Apply evaluation techniques
 15. Analyze resource needs
 - Determine number of handouts, equipment, software licenses needed
 - Match instructional delivery time with number of students and skill being taught to determine sufficiency of resources

Discussion Questions

1. What factors should you consider when creating the lesson plan to ensure that you can deliver the learning objective within the allocated time?
2. How does the evaluation step influence the overall lesson plan?
3. What intellectual property rights could be violated in course delivery?

Application

1. Activity 2-1a: Developing a Cognitive Lesson Plan
2. Activity 2-1b: Developing a Psychomotor Lesson Plan

Instructor Notes

1. Provide guidance on all delivery modes (classroom, hybrid, online) throughout the topic.

CTS Guide Reference: CTS 3-1

Unit 3: Evaluation and Testing

Topic 3-1: Conducting Classes and Instructional Sessions

Terminal Learning Objective

At the end of this topic a student, given a topic and a target audience, will be able to conduct a class using a lesson plan that the student instructor has prepared, so that the lesson is delivered in a safe and effective manner and the objectives are achieved.

Enabling Learning Objectives

1. Describe student-centered learning methods
2. Describe discussion methods
3. Describe facilitation methods
4. Describe problem-solving techniques
5. Describe methods for eliminating bias
6. Describe types and application of instructional technology tools
7. Describe evaluation tools and techniques
8. Facilitate instructional sessions
9. Apply student-centered learning
10. Evaluate instructional delivery
11. Use and evaluate instructional technology tools
12. Use and evaluate evaluation techniques
13. Use and evaluate resources

Discussion Questions

1. When might you need to implement an alternate instructional method?
2. What techniques can you employ to keep a small group discussion focused?
3. What are the advantages and disadvantages of having students report back to the class after a small group discussion?
4. What media tools can you utilize when leading a small group discussion?

Application

1. Given instructional techniques, have students compare techniques used for leading a small group discussion vs. a lecture presentation.
2. Activity 3-1a: Presenting a Cognitive Lesson Plan
3. Activity 3-1b: Presenting a Psychomotor Lesson Plan

Instructor Notes

1. Some of the ELOs appear to duplicate of those in Topic 2-1. In this topic, reframe them from the perspective of how an instructor delivers the content, not the content itself.
2. Provide guidance on all delivery modes (classroom, hybrid, online) throughout the topic.
3. Each student will carry out the application activities from Topic 5-5 (Evaluating Student-Instructors) at least twice (once for cognitive and once for psychomotor) after other students present their cognitive and psychomotor lesson plans as part of Topic 3-1.
4. Review the forms and processes outlined in Topic 5-5 before the teaching presentations begin.

CTS Guide Reference: CTS 4-1

Topic 3-2: Supervising Training Activities

Terminal Learning Objective

At the end of this topic a student, given a specialized training scenario, will be able to supervise other instructors and students during training to ensure that all participants follow applicable safety standards and practices and meet instructional goals.

Enabling Learning Objectives

1. Describe safety rules, regulations, and practices for training scenarios
 - Limitations based on safety equipment being utilized (age, condition, etc.)
 - Applicable codes and regulations
 - Cal/OSHA
 - NFPA
 - Manufacturer's guidelines
 - AHJ guidelines, policies, and procedures
 - State Fire Training instructor-student ratios, instructor qualifications, site approval, etc.
 - Considerations for increased hazard exposure
 - Risk assessment
 - Low risk / low probability
 - Low risk / high probability
 - High risk / low probability
 - High risk / high probability
2. Describe the incident management system (IMS)
3. Describe leadership techniques
 - Listening (more than talking)
 - Equipping employees with tools and resources necessary to effectively fulfill requirements of their positions
 - Appreciating the people they work with and investing time, effort and money to show gratitude
 - Developing opportunities for growth and advancement
 - Enlisting support from others
 - Investing in building and deepening professional relationships
 - Seeking ways to serve employees instead of waiting on employees to serve them
4. Identify leadership responsibilities
 - Plan and coordinate all training activities
 - Monitor activities to ensure safe practices
 - Inspect training structure integrity prior to each fire
 - Assign instructors to specific functional and teaching tasks
 - Brief instructors on responsibilities
 - Assign coordinating personnel
 - Ensure adherence to safety practices by all persons within the training area
5. Conduct and document a safety briefing
6. Communicate

7. Implement the IMS

Discussion Questions

1. What components of the IMS do you use for all hazards?
2. What components of the IMS would you implement for unique scenarios?
3. What equipment limitations are acceptable in training environments?
4. When and how do you perform a risk assessment?

Application

1. Given simulated training scenarios, have students assign IMS positions.

Instructor Notes

1. The Field Operations Guide (ICS 420-1) has incident scenarios to use as a resource for the Application exercise.

CTS Guide Reference: CTS 4-2

Unit 4: Program Management

Topic 4-1: Developing Student Evaluation Instruments

Terminal Learning Objective

At the end of this topic a student, given learning objectives, learner characteristics, and training goals, will be able to develop student evaluation instruments that determine whether the student has achieved the learning objectives.

Enabling Learning Objectives

1. Describe evaluation methods
2. Determine which evaluation methods are the best measures of learning outcomes
3. Describe principles of test validity
4. Describe the components of evaluation forms
5. Describe how to develop evaluation instruments
 - Test planning sheet or test blueprint
 - Test analysis tools
 - Test item analysis tools
6. Describe how to assess evaluation instrument validity
7. Describe how to assess evaluation instrument reliability
8. Construct evaluation items
9. Assemble evaluation instruments
 - Use test bank items if available
 - Verify that test bank items are valid
 - Field test new items according to AHJ procedure

Discussion Questions

1. How does test planning facilitate comprehensive evaluation of learning objectives?
2. What is the process for field testing a new test item?

Application

1. Activity 4-1a: Creating a Test Planning Sheet
2. Activity 4-1b: Constructing Test Items
3. Activity 4-1c: Conducting a Test Analysis

Instructor Notes

1. Activities 4-1a and 4-1c use Microsoft® Excel® documents that must be opened and manipulated on a computer or other device with spreadsheet software.
2. A simple SUM formula is used in the Test Planning Sheet. For the Test Analysis tool, review the basic calculations involved in analyzing a group of test scores, if necessary.
3. More information about test validity can be found in *Standards for educational and psychological testing* (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999).
4. More information about test planning sheets (also called blueprints), item banks, and field testing can be found in texts such as *Developing and Validating Test Items* (Haladyna & Rodriguez, 2013, Routledge).

CTS Guide Reference: CTS 5-1

Topic 4-2: Developing Class Evaluation Instruments

Terminal Learning Objective

At the end of this topic a student, given AHJ policy and evaluation goals, will be able to develop a class evaluation instrument that gives students the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.

Enabling Learning Objectives

1. Identify the purpose of a course evaluation
 - Quality assurance
 - Cost effectiveness
 - Maximizing resources
 - Continual improvement
2. Describe training evaluation methods
3. Determine which evaluation methods are the best measure of student feedback to the instructor
4. Describe how to use evaluation instruments
5. Describe how to assess the validity of evaluation instruments
6. Describe how to assess the reliability of evaluation instruments
7. Develop training evaluation instruments
 - Questions are worded clearly
 - Evaluation questions cover elements of the course
 - Includes feedback about facilities, drill ground, or learning environment
 - Provides actionable feedback for the instructor about instruction and materials
8. Identify how to request course feedback from SFT when teaching SFT courses

Discussion Questions

1. What kinds of actionable feedback should an instructor solicit in a class evaluation?
2. What types of rating scales can be used to evaluate aspects of the course (e.g., content, design, instructor, environment)?
3. What is an instructor's responsibility regarding data collected during a course evaluation?
4. What tool does State Fire Training use to gather feedback following an SFT-delivered course?

Application

1. Determined by instructor

Instructor Notes

1. Tell students that if they would like to see student evaluations of your courses, you must request it from State Fire Training. It is not provided automatically.

CTS Guide Reference: CTS 5-2

Unit 5: Program Management

Topic 5-1: Assigning Instructional Sessions

Terminal Learning Objective

At the end of this topic a student, given AHJ scheduling policy, instructional resources, staff, facilities, and a timeline for delivery, will be able to assign instructional sessions to ensure delivery of specified sessions according to AHJ policy.

Enabling Learning Objectives

1. Describe AHJ policy as it relates to course scheduling
2. Describe AHJ scheduling processes
3. Identify level of supervision resources needed to deliver and monitor training
 - Active vs. passive supervision
 - Instructors/evaluators level of expertise
 - Instructor-student ratio
4. Describe resource management needed to delivery training
 - Facilities
 - Equipment
 - Personnel
 - Instructional materials
5. Select resources, staff, and facilities for specified instructional sessions

Discussion Questions

1. How do you determine how many instructors/evaluators you need to deliver a course?
2. What are some resource management principles to consider when scheduling courses?
3. What challenges do firefighter shift schedules present for scheduling courses?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 2-1

Topic 5-2: Recommending Budget Needs

Terminal Learning Objective

At the end of this topic a student, given training goals, AHJ budget policy, and current resources, will be able to recommend budget needs by identifying and documenting the resources required to meet training goals.

Enabling Learning Objectives

1. Describe AHJ training budget policy
2. Describe resource management for analyzing needs and resources
3. Describe how to perform a needs analysis
4. Determine sources of instructional materials and equipment
5. Conduct resource analysis
 - Costs for outside resources
 - Scheduling internal resources
6. Prepare supporting documentation
 - Identify AHJ forms required

Discussion Questions

1. How do you identify what resources are available in your department?
2. What are some low-cost alternatives for utilizing training resources that your department does not own?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 2-2

Topic 5-3: Gathering Training Resources

Terminal Learning Objective

At the end of this topic a student, given an identified need, will be able to gather training resources within established timelines and budget constraints, and according to AHJ policy.

Enabling Learning Objectives

1. Describe AHJ policies for acquiring training resources
2. Describe purchasing procedures
3. Describe training resource budget management principles
4. Complete required forms and records

Discussion Questions

1. What are the required forms in your agency for acquiring training resources?
2. What is your agency's standard timeline and deadlines for acquiring training resources?
3. How do you determine reoccurring resource needs?
4. How do you adjust to an emergent need for training or equipment outside of the standard budget planning process?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 2-3

Topic 5-4: Managing Training Records

Terminal Learning Objective

At the end of this topic a student, given training records, AHJ policy, and a training activity, will be able to manage training record keeping in a way that meets all AHJ and legal requirements.

Enabling Learning Objectives

1. Describe record-keeping processes
2. Describe AHJ policies for record keeping
3. Identify laws affecting records and disclosure of training information
4. Identify professional standards applicable to training records
5. Identify systems used for record keeping
6. Manage records
7. Perform training record auditing procedures
 - Daily procedures
 - Checks required before applying for funding
 - Checks for duplicate records
 - Accuracy of training codes
 - Accuracy of logged training hours (actual vs. allotted)
8. Identify purpose of training record audits
 - Determine need for make-up training
 - Determine need for new equipment training
 - Prepare to respond to external audit or public information requests
 - Quality assurance

Discussion Questions

1. What procedures do your agency use to manage training records?
2. What forms do you need to be familiar with for various training certifications?
3. How often are your records audited?
4. How long are you required to keep a student's training records?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 2-4

Topic 5-5: Evaluating Student-Instructors

Terminal Learning Objective

At the end of this topic a student, given an evaluation tool, AHJ policy, objectives, and JPRs (job performance requirements), will be able to evaluate instructors to identify areas of strengths and weaknesses, recommend changes in instructional style and communication methods, and provide opportunity for instructor feedback to the evaluator.

Enabling Learning Objectives

1. Identify purpose of evaluating instructors
 - Quality assurance
 - Continual improvement
 - Consistency of content delivery across regions
2. Describe personnel evaluation methods
3. Identify level of supervision needed to deliver an evaluation
4. Describe AHJ policy for evaluating instructors
5. Describe effective instructional methods and techniques
6. Apply observation techniques
7. Provide coaching to improve instruction
8. Complete evaluation records

Discussion Questions

1. Why should instructors be evaluated?
2. What personnel evaluation methods does your agency use?
3. How can coaching develop instructors' skills?

Application

1. Activity 5-5a: Evaluating a Student-Instructor Cognitive Teaching Demonstration
2. Activity 5-5b: Evaluating a Student-Instructor Psychomotor Teaching Demonstration

Instructor Notes

1. Each student will carry out the application activities from Topic 5-5 (Evaluating Student-Instructors) at least twice (once for cognitive and once for psychomotor) after other students present their cognitive and psychomotor lesson plans as part of Topic 3-1.

CTS Guide Reference: CTS 2-5

How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses the course plan as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer course and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

Course Details

The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

Required Resources

The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

Unit

Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

Topics

Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

Terminal Learning Objective

A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

Enabling Learning Objectives

The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master to complete the TLO.

Discussion Questions

The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

Application

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

Instructor Notes

The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

CTS Guide Reference

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

Skill Sheet

The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.

Fire and Emergency Services Instructor 2

(NFPA: Fire and Emergency Services Instructor II)

Certification Task Book (2019)



California Department of Forestry and Fire Protection
Office of the State Fire Marshal
State Fire Training

Overview

Authority

This certification task book includes the certification training standards set forth in the Fire and Emergency Services Instructor 2 Certification Training Standards Guide (2019) which is based on NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019).

Published: **Month Year**

Published by: State Fire Training, PO Box 944246, Sacramento, CA 94244-2460
Cover photo courtesy of Cosumnes CSD Fire Department.

Purpose

The State Fire Training certification task book is a performance-based document that identifies the minimum requirements necessary to perform the duties of that certification. Completion of a certification task book verifies that the candidate has the required experience, holds the required position, and has demonstrated the job performance requirements to obtain that certification.

Assumptions

With the exception of the Fire Fighter and Emergency Vehicle Technician (EVT) certifications, a candidate may begin the task book initiation process upon completion of all required education components (courses).

Each job performance requirement (JPR) shall be evaluated after the candidate's fire chief, fire technology director, or academic dean initiates the task book.

If a candidate is employed by an accredited college rather than a fire agency, a fire technology director or dean is the equivalent position to fulfill any role assigned to a fire chief in this document.

An evaluator may verify satisfactory execution of a job performance requirement (JPR) through the following methods:

- First-hand observation
- Review of documentation that verifies prior satisfactory execution

State Fire Training task books do not count towards the NWCG task book limit. There is no limit to the number of State Fire Training task books a candidate may pursue at one time as long as

the candidate meets the initiation requirements of each.

It is the candidate's responsibility to routinely check the State Fire Training website for updates to an initiated task book. All State Fire Training issued updates to an initiated task book are required for task book completion.

A candidate must complete a task book within five years its initiation date. Otherwise, a candidate must initiate a new task book using the certification's current published version.

Roles and Responsibilities

Candidate

The candidate is the individual pursuing certification.

Initiation

The candidate shall:

1. Complete all Initiation Requirements.
 - Please print or type.
2. Obtain their fire chief's signature as approval to open the task book.
 - A candidate may not obtain evaluation signatures prior to the fire chief's initiation approval date.

Completion

The candidate shall:

1. Complete all Job Performance Requirements.
 - Ensure that an evaluator initials, signs, and dates each task to verify completion.
2. Complete all Completion Requirements.
3. Sign and date the candidate verification statement under **Review and Approval** with a handwritten signature.
4. Obtain their fire chief's handwritten (not stamped) signature on the fire chief verification section.
5. Create and retain a physical or high-resolution digital copy of the completed task book

Submission

The candidate shall:

1. Submit a copy (physical or digital) of the completed task book and any supporting documentation to State Fire Training.
 - See Submission and Review below.

A candidate should not submit a task book until they have completed all requirements and obtained all signatures. State Fire Training will reject and return an incomplete task book.

Evaluator

An evaluator is any individual who verifies that the candidate can satisfactorily execute a job performance requirement (JPR).

An evaluator may verify satisfactory execution through the following methods:

- First-hand observation
- Review of documentation that verifies prior satisfactory execution

A qualified evaluator is designated by the candidate's fire chief* and holds an equivalent or higher-level certification. If no such evaluator is present, the fire chief shall designate an individual with more experience than the candidate and a demonstrated ability to execute the job performance requirements.

A task book evaluator may be, but is not required to be, a registered skills evaluator who oversees a State Fire Training certification exam.

A certification task book may have more than one evaluator.

All evaluators shall:

1. Complete a block on the **Signature Verification** page with a handwritten signature.
2. Review and understand the candidate's certification task book requirements and responsibilities.
3. Verify the candidate's successful completion of one or more job performance requirements through observation or review.
 - Do not evaluate any job performance requirement (JPR) until after the candidate's fire chief initiates the task book.
 - Sign all appropriate lines in the certification task book with a handwritten signature or approved digital signature (e.g., DocuSign or Adobe Sign) to record demonstrated performance of tasks.

* For certification task books that do not require fire chief initiation, academy instructors serve as or designate evaluators.

Fire Chief

The fire chief is the individual who initiates (when applicable) and then reviews and confirms the completion of a candidate's certification task book.

A fire chief may identify an authorized designee already on file with State Fire Training to fulfill any task book responsibilities assigned to the fire chief. (See *State Fire Training Procedures Manual*, 4.2.2: Authorized Signatories.)

Initiation

The fire chief shall:

1. Review and understand the candidate's certification task book requirements and responsibilities.

2. Verify that the candidate has met all **Initiation Requirements** prior to initiating the candidate's task book.
3. Open the candidate's task book by signing the **Fire Chief Approval** verification statement with a handwritten (not stamped) signature.
4. Designate qualified evaluators.

Completion

The fire chief shall:

1. Confirm that the candidate has obtained the appropriate signatures to verify successful completion of each job performance requirement.
 - Ensure that all **Job Performance Requirements** were evaluated after the initiation date.
2. Confirm that the candidate meets the **Completion Requirements**.
3. Sign and date the Fire Chief verification statement under **Review and Approval** with a handwritten signature.
 - If signing as an authorized designee, verify that your signature is on file with State Fire Training.

Submission and Review

A candidate should not submit a task book until they have completed all requirements and obtained all signatures. State Fire Training will reject and return an incomplete task book.

To submit a completed task book, please send the following items to the address below:

- A copy of the completed task book (candidate may retain the original)
- All supporting documentation
- Payment

State Fire Training
Attn: Certification
PO Box 944246
Sacramento, CA 94244-2460

State Fire Training reviews all submitted task books.

- If the task book is complete, State Fire Training will authorize the task book and retain a digital copy of the authorized task book in the candidate's State Fire Training file.
- If the task book is incomplete, State Fire Training will return the task book with a notification indicating what needs to be completed prior to resubmission.

Completion of this certification task book is one step in the certification process. Please refer to the *State Fire Training Procedures Manual* for the complete list of qualifications required for certification.

Initiation Requirements

The following requirements must be completed prior to initiating this task book.

Candidate Information

Name: _____

SFT ID Number: _____

Fire Agency: _____

Prerequisites

The candidate has completed the one of the following certifications.

- OSFM Fire and Emergency Services Instructor 1
or
- OSFM Instructor I

Include documentation to verify certification requirements when you submit your task book unless verification is already documented in your SFT User Portal.

Education

The candidate has completed the following course(s).

- Instructor 2: Instructional Development (2012) **or** (2019)

Include documentation to verify course completion requirements when you submit your task book unless verification is already documented in your SFT User Portal.

Fire Chief Approval

Candidate's Fire Chief (please print): _____

I, the undersigned, am the person authorized to verify the candidate's task book initiation requirements and to initiate State Fire Training task books. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements to open the task book documented herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection.

Signature: _____ Date: _____

Signature Verification

The following individuals have the authority to verify portions of this certification task book using the signature recorded below.

Please print except for the Signature line where a handwritten signature is required.
Add additional signature pages as needed.

Name: _____
Job Title: _____
Organization: _____
Signature: _____

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Name: _____
Job Title: _____
Organization: _____
Signature: _____

Job Performance Requirements

The candidate must complete each job performance requirement (JPR) in accordance with the standards of the authority having jurisdiction (AHJ) or the National Fire Protection Association (NFPA), whichever is more restrictive.

When California requirements exceed or require revision to the NFPA standard, the corresponding Office of the State Fire Marshal-approved (OSFM) additions or revisions appear in *italics*.

All JPRs must be completed within a California fire agency or State Fire Training Accredited Regional Training Program (ARTP).

For JPRs that are not part of a candidate's regular work assignment or are a rare event, the evaluator may develop a scenario or interview that supports the required task and evaluate the candidate to the stated standard.

Each JPR shall be evaluated after the candidate's fire chief initiates the task book.

Program Management

1. Assign instructional sessions, given AHJ scheduling policy, instructional resources, staff, facilities, and timeline for delivery, so that the specified sessions are delivered according to AHJ policy. (NFPA 5.2.2) (CTS 2-1)

Evaluator Signature: _____ Date Verified: _____

2. Recommend budget needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified and documented. (NFPA 5.2.3) (CTS 2-2)

Evaluator Signature: _____ Date Verified: _____

3. Gather training resources, given an identified need, so that the resources are obtained within established timelines **and** budget constraints, and according to AHJ policy. (NFPA 5.2.4) (CTS 2-3)

Evaluator Signature: _____ Date Verified: _____

4. Manage training record keeping, given training records, AHJ policy, and training activity, so that all AHJ and legal requirements are met. (NFPA 5.2.5) (CTS 2-4)

Evaluator Signature: _____ Date Verified: _____

5. Evaluate instructors, given an evaluation tool, AHJ policy, and objectives, so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the evaluator. (NFPA 5.2.6) (CTS 2-5)

Evaluator Signature: _____ Date Verified: _____

Instructional Development

6. Create a lesson plan, given a topic, learner characteristics, and a lesson plan format, so learning objectives, a lesson outline, course materials, instructional technology tools, and an evaluation plan, and learning objectives for the topic are addressed. (NFPA 5.3.2) (CTS 3-1)

Evaluator Signature: _____ Date Verified: _____

Instructional Delivery

7. Conduct a class using a lesson plan that the instructor has prepared and that involves the utilization of multiple teaching methods and techniques, given a topic and a target audience, so that the lesson is delivered in a safe and effective manner and the objectives are achieved. (NFPA 5.4.2) (CTS 4-1)

Evaluator Signature: _____ Date Verified: _____

8. Supervise other instructors and students during training, given a specialized training scenario, so that applicable safety standards and practices are followed and instructional goals are met. (NFPA 5.4.3) (CTS 4-2)

Evaluator Signature: _____ Date Verified: _____

Evaluation and Testing

9. Develop student evaluation instruments, given learning objectives, learner characteristics, and training goals, so that the evaluation instrument measures whether the student has achieved the learning objectives. (NFPA 5.5.2) (CTS 5-1)

Evaluator Signature: _____ Date Verified: _____

10. Develop a class evaluation instrument, given AHJ policy and evaluation goals, so that students have the ability to provide feedback on instructional methods, communication techniques, learning environment, course content, and student materials (NFPA 5.5.3) (CTS 5-2)

Evaluator Signature: _____ Date Verified: _____

Completion Requirements

The following requirements must be completed prior to submitting this task book.

Experience

The candidate meets the following experience requirements.

- A minimum of one year full-time paid or two years' volunteer or part-time paid experience in a recognized California fire agency

Agency	Experience	Start Date	End Date

- An additional 40 hours teaching/training experience beyond the Fire and Emergency Services Instructor 1 certification requirements (for a total of 80 hours) within a fire service-related program (with feedback).
 - Teaching must be related to fire or emergency medical services, delivered in a formal classroom or drill ground environment, and documented in the table above.
 - No teaching/training experience hours shall be accepted prior to the completion of all certification educational requirements.

Course / Subject	Hour(s)	Start & End Date	Location (Institution/Agency)

Position

The candidate meets the position qualifications for this level of certification. The position requirement is met when the applicant fulfills the role of the specific duties as defined by the fire chief.

Supporting Documentation

State Fire Training confirms that there are no supporting documentation requirements for this job function certification.

Updates

The candidate has completed and enclosed all updates to this certification task book released by State Fire Training since its initial publication.

Number of enclosed updates: _____

Completion Timeframe

The candidate has completed all requirements documented in this certification task book within five years of its initiation date.

Initiation Date (see Fire Chief signature under **Initiation Requirements**): _____

Review and Approval

Candidate

Candidate (please print): _____

I, the undersigned, am the person applying for certification. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements documented herein is true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection or revocation.

Signature: _____ Date: _____

Fire Chief

Candidate's Fire Chief (please print): _____

I, the undersigned, am the person authorized to verify the candidate's qualifications for certification. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements documented herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection.

Signature: _____ Date: _____



Cognitive Lesson Plan Template

Cognitive Lesson Plan Components

Lesson Plan Component	Guidance
Topic	Identify the overall topic of the lesson.
Allotted Time	Identify how long it should take to deliver the lesson.
Level of Instruction	Identify the student learning level expectation. (Level 1 – Knowledge / Level 2 – Comprehension / Level 3 – Application)
Authority	Identify the SOP or AHJ policy/procedure or standard used as the foundation for the training.
Terminal Learning Objective (TLO)	Identify the student behavioral objective (SBO) expectation upon course/lesson completion. Must include a condition (given), task, and standard.
Enabling Learning Objective(s) (ELO)	Identify the sequence of learning activities necessary for the student to acquire new skills and knowledge to perform the TLO.
Materials Needed	List the physical materials (presentation technology, office supplies, props, tools, etc.) needed to deliver the course/lesson plan.
References	Identify the materials used to develop the lesson content.
Preparation	Develop the foundation for the students to want to learn the material. (ACID: Attention, Curiosity, Interest, Desire) (BASE: Begin Associating Students and Experiences)
Presentation	Develop talking points for the lesson working from simple to complex or from known to unknown concepts and content.
Application	Identify how students will acknowledge their understanding throughout lesson delivery with supervision. This confirms mastery of learning throughout the process and prepares students for evaluation.
Summary	Identify how to summarize the ELOs and objectives to prepare students to complete the TLO.
Evaluation	Identify how to evaluate student learning outcomes (summative test, formative test, project, etc.) without supervision.
Assignment	Identify any assignments students need to complete prior to the next course meeting.
Ancillary Components	List all documents (assignment sheet, skill sheet, checklists, articles, textbooks, etc.) that accompany the course/lesson plan.



Cognitive Lesson Plan Template

Cognitive Lesson Plan Template

Topic: [Text]

Allotted Time: [## minutes/hours]

Level of Instruction: [Level 1 / Level 2 / Level 3]

Authority: [Text]

Terminal Learning Objective (TLO)

At the end of this topic a student, given [condition], will be able to [task], to [standard].

Enabling Learning Objective(s) (ELO)

- [ELO 1]
 - [Supporting content]
 - [Supporting content]
- [ELO 2]
 - [Supporting content]
 - [Supporting content]
 - [Item 1]
 - [Item 2]
- [ELO 3]

Materials Needed

- [Item 1]
- [Item 2]
- [Item 3]

References

- [Document 1]
- [Document 2]
- [Document 3]

Preparation

- [ACID]
- [BASE]



Cognitive Lesson Plan Template

Presentation and Application

Presentation	Application
Instructor Notes	[Demonstration]
1. Heading 1 a. Heading 1.1 i. Heading 1.1.1 b. Heading 1.2 c. Heading 1.3	Slide 1-#
Instructor Notes	[Discussion Question] [Activity 2-#]
2. Heading 2 a. Heading 2.1 b. Heading 2.2 c. Heading 2.3	Slide 2-# Slide 2-# Slide 2-#
Instructor Notes	[Video Clip]
3. Heading 3 a. Heading 3.1 b. Heading 3.2 c. Heading 3.3	Slide 3-# Slide 3-#

Summary

- [Text]

Evaluation

- The student will [text].

Assignment

- [Text]

Ancillary Components

- [Item 1]
- [Item 2]
- [Item 3]



Cognitive Lesson Plan Template

Activity Template

Activity [###]: [Title]

Format: [Group/Individual]

Allotted Time: [## minutes/hours]

Description

This activity provides students with an opportunity to [text].

Materials

- [Item 1]
- [Item 2]
- [Item 3]

Directions

1. [Step 1]
2. [Step 2]
3. [Step 3]



Guidelines for Test Items

Written Test Items

Multiple Choice

Multiple choice items consist of a stem and options, among which there is one correct answer and more than one distracter. Write the stem in the form of a direct question or incomplete statement that measures only one learning outcome.

- Use a clear, brief stem that contains most of the wording.
- Do not place repeated words in the choices.
- Write positive statements.
- If negative statements are used, emphasize the negative word using special character formatting such as underline, boldface, or italics.
- Avoid grammatical clues to the correct answer.
- The best answer should be clearly the most correct of all the options.
- Distracters must all be plausible.
- Do not include choices that are obviously wrong or humorous.
- Make all choices close to the same length.
- Avoid “None of the Above” or “All of the Above” answers.
- Place each choice on a separate line and arrange choices in a single column

True-False

For true-false items, true statements should be based on facts and false statements should be based on common misconceptions of facts. Create brief and simply stated items that deal with a single concept and require a student to think about what they have learned, rather than merely remember it.

- Write words “True” and “False” at the left margin when answers will be marked on the test paper.
- Write instructions that direct students to draw a circle around the answer they select.
- Avoid words that provide a clue to the answer.
- Avoid specific determiners that lead to true statements (“sometimes,” “generally,” “usually,” “often”) or lead to false statements (“always,” “never,” “all,” “none”).
- Avoid trick or misleading items and double-negative items.
- Avoid command statements.
- Avoid unusually long or short items.
- Avoid quoting verbatim from the textbook.

Matching

For matching tests, create two parallel columns of words, phrases, images, or a combination of these. For every item in the “Problem” column there should be one matching response in the “Response” column. Instructions should indicate whether a response may be used more than once.

- Prepare more responses than problem statements to reduce selection by elimination.
- Place appropriate titles at the head of each column.
- Number the problem statements and place a blank line in front of each problem statement unless a separate answer sheet will be used.
- Use letters for each response.
- Arrange problems in systematic manner (alphabetically, chronologically, numerically).
- Avoid giving clues to answers in either the problem statements or the responses.
- Do not include responses that are obviously wrong.

Short Answer/Completion

Short answer items consist of a question that requires an answer of one word or a short phrase. Completion items consist of an incomplete statement with key word(s) eliminated and the missing word or phrase represented with a blank line. Create short, concise, and direct statements so that only one answer is possible. One strategy for this is to start with a direct question and change it to an incomplete statement.

- Avoid long, involved statements with a string of blanks to fill.
- Ensure the answer is a key point in a lesson.
- Arrange the statement to place the blank at or near the end of the sentence.
- Avoid statements that call for answers with more than one word, phrase, or number.
- Eliminate clues in the statement (using longer or shorter blanks, using words such as “a” or “an” preceding the blank).

Essay

For essay questions, first write an outline of the acceptable responses to use as a guide for scoring. Clearly define the task to be completed when responding to each question. Give thorough and specific directions that designate the time to spent on each question and length of the expected response.

Interpretive

Interpretive items are used to test comprehension, application, analysis, synthesis, and evaluation. Create introductory material such as a paragraph describing a situation or scenario; numerical data; an illustration, graph, table, chart, diagram, or map (for the purpose of this group activity, use the introductory material provided by the instructor). Create test items based on the introductory material.

- Ensure introductory material is relevant to learning objectives being measured, brief, and concise as possible.
- Introductory material should be unfamiliar to students and should require them to apply learned responses from a similar situation.
- Items may be any type.
- Apply rules for effective test item construction for each type of test item.
- Answers should not be contained in introductory material.
- Ensure that items cannot be answered without the introductory material.

Oral Test Items

Oral tests require students to verbally respond to spoken questions. They are usually given one-on-one between instructor and student and are often used in conjunction with psychomotor performance tests. Questions may be either closed, requiring only a single brief answer, or open, permitting longer answers that may lead to further questions and/or discussion.

- Base oral questions on standard criteria and performance objectives.
- Ensure that questions clearly state what students are to describe.
- Validate oral questions by asking questions of other faculty, experts, and students before using in actual testing conditions.
- Revise and update questions as necessary.

Performance Test Items

Performance tests are used to confirm psychomotor skills learning. They should be administered under controlled conditions and should specify the performance objectives to be measured. Always select the rating factors on which a test will be judged.

- Consider combining several basic skills to reduce time required for administration.
- Rate students against a uniform standard, not against the performance of other students.
- Design a rating form that includes:
 - Student's approach to a standard job or procedure
 - Care shown in handling tools, equipment, and materials
 - Demonstration of accuracy
 - Time required to complete the procedure safely
- Prepare a written set of instructions for students to read and an oral explanation for the instructor to provide.

Developing a Cognitive Lesson Plan

Format: Individual

Time Frame: 1 hour

Description

This activity provides students with an opportunity to create a lesson plan that addresses JPRs or learning objectives for the topic and includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

Materials

- Cognitive Lesson Plan Template (see Online Resources)
- An existing course outline

Instructions

1. Using the Cognitive Lesson Plan Template, use an existing course outline to develop a cognitive lesson plan.
 - The lesson plan must include more than one presentation method.
 - The lesson plan must include at least two visual aids and/or document utilized during the presentation.

Developing a Psychomotor Lesson Plan

Format: Individual

Time Frame: 1 hour

Description

This activity provides students with an opportunity to create a lesson plan that addresses JPRs or learning objectives for the topic and includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

Materials

- Psychomotor lesson plan and sample
- Previously prepared course outline

Instructions

1. Develop a psychomotor lesson based on your selected topic.
 - Lesson plan must include at least one tool or piece of equipment that is assembled or used during the demonstration by both the student-instructor and at least one person from the learning audience.

Presenting a Cognitive Lesson Plan

Format: Individual

Time Frame: 1 hour preparation / 30 minutes in-class presentation (not including evaluation time)

Description

This activity provides students with an opportunity to present the cognitive lesson that they prepared in this course using multiple teaching methods and techniques to achieve stated objectives and student learning outcomes.

Materials

- Prepared lesson plan
- Audiovisual training aids (as needed)
- Sample Passing Student-Instructor Cognitive Teaching Demonstration Evaluation (see Online Resources)
- Sample Failing Student-Instructor Cognitive Teaching Demonstration Evaluation (see Online Resources)

Instructions

1. Review the Sample Passing *and* Failing Student-Instructor Cognitive Teaching Demonstration Evaluation forms.
2. Prepare to teach a 30-minute presentation from your cognitive lesson plan following the four-step method of instruction:
 - Include a clearly stated student behavioral objective.
 - Use presentation methods and teaching strategies that create interest and involve the students.
 - Follow your lesson plan.
 - Use a minimum of two forms of an audiovisual training aid to enhance and reinforce teaching points. Video use is limited to a maximum of two minutes.
 - Conclude with a summary and assignment, if appropriate.
3. Your presentation time must be at least 28 minutes and no longer than 32 minutes.
4. You will be evaluated by both student evaluators and the primary instructor for the class or a qualified skills evaluator.

Your teaching demonstration is scheduled for: _____

Presenting a Psychomotor Lesson Plan

Format: Individual

Time Frame: 1 hour preparation / 30 minutes in-class presentation (not including evaluation time)

Description

This activity provides students with an opportunity to present the psychomotor lesson plan that they prepared in this course using multiple teaching methods and techniques to achieve stated objectives and student learning outcomes.

Materials

- Prepared lesson plan
- Audiovisual training aids (as needed)
- Sample Passing Student-Instructor Psychomotor Teaching Demonstration Evaluation (see Online Resources)
- Sample Failing Student-Instructor Psychomotor Teaching Demonstration Evaluation (see Online Resources)

Instructions

1. Review the Sample Passing *and* Failing Student-Instructor Psychomotor Teaching Demonstration Evaluation forms.
2. Prepare to teach a 30-minute presentation from your psychomotor lesson plan following the four-step method of instruction.
 - Include a clearly stated student behavioral objective.
 - Use presentation methods and teaching strategies that create interest and involve the students.
 - Follow your lesson plan.
 - Use personal protective equipment as needed.
 - Reinforce teaching points.
 - Allow time for student application while you supervise and provide feedback.
 - Allow time for student evaluation.
 - Conclude the presentation with an assignment, if appropriate.
3. Your presentation time must be at least 28 minutes and no longer than 32 minutes.
4. You will be evaluated by both student evaluators and the primary instructor for the class or a qualified skills evaluator.

Your teaching demonstration is scheduled for: _____

Creating a Test Planning Sheet

Format: Group

Time Frame: 30 minutes

Description

This activity provides students with an opportunity to develop student evaluation instruments that determine whether the student has achieved the learning objectives and evaluate relevant performance in an objective, reliable, and verifiable manner.

Materials

- Student Supplement: Test Planning Sheet Template (Blank)
- Student Supplement: Test Planning Sheet (Sample)
- Job performance requirement (JPR) assigned by instructor or provided by student
- Computer or another device with spreadsheet software

Instructions

1. Use the sample test planning sheet as a model to create an original test planning sheet based on a JPR.
2. Fill in the following columns:
 - Enabling learning objectives
 - Training level
 - Number of test items at each level
 - Knowledge (Level 1), Comprehension (Level 2), Application (Level 3)
3. Answer the questions below:
 - Where do the enabling objectives for the test come from?
 - To what level can I test in each enabling objective?
 - How do I know I have a comprehensive test planning sheet?
 - Is a test planning sheet used for formative tests only?
 - Why can I not ask a question higher than the level of lesson delivery on the test?
 - How many items do I need when testing on Level 3?

Instructor Notes

Delete the answer key before distributing this activity to students.

Answer Key

1. Enabling learning objectives for the test come from course content.
2. Test the enabling learning objectives at the same level to which they are taught.
3. A comprehensive test planning sheet includes test items for all enabling learning objectives for the JPR being evaluated.
4. Test planning sheets can be used to create both formative and summative tests.
5. Lesson delivery includes guided, and sometimes also independent, practice to target the level of knowledge required to perform the JPR. If students haven't had practice with the JPR at the level being tested they will likely get that item wrong.
6. When testing a concept that students are to know at the Application level (Level 3), create at least one question that requires application, as well as one or more Level 1 and Level 2 questions.

Constructing Test Items

Format: Group

Time Frame: 30 minutes

Description

This activity provides students with an opportunity to develop original, bias-free test items and determine whether the student has achieved the learning objectives.

Materials

- Guidelines for written test items, including the following types:
 - Multiple choice
 - True-false
 - Matching
 - Short answer/completion
 - Essay
 - Interpretive
- Introductory material, for groups that are creating interpretive test items
- Guidelines for oral test items
- Guidelines for performance test items

Instructions

1. In groups, prepare 3-4 test items of the type indicated by your instructor.
 - Answers to these test items must be found in the assigned student materials for the course in which the test is delivered.
2. Analyze items to determine whether they measure a single learning objective.
3. Analyze items to determine whether they are bias-free

Conducting a Test Analysis

Format: Group

Time Frame: 30 minutes

Description

This activity provides students with an opportunity to analyze test instruments in an objective, reliable, and verifiable manner to confirm that tests are valid and bias-free.

Materials

- Test Analysis Tool (Sample)
- Test Analysis Tool (Blank)
- Computer or other device with spreadsheet software

Instructions

1. Open the spreadsheet and enter the following data into the red fields on the page labeled Test Score Distribution:
 - Class name
 - Test date
 - An “x” denoting each student’s raw score
 - Maximum raw score
 - Minimum raw score
2. Analyze the resulting numbers for the class mean score, median score, and range of scores (i.e., distribution or spread).
3. Analyze the resulting percentages of students scoring above and below the cutoff (e.g., 80%).
4. Answer the Test Analysis Questionnaire (next page).

Instructor Notes

- This is an analysis of the whole test, not each individual test question.
 - This activity assists an Instructor 2 with an overall view of the testing process.
 - The intent is to evaluate the test overall for indicators and maintain reliability and integrity.
- Analysis of individual test items (questions) is determined at the Instructor 3 level.

Test Analysis Questionnaire

Yes No

- ___ ___ Were all the scores above the minimum acceptable performance?
- ___ ___ Is there bunching anywhere other than the middle?
- Bunching is a concentration of scores in the same percentage area.
- ___ ___ Is there bunching at the low end?
- This may indicate the test is too difficult or that the instructor did not cover the material adequately.
- ___ ___ Is there bunching at the high end?
- This may indicate the test is too easy or that the instructor “taught the test.”
- ___ ___ Is there a narrow range of scores?
- This may indicate a test integrity issue or test discrimination issue.

All “No” indicators should reflect a reliable test.

If less than four (4) “No” indicators, test reliability may need to be evaluated and corrected.

A low standard deviation indicates that the data points tend to be very close to the mean.

A high standard deviation indicates that the data points are spread out over a large range of values.

Evaluating a Student-Instructor Cognitive Teaching Demonstration

Format: Individual

Time Frame: 15 minutes

Description

This activity provides students with an opportunity to evaluate other student-instructor presentations to identify areas of strengths and weaknesses and recommend changes in instructional style and communication methods, providing opportunity for instructor feedback to the evaluator.

Materials

- Cognitive Teaching Demonstration Evaluation form (see Online Resources)
- Sample Passing Student-Instructor Cognitive Teaching Demonstration Evaluation (see Online Resources)
- Sample Failing Student-Instructor Cognitive Teaching Demonstration Evaluation (see Online Resources)
- Pen or pencil (or digital access)

Instructions

1. Review the blank Cognitive Teaching Demonstration Evaluation form.
2. Review the Sample Passing *and* Failing Student-Instructor Cognitive Teaching Demonstration Evaluation form.
 - Pay special attention to the details of the remarks in each category.
 - Pay special attention to the problem areas identified and how they were expressed.
3. As the primary evaluator, you will present your findings (using your completed evaluation form) and then lead a class discussion on the student-instructor's performance.
4. Be prepared to discuss your overall experience with the class.
5. Submit your completed evaluation to your primary instructor when requested.

Evaluating a Student-Instructor Psychomotor Teaching Demonstration

Format: Individual

Time Frame: 15 minutes

Description

This activity provides students with an opportunity to evaluate other student-instructor presentations to identify areas of strengths and weaknesses and recommend changes in instructional style and communication methods, providing opportunity for instructor feedback to the evaluator.

Materials

- Psychomotor Teaching Demonstration Evaluation form (see Online Resources)
- Sample Passing Student-Instructor Psychomotor Teaching Demonstration Evaluation (see Online Resources)
- Sample Failing Student-Instructor Psychomotor Teaching Demonstration Evaluation (see Online Resources)
- Pen or pencil (or digital access)

Instructions

1. Review the blank Psychomotor Teaching Demonstration Evaluation form.
2. Review the Sample Passing *and* Failing Student-Instructor Psychomotor Teaching Demonstration Evaluation form.
 - Pay special attention to the details of the remarks in each category.
 - Pay special attention to the problem areas identified and how they were expressed.
3. As the primary evaluator, you will present your findings (using your completed evaluation form) and lead a class discussion on the student-instructor's performance.
4. Be prepared to discuss your overall experience with the class.
5. Submit your completed evaluation to your primary instructor when requested.

Fire and Emergency Services Instructor 3 (NFPA: Fire and Emergency Services Instructor III)

Certification Training Standards Guide (2019)



California Department of Forestry and Fire Protection
Office of the State Fire Marshal
State Fire Training

Fire and Emergency Services Instructor 3

Certification Training Standards Guide (2019)

Publication Date: Month Year

This CTS guide utilizes the following NFPA standards to provide the qualifications for State Fire Training's Fire and Emergency Services Instructor 3 (2019) certification:

- NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)

State Fire Training coordinated the development of this CTS guide. Before its publication, the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS) recommended this CTS guide for adoption by the Office of the State Fire Marshal (OSFM).

Cover photo courtesy of Andrew Murtagh, San Francisco Fire Department.

Published by State Fire Training.

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Leadership

- Ronald L. Martin, Cadre Lead, Fire Service Training Specialist III, Office of the State Fire Marshal
- Alicia Hamilton, Editor, California State University, Sacramento

Members

- Richard Beckman, Division Chief, San Gabriel Fire Department (Validation)
- Elizabeth de Dios, Captain, Richmond Fire Department (Validation)
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How to Read a CTS Guide

Overview

A certification training standard (CTS) guide lists the requisite knowledge, skills, and job performance requirements an individual must complete to become certified in a specific job function.

It also documents and justifies the OSFM-approved revisions to the certification's NFPA standard and identifies where each certification training standard is taught (course plan), tested (skill sheets), and validated (task book).

Individuals aspiring to meet State Fire Training's certification training standards must do so in accordance with the codes, standards, regulations, policies, and standard operating procedures applicable within their own agency or jurisdiction.

Format

Each certification training standard is comprised of eight sections.

Section Heading

Training standards are grouped by section headings that describe a general category. For example, the Fire Fighter 1 CTS guide includes the following section headings: NFPA Requirements, Fire Department Communications, Fireground Operations, and Preparedness and Maintenance.

Training Standard Title

The training standard title provides a general description of the performance requirement contained within the individual standard.

Authority

The CTS guide references each individual standard with one or more paragraphs of the corresponding National Fire Protection Association (NFPA) Professional Qualifications. This ensures that each fire service function within California's certification system meets or exceeds NFPA standards.

When California requirements exceed the NFPA standard, the CTS guide cites the Office of the State Fire Marshal as the authority and prints the corresponding information in *italics*.

Job Performance Requirements

This segment includes a written statement that describes a specific job-related task, the items an individual needs to complete the task, and measurable or observable outcomes.

Requisite Knowledge

This segment lists the knowledge that an individual must acquire to accomplish the job performance requirement.

Requisite Skills

This segment lists the skills that an individual must acquire to accomplish the job performance requirement.

Content Modification

This table documents and justifies any revisions to the NFPA standard that the development or validation cadres make during the development of a CTS guide.

Cross Reference

This table documents where each training standard is taught (course plan), tested (skill sheets), and validated (task book).

Fire and Emergency Services Instructor 3

Section 1: Definition of Duties

1-1: Definition of Duties

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 6.2.1
 - Paragraph 6.3.1
 - Paragraph 6.5.1

Job Performance Requirement

There is no Job Performance Requirement for this standard.

Requisite Knowledge

1. *Describe how to* administer AHJ policies and procedures for the management of instructional resources, staff, facilities, records, and reports
2. *Describe how to* plan, develop, and implements comprehensive programs and curricula
3. *Describe how to* develop an evaluation plan
4. *Describe how to* collect, analyze, and report data
5. *Describe how to* utilize data for program validation and student feedback

Requisite Skills

1. None required

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none">• Topic 1-3	N/A	N/A

Section 2: Program Management

2-1: Administering a Training Record System

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 6.2.2

Job Performance Requirement

Administer a training record system, given AHJ policy and type of training activity to be document, so that the information captured is concise, meets all AHJ and legal requirements can be accessed.

Requisite Knowledge

1. Describe AHJ policy and procedures regarding training record systems
2. Describe record-keeping systems
3. Describe professional standards addressing training records
4. Describe legal requirements affecting record-keeping
5. Explain disclosure of information

Requisite Skills

1. Develop records
2. Generate reports

Content Modification

Block	Modification	Justification
RK 1	Added “and procedures regarding training records systems.”	Added to narrow scope of “AHJ policy”. (2012)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none">• Topic 4-1	N/A	JPR 1

2-2: Developing Training Program Policy Recommendations

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 6.2.3

Job Performance Requirement

Develop recommendations for policies to support the training program, given AHJ policies and procedures and the training program goals, so that the goals are achieved.

Requisite Knowledge

1. Describe AHJ procedures regarding policy recommendations
2. Describe AHJ training program goals
3. Identify format for AHJ policies

Requisite Skills

1. Write technical documents
2. Make decisions

Content Modification

Block	Modification	Justification
RK 1	Added "regarding policy recommendation".	Added to narrow scope of "AHJ procedures". (2012)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none">• Topic 4-2	N/A	JPR 2

2-3: Selecting Instructional Staff

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 6.2.4
2. Office of the State Fire Marshal

Job Performance Requirement

Select instructional staff, given personnel qualifications, instructional requirements, and AHJ policies and procedures, so that staff selection meets AHJ policies and achieves AHJ and instructional goals.

Requisite Knowledge

1. *Describe* agency policies *and procedures* regarding staff selection
2. *Describe* instructional requirements
3. *Describe how to assess* the capabilities of instructional staff
4. *Identify* employment laws
5. *Describe* AHJ goals
6. *Correlate staff selection* with agency and instructional goals

Requisite Skills

1. *Use* evaluation techniques *for making staff selections*
2. *Use* interview methods

Content Modification

Block	Modification	Justification
JPR	Changed “and achievement of” to “and achieves”.	Grammar improvement. (2019)
RK 1	Added “and procedures”.	None given. (2012)
RK 6	Added item.	Added to strengthen tie between goals and staff selection. (2012)
RS 1	Added “use” and “for making staff selections.”	NFPA did not provide a verb. Added to narrow scope of “evaluation techniques”. (2012)
RS 2	Added “use”.	NFPA did not provide a verb. (2012)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none">• Topic 4-3	N/A	JPR 3

2-4: Constructing a Performance-based Instructor Evaluation Plan

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 6.2.5

Job Performance Requirement

Construct a performance-based instructor evaluation plan, given AHJ policies and procedures and job requirements, so that instructors are evaluated at regular intervals following AHJ policies.

Requisite Knowledge

1. *Describe* evaluation methods
2. *Describe* employment laws
3. *Describe* AHJ policies and procedures regarding instructor evaluation plans
4. *Describe how* staff schedules correlate with instructor evaluations
5. *Describe* job requirements

Requisite Skills

1. *Use* evaluation techniques
2. Scheduling
3. Write technical documents

Content Modification

Block	Modification	Justification
RK 3	Added “and procedures regarding instructor evaluation plans”.	Added “and procedures” to match given in JPR. Added the rest to narrow the scope of “policies.” (2012)
RK 4	Added “correlate with instructor evaluations”.	Added to provide context for “staff schedules.” (2019)
RS 1	Added “Use”.	NFPA did not provide a verb. (2012)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none">• Topic 3-3	N/A	JPR 4

2-5: Formulating Budget Needs

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 6.2.6

Job Performance Requirement

Formulate budget needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified and documented.

Requisite Knowledge

1. *Describe* AHJ budget policy
2. *Describe* resource management
3. *Describe how to conduct a* needs analysis
4. *Identify* sources of instructional materials and equipment

Requisite Skills

1. *Conduct* resource analysis
2. *Complete* required documentation

Content Modification

Block	Modification	Justification
RS 1	Added "conduct".	NFPA did not provide a verb. (2019)
RS 2	Added "complete".	NFPA did not provide a verb. (2019)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none">• Topic 4-4	N/A	JPR 5

2-6: Writing Equipment Purchasing Specifications

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 6.2.7

Job Performance Requirement

Write equipment-purchasing specifications, given curriculum information, training goals, and AHJ guidelines, so that the equipment is appropriate and supports the curriculum.

Requisite Knowledge

1. **Describe** equipment purchasing procedures
2. **Evaluate** available AHJ resources
3. **Describe how to assess** curriculum needs

Requisite Skills

1. Prepare procurement forms
2. Write technical documents

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none">• Topic 4-5	N/A	JPR 6

2-7: Presenting Evaluation Findings, Conclusions, and Recommendations

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 6.2.8
2. Office of the State Fire Marshal

Job Performance Requirement

Present evaluation findings, conclusions, and recommendations to AHJ administrator, given data summaries and target audience, so that recommendations are unbiased, supported, and reflect AHJ goals, policies, and procedures.

Requisite Knowledge

1. Describe how to conduct a statistical analysis
2. Describe AHJ goals
3. Describe how to validate findings, conclusions, and recommendations with agency goals, policies, and procedures

Requisite Skills

1. Use presentation skills
2. Prepare reports following AHJ guidelines

Content Modification

Block	Modification	Justification
RS 1	Added "Use."	NFPA did not provide a verb. (2012)
RS 3	Added item.	Added to strengthen context for AHJ goal. (2012)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none">• Topic 4-6	N/A	JPR 7

Section 3: Instructional Development

3-1: Conducting an Instructional Needs Analysis

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 6.3.2

Job Performance Requirement

Conduct an AHJ needs analysis, given AHJ goals, so that instructional needs are identified and solutions are recommended.

Requisite Knowledge

1. **Describe** needs analysis
2. **Describe** gap analysis
3. **Describe** the instructional design process
4. **Describe** instructional methodology
5. **Describe** learner characteristics
6. **Describe** instructional technologies
7. **Determine** curriculum development **needs**
8. **Identify** facilities
9. **Describe how to** develop evaluation instruments

Requisite Skills

1. Conduct research
2. Conduct a needs and gap analysis
3. Forecast
4. Organize information

Content Modification

Block	Modification	Justification
RK 7	Added "needs".	Added to support "curriculum development". (2019)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none">• Topic 2-1	N/A	JPR 8

3-2: Designing Programs or Curriculum

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 6.3.3
2. Office of the State Fire Marshal

Job Performance Requirement

Design programs or curricula, given needs analysis and AHJ policies, so that the goals are supported, learner characteristics are identified, audience-based instructional methodologies are utilized, and the program meets time and budget constraints.

Requisite Knowledge

1. *Describe* instructional design
2. *Describe* instructional methodologies
3. *Describe* learner characteristics
4. *Describe* principles of student-centered learning
5. *Describe* research methods
6. *Identify* AHJ time and budget constraints

Requisite Skills

1. Write technical documents
2. Select course reference materials

Content Modification

Block	Modification	Justification
RK 5	Added item.	It's used to measure the standard in the JPR and needs to be addressed. (2019)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none">• Topic 2-2	N/A	JPR 9

3-3: Writing Program and Course Outcomes

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 6.3.4

Job Performance Requirement

Write program and course outcomes, given needs analysis information, so that the outcomes are clear, concise, measurable, and correlate with AHJ goals.

Requisite Knowledge

1. *Describe* components and characteristics of outcomes
2. *Describe how to* the correlate outcomes to AHJ goals

Requisite Skills

1. Write technical documents

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none">• Topic 2-3	N/A	JPR 10

3-4: Writing Course Objectives

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 6.3.5

Job Performance Requirement

Write course objectives, given course outcomes, so that objectives are clear, concise, measurable, and reflect specific tasks.

Requisite Knowledge

1. *Describe* components of objectives
2. *Describe how to* correlate outcomes and objectives

Requisite Skills

1. Write technical documents

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none">• Topic 2-4	N/A	JPR 11

3-5: Constructing a Course Content Outline

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 6.3.6

Job Performance Requirement

Construct a course content outline, given course objectives and reference sources, so that the content outline supports course objectives.

Requisite Knowledge

1. **Describe how to** correlate between course objectives, instructor lesson plans, and instructional methodology

Requisite Skills

1. Write technical documents

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none">• Topic 2-5	N/A	JPR 12

Section 4: Evaluation and Testing

4-1: Developing a System for Acquiring, Storing, and Disseminating Evaluation Results

Authority

1. NFPA 1401: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 6.5.2

Job Performance Requirement

Develop a system for the acquisition, storage, and dissemination of evaluation results, given AHJ goals and policies, so that the goals are supported and those affected by the information receive feedback consistent with AHJ policies and federal, state, and local laws.

Requisite Knowledge

1. **Describe** record-keeping systems
2. **Describe** AHJ goals
3. **Describe** data acquisition techniques
4. **Describe** applicable laws
5. **Describe** methods of providing feedback

Requisite Skills

1. Develop, use, and evaluate information systems

Content Modification

Block	Modification	Justification
RS 1	In the course plan, this is listed as “Describe how to develop, use, and evaluate information systems”.	Changed from psychomotor to cognitive because this task cannot be accomplished in the classroom, it must be done in the field.

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none">• Topic 3-1	N/A	JPR 13

4-2: Developing a Course Evaluation Plan

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 6.5.3

Job Performance Requirement

Develop a course evaluation plan, given course objectives and AHJ policies, so that objectives are measured and AHJ policies are followed.

Requisite Knowledge

1. *Describe* evaluation techniques *and methods*
2. *Identify* AHJ resources
3. *Identify* AHJ constraints

Requisite Skills

1. Make decisions
2. Write technical documents

Content Modification

Block	Modification	Justification
RK 1	Added "and methods".	None given. (2012)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none">• Topic 3-2	N/A	JPR 14

4-3: Developing a Program Evaluation Plan

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 6.5.4

Job Performance Requirement

Develop a program evaluation plan, given AHJ policies and procedures, so that instructors, course components, program goals, and facilities are evaluated, student input is obtained, and needed improvements are identified.

Requisite Knowledge

1. Describe evaluation techniques and methods
2. Identify AHJ goals regarding evaluation plans

Requisite Skills

1. Construct evaluation instruments
2. Write technical documents

Content Modification

Block	Modification	Justification
RK 1	Added “techniques and”.	None given. (2012)
RK 2	Added “regarding evaluation plans”.	Added to narrow scope of AHJ goals. (2012)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none">• Topic 3-3	N/A	JPR 15

4-4: Analyzing Student Evaluation Instruments

Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Paragraph 6.5.5
2. Office of the State Fire Marshal

Job Performance Requirement

Analyze student evaluation instruments, given test data, objectives, and AHJ policies, so that validity and reliability are determined and necessary changes are made.

Requisite Knowledge

1. *Describe* AHJ policies
2. *Describe* applicable laws
3. *Describe how to determine* test validity
4. *Describe how to determine* test reliability
5. *Describe test analysis methods*
6. *Describe* item analysis methods

Requisite Skills

1. Analyze items

Content Modification

Block	Modification	Justification
RK 5	Added item.	Need to analyze the test before you can analyze the individual items within the test. (2019)

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none">• Topic 3-4	N/A	JPR 16



Instructional Program Management

Course Plan

Course Details

- Certification:** Fire and Emergency Services Instructor 3
- CTS Guide:** Fire and Emergency Services Instructor 3 Certification Training Standards Guide (2019)
- Description:** This course provides the skills and knowledge needed for the experienced professional instructor to safely, effectively, and competently plan, develop, implement, and evaluate comprehensive programs and curricula.
- Designed For:** Personnel preparing to be a college level fire program administrator, Training Officer, or anyone who oversees instruction in a public safety environment.
- Prerequisites:** Instructor 2: Instructional Development (2012) or (2019)
- Standard:** Complete all group activities and formative tests. Pass all individual activities without omitting critical criteria as identified on the activity sheet.
Complete all summative tests with a minimum score of 80%.
- Hours (Total):** 40 hours
(23.25 lecture / 16.75 application = 12.75 activities + 4.0 testing)
- Maximum Class Size:** 24
- Instructor Level:** SFT Registered Instructor
- Instructor/Student Ratio:** 1:24
- Restrictions:** None
- SFT Designation:** CFSTES

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Required Resources

Instructor Resources

To teach this course, instructors need:

- *Fire and Emergency Services Instructor* (IFSTA, 9th ed., ISBN 978-0-87939-696-1) **or**
- *Fire Service Instructor: Principles and Practice* (Jones & Bartlett, 3rd ed., ISBN: 978-1284172331)
- Access to NFPA 1401: Recommended Practice for Fire Service Training Reports and Records (current edition)
- Copies of local agency policies and procedures and sample forms, such as:
 - Needs analysis/assessment
 - JPRs
 - Task analysis
 - Evaluation instruments
 - Performance-based training program
 - Course implementation
 - Program and course goals
 - Course objectives
 - Course content outline
 - Training record-keeping systems
 - Applicable laws affecting evaluation results
 - Evaluation plan
 - Instructor evaluations
 - Item analysis
 - Training program policy recommendations
 - Formats for submitting policy recommendation
 - Instructor selection criteria
 - Equipment purchasing procedures
- A personal laptop or tablet with presentation or other viewing hardware and/or software
- Other devices as needed for distance learning (if applicable)
 - Camera, microphone, internet access with appropriate broadband capability, participation platform that allows for student monitoring, etc.

Online Instructor Resources

The following instructor resources are available in the public domain:

- Textbook resources on publisher websites

The following instructor resources are available online at

<https://osfm.fire.ca.gov/divisions/state-fire-training/cfstes-professional-certification/>:

- Not applicable

Student Resources

To participate in this course, students need:

- Textbook identified by instructor
- Access to NFPA 1401: Recommended Practice for Fire Service Training Reports and Records (current edition)

Students may be asked to supply:

- A personal laptop or tablet with presentation or other viewing hardware and/or software
- Other devices as needed for distance learning (if applicable)
 - Camera, microphone, internet access with appropriate broadband capability

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:

- Standard learning environment or facility, which may include:
 - Writing board or paper easel chart
 - Markers, erasers
 - Amplification devices
 - Projector and screen
 - Laptop or tablet with presentation or other viewing software
 - Internet access with appropriate broadband capabilities

Instructor must submit letter for approval of conditions outside the parameters of normal classroom instruction (e.g., class size exceeds 24, compressed course delivery, distance learning format).

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	0.75	0.75	
Topic 1-2: Fire and Emergency Services Instructor 3 Certification Process	0.5	0.0	
Topic 1-3: Definitions of Duties	0.5	0.0	
Unit 1 Totals	1.75	0.75	2.5
Unit 2: Instructional Development			
Topic 2-1: Conducting an Instructional Needs Analysis	2.5	1.75	
Topic 2-2: Designing Programs or Curriculum	1.75	0.0	
Topic 2-3: Writing Program and Course Outcomes	1.0	1.0	
Topic 2-4: Writing Course Objectives	0.75	0.75	
Topic 2-5: Constructing a Course Content Outline	1.0	1.0	
Unit 2 Totals	7.0	4.5	11.5
Unit 3: Evaluation and Testing			
Topic 3-1: Developing a Course Evaluation Plan	0.5	0.5	
Topic 3-2: Developing a Program Evaluation Plan	0.5	0.5	
Topic 3-3: Constructing a Performance-based Instructor Evaluation Plan	1.0	1.0	
Topic 3-4: Analyzing Student Evaluation Instruments	1.0	0.5	
Topic 3-5: Developing a System for Acquiring, Storing, and Disseminating Evaluation Results.	1.5	0.0	
Unit 3 Totals	4.5	2.5	7.0
Unit 4: Program Management			
Topic 4-1: Administering a Training Record System	2.5	1.0	
Topic 4-2: Developing Training Program Policy Recommendations	2.5	0.0	
Topic 4-3: Selecting Instructional Staff	1.5	0.0	
Topic 4-4: Formulating Budget Needs	1.0	1.0	
Topic 4-5: Writing Equipment Purchasing Specifications	1.5	1.0	
Topic 4-6: Presenting Evaluation Findings, Conclusions, and Recommendations	1.0	2.0	
Unit 4 Totals	10	5	15
Formative Assessments			
Determined by AHJ or educational institution	0.0	2.5	2.5
Summative Assessment			
Determined by AHJ or educational institution	0.0	1.5	1.5
Skills Practice (Lab / Sets and Reps)			
Determined by AHJ or educational institution	0.0	0.0	0.0

Segment	Lecture	Application	Unit Total
Course Totals	23.25	16.75	40

Time Table Key

1. The Time Table documents the amount of time required to deliver the content included in the course plan.
2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.
3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.
4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.

The following is a breakdown of what a program might look like if there were fewer students. These estimates may need to be adjusted based on student abilities.

- 40 – 50 Students = 260 hours
 - 30 – 40 Students = 180 hours
 - 20 – 30 Students = 120 hours
 - 1 – 20 Students = 60 hours
5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, skills exercises, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
 - Restroom locations
 - Food locations
 - Smoking locations
 - Emergency procedures
2. Identify classroom requirements
 - Start and end times
 - Breaks
 - Electronic device policies
 - Special needs and accommodations
 - Other requirements as applicable
3. Review course syllabus
 - Course objectives
 - Calendar of events
 - Course requirements
 - Student evaluation process
 - Assignments
 - Activities
 - Required student resources
 - Class participation requirements

Discussion Questions

1. Determined by instructor

Application

1. Have students complete all required registration forms.

Topic 1-2: Fire and Emergency Services Instructor 3 Certification Process

Terminal Learning Objective

At the end of this topic a student will be able to identify the requirements for Fire and Emergency Services Instructor 3 certification and describe the certification task book and examination process.

Enabling Learning Objectives

1. Identify the levels of certification in the Fire and Emergency Services Instructor certification track
 - Fire and Emergency Services Instructor 1
 - Fire and Emergency Services Instructor 2
 - Fire and Emergency Services Instructor 3
2. Identify the prerequisites for Fire and Emergency Services Instructor 3 certification
 - OSFM Fire and Emergency Services Instructor 2 certification
3. Identify the course work required for certification
 - Instructor 3: Instructional Program Management (2019) **or** (2012)
4. Identify the exams requirements for certification
 - No exams outside of summative course testing
5. Identify the task book requirements for certification
 - Fire and Emergency Services Instructor 3 Certification Task Book (2019)
6. Identify the experience requirements for certification
 - Have a minimum of three years' experience managing a training program, including developing comprehensive training curricula and programs for use by single or multiple organizations, conducting organization needs analysis, designing record-keeping and scheduling systems, budgeting, and developing training goals and implementation strategies, in one of the following settings:
 - A recognized California fire agency
 - An accredited college or university
7. Identify the position requirements for certification
 - None
8. Describe the certification task book process
9. Describe the certification testing process
 - Not applicable at this time

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 1-3: Definition of Duties

Terminal Learning Objective

At the end of this topic a student, given roles and responsibilities, will be able to define the role of an Instructor 3 regarding program management, instructional development, and evaluation and testing.

Enabling Learning Objectives

1. Identify instructional roles by NPFA professional qualification level
 - Instructor 1 – Demonstrates the knowledge and ability to:
 - Deliver instruction effectively from a prepared lesson plan, including instructional aids and evaluation instruments
 - Adapt lesson plans to the unique requirements of the students and AHJ
 - Organize the learning environment so that learning and safety are maximized
 - Meet the record-keeping requirements of the AHJ
 - Instructor 2 – In addition to meeting Fire and Emergency Services Instructor I qualifications, demonstrates the knowledge and ability to:
 - Develop individual lesson plans for a specific topic including learning objectives, instructional aids, and evaluation instruments
 - Schedule training sessions based on overall training plan of AHJ
 - Supervise and coordinate the activities of other instructors
 - Instructor 3 – In addition to meeting Fire and Emergency Services Instructor II qualifications, demonstrates the knowledge and ability to:
 - Develop comprehensive training curricula and programs for use by single or multiple organizations
 - Conduct organization needs analysis
 - Design record keeping and scheduling systems
 - Develop training goals and implementation strategies
 - Live Fire Instructor – Has the training and experience to supervise students during a live fire training evolution
 - Live Fire Instructor In Charge – Has the training and experience to be in charge of the live fire training evolution
2. Describe Instructor 3 program management responsibilities
 - Administer AHJ policies and procedures for the management of instructional resources, staff, facilities, records, and reports
3. Describe Instructor 3 instructional development responsibilities
 - Plan, develop, and implement comprehensive programs and curricula
4. Describe Instructor 3 evaluation and testing responsibilities
 - Develop and evaluation plan
 - Collect, analyze, and report data
 - Utilize data for program validation and student feedback

Discussion Questions

1. What is the basic definition of an Instructor 3?
2. How can a person managing college curriculum qualify for this position?

3. Can a successful course-completing candidate perform the skills identified in this course without being certified?

Application

1. Determined by instructor

CTS Guide Reference: 1-1

Unit 2: Instructional Development

Topic 2-1: Conducting an Instructional Needs Analysis

Terminal Learning Objective

At the end of this topic a student, given AHJ goals, will be able to conduct an AHJ needs assessment/analysis that identifies instructional needs and recommends solutions.

Enabling Learning Objectives

1. Describe a needs analysis/assessment
 - Instructor 3's role
 - Functions and components
 - AHJ, local, state, and federal requirements
2. Describe how to conduct a needs analysis/assessment
3. Describe a gap analysis
4. Describe the instructional design process
5. Describe instructional methodologies for classroom, training ground, and distance learning
6. Describe learner characteristics
7. Describe instructional technologies
8. Determine curriculum development needs
9. Identify facilities
10. Describe how to develop evaluation instruments
11. Conduct research
 - Job observation
 - Compliance and regulation
 - Skills/knowledge development and improvement
12. Conduct a needs and gap analysis
13. Conduct committee meetings
14. Forecast
15. Organize information

Discussion Questions

1. Why would you need to conduct a needs analysis?
2. Who in your department is involved in conducting a needs analysis?
3. What is the difference between agency training requests and a training needs analysis?
4. What methods do your agency use to determine training needs?
5. How do governmental regulations influence training needs?

Application

1. Given a sample fire service instructional needs analysis, have students work in groups to review the analysis and share their training recommendations with the class.

Instructor Notes

1. None

CTS Guide Reference: CTS 3-1

Topic 2-2: Designing Programs or Curriculum

Terminal Learning Objective

At the end of this topic a student, given AHJ policies and a needs analysis, will be able to design a performance-based training program or curriculum that supports agency goals, identifies learner characteristics, uses audience-based instructional methodologies, and meets time and budget constraints.

Enabling Learning Objectives

1. Describe instructional design for developing a performance-based training program
2. Describe copyright law as it pertains to program or curriculum design
 - Plagiarism
 - Fair use
 - Intellectual property
 - Public domain
3. Describe the curriculum development process
 - Describe instructional methodologies
 - Describe learner characteristics
 - Describe principles of student-centered learning
 - Describe research methods
4. Identify AHJ time and budget constraints
5. Write technical documents
6. Select course reference materials

Discussion Questions

1. What is your agency's curriculum development process and how could you improve it?
2. What steps are involved with designing a curriculum?
3. What are some cost-effective methods to develop courses or curriculum?
4. What are some outside resources where current, relevant information about program and curriculum design can be obtained?

Application

1. Determined by instructor

Instructor Notes

1. "Instructional design" as used in NFPA is described as "course or curriculum design" in the textbooks.

CTS Guide Reference: CTS 3-2

Topic 2-3: Writing Program and Course Outcomes

Terminal Learning Objective

At the end of this topic a student, given needs analysis information, will be able to write clear, concise, and measurable program and course outcomes that correlate with AHJ goals.

Enabling Learning Objectives

1. Describe the components and characteristics of program and course outcomes
 - Components
 - Task
 - Given
 - Standard
 - Characteristics
 - Curricula
 - Highest-level goals
 - Focus on meeting the organizational and/or personnel needs
2. Describe how to write program and course outcomes
3. Describe how to correlate outcomes to AHJ program and course goals
 - Program goals defined for each program
 - Curricula and individual courses developed to meet program goals
 - Students may achieve outcomes through a combination of training experiences that an instructor needs to reconcile against the program and course outcomes to determine equivalency
4. Write program and course goal statements

Discussion Questions

1. What should course outcomes include?
2. What factors should be considered in preparing an outcome statement?
3. Where does cultural diversity fit into your agency's program outcomes?
4. How do course outcomes and learning objectives differ?

Application

1. Given a fire service training topic, have students write a course goal that is clear, concise, and measurable.

Instructor Notes

1. For ELO 1, different settings (fire service, college, etc.) use different terminology to describe these components. Use terms appropriate to AHJ.
2. The application activity connects with the activities in Topic 2-4 and Topic 2-5.

CTS Guide Reference: CTS 3-3

Topic 2-4: Writing Course Objectives

Terminal Learning Objective

At the end of this topic a student, given course outcomes, will be able to write clear, concise, and measurable course objectives that reflect specific tasks.

Enabling Learning Objectives

1. Describe the components and characteristics of course objectives
 - ABCD method: Audience (who), Behavior, (what), Condition (how), Degree (how much)
 - SMART objectives: Specific, Measurable, Assignable/Achievable, Relevant, Time-bound
 - GPS: Given, Performance, Standard
 - CBS: Conditions, Behavior, Standard
2. Describe how to write course objectives
3. Describe how to correlate outcomes and course objectives
4. Write course objectives

Discussion Questions

1. Before writing a course objective, how do you determine the level of achievement for the students?
2. What do you make sure that a course objective correlates to the course outcomes?

Application

1. Given the course outcomes they developed in Topic 2-3, have students write three correlating course objectives.

Instructor Notes

1. Other references for this topic include:
 - Benjamin Bloom's *Taxonomy of Educational Objectives*
 - Robert Mager's *Preparing Instructional Objectives*

CTS Guide Reference: CTS 3-4

Topic 2-5: Constructing a Course Content Outline

Terminal Learning Objective

At the end of this topic a student, given reference resources, and course objectives, will be able to construct a course content outline that supports course objectives.

Enabling Learning Objectives

1. Describe the components and organization of a course content outline
2. Describe how to correlate between:
 - Course content outline
 - Course objectives
 - Course outcomes
 - Instructor lesson plans
 - Instructional methods
 - AHJ structure
 - Current best practices
3. Write a course content outline

Discussion Questions

1. What are some models for curriculum development?
2. What is the purpose of creating a course content outline?
3. How does a course content outline assist the instructor?
4. How does a course content outline assist the student?

Application

1. Given the course outcomes and objectives they developed in Topics 2-3 and Topic 2-4, have students develop a course content outline.

Instructor Notes

1. Provide a sample course outline to assist the students with the application activity.

CTS Guide Reference: CTS 3-5

Unit 3: Evaluation and Testing

Topic 3-1: Developing a Course Evaluation Plan

Terminal Learning Objective

At the end of this topic a student, given AHJ policies and course objectives, will be able to develop a course evaluation plan that measures objectives and follows AHJ policies.

Enabling Learning Objectives

1. Describe the purpose of evaluation plans
2. Describe the types and categories of evaluation plans
3. Describe the components of a course evaluation plan
4. Describe evaluation techniques and methods
5. Evaluate agency resources and constraints
6. Make decisions
7. Write a course evaluation plan

Discussion Questions

1. What is the purpose of a course evaluation plan?
2. What data would you use to evaluate a course?
3. What are some cost-effective ways to promote a positive student experience?

Application

1. Given AHJ policies and course objectives, have students work in groups to develop a course evaluation plan.

Instructor Notes

1. Per NFPA, “a program can consist of multiple courses, a course can consist of multiple classes, and a class can consist of a single teaching session, such as refresher or update training.”
2. Topics 3-1 and 3-2 can be taught together if the objectives of both are met.

CTS Guide Reference: CTS 4-2

Topic 3-2: Developing a Program Evaluation Plan

Terminal Learning Objective

At the end of this topic a student, given AHJ policies and procedures and course objectives, will be able to develop a program evaluation plan that evaluates instructors, course components, program goals, and facilities, obtains student input, and identifies needed improvements.

Enabling Learning Objectives

1. Describe the purpose of evaluation plans
2. Describe the types and categories of evaluation plans
3. Describe the components of a program evaluation plan
4. Describe evaluation techniques and methods
5. Evaluate agency resources and constraints
6. Identify AHJ goals regarding evaluation plans
7. Construct evaluation instruments
8. Write a course evaluation plan

Discussion Questions

1. What is the purpose of a program evaluation plan?
2. What data would you use to evaluate a program?
3. How can the evaluation information be captured and analyzed to construct new program goals for the following year?

Application

1. Given AHJ policies and course objectives, have students work in groups to develop a program evaluation plan.

Instructor Notes

1. Topics 3-1 and 3-2 can be taught together if the objectives of both are met.

CTS Guide Reference: CTS 4-3

Topic 3-3: Constructing a Performance-based Instructor Evaluation Plan

Terminal Learning Objective

At the end of this topic a student, given AHJ policies and procedures and job requirements, will be able to construct a performance-based instructor evaluation plan that evaluates instructors at regular intervals following AHJ policies.

Enabling Learning Objectives

1. Describe the elements of an instructor evaluation
 - Job description duties
 - Desired criteria to be evaluated
 - Form or spreadsheet to collect data
 - Review evaluation plan with supervising officer to gain approval
 - Review evaluation plan with instructors
 - Conduct review of courses
 - Provide feedback with recommendations
2. Describe evaluation methods
3. Describe applicable employment laws
4. Describe AHJ policies and procedures regarding instructor evaluation plans
5. Evaluate staff schedules
6. Describe job requirements
7. Use evaluation techniques
8. Schedule evaluations
9. Write a performance-based instructor evaluation plan

Discussion Questions

1. How often should an instructor evaluation occur? Why?
2. How can you ensure that your instructor evaluation plan is performance-based?
3. How can instructors obtain or influence honest and objective evaluations?
4. How have you approached poor instructor evaluations, either receiving one yourself or one for your instructional staff?
5. What approaches would you take after observing poor behavior from one of your instructors and why?

Application

1. Given job requirements and AHJ policies and procedures, have students construct a performance-based instructor evaluation plan.

Instructor Notes

1. None

CTS Guide Reference: CTS 2-4

Topic 3-4: Analyzing Student Evaluation Instruments

Terminal Learning Objective

At the end of this topic a student, given AHJ policies, objectives, and test data, will be able to analyze student evaluation instruments to determine validity and reliability and make necessary changes.

Enabling Learning Objectives

1. Describe AHJ policies
2. Describe applicable laws
3. Describe how to evaluate and revise test instruments
4. Describe how to determine test validity
5. Describe how to determine test reliability
6. Describe processes for correcting errors and omissions on written tests completed by students
 - Correcting errors
 - Correcting knowledge gaps
7. Describe test analysis methods
8. Describe item analysis methods
9. Analyze student evaluation instruments

Discussion Questions

1. How can you ensure that your tests are valid?
2. What is the significance of having a reliable text?
3. Should a summative test be presented before or after a course evaluation?
 - Why or why not?

Application

1. Given sample test results, have students conduct a test analysis.
2. Given sample test results (of at least twenty students), have students conduct an item analysis.

Instructor Notes

1. None

CTS Guide Reference: CTS 4-4

Topic 3-5: Developing a System for Acquiring, Storing, and Disseminating Evaluation Results

Terminal Learning Objective

At the end of this topic a student, given AHJ goals and policies, will be able to develop a system for the acquisition, storage, and dissemination of evaluation results in a manner that supports AHJ goals and provides feedback to those affected by the information consistent with agency policies and federal, state, and local laws.

Enabling Learning Objectives

1. Describe record-keeping systems for acquiring, storing, and disseminating evaluation results
2. Describe AHJ evaluation goals
3. Describe data acquisition techniques
4. Discuss applicable laws affecting test results
5. Describe methods of providing feedback
6. Describe how to develop, use, and evaluate information systems

Discussion Questions

1. Which law has affected your agency the most and why?
2. What would you consider when deciding on a record-keeping system?
3. In your agency, who has legal access to test results?
4. How long is your AHJ required to maintain evaluation results and records?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 4-1

Unit 4: Program Management

Topic 4-1: Administering a Training Record System

Terminal Learning Objective

At the end of this topic a student, given AHJ policy and type of training activity to be documented, will be able to administer a readily accessible training record system that captures concise information and meets all AHJ and legal requirements.

Enabling Learning Objectives

1. Describe training record-keeping systems
 - Purpose
 - Type
 - Function
2. Describe AHJ policy and procedures related to training record systems
3. Describe professional standards addressing training records
4. Describe the influence professional standards have on training records, policies, and compliance
5. Describe legal requirements affecting record keeping and retention
6. Explain disclosure of information
7. Develop records
8. Generate reports

Discussion Questions

1. What role can training records play in the determination and evaluation of a department's budget, operations, and safety?
2. Which agencies can request to view your department's training records and why?
3. What is the difference between a training record system and a training management system?
4. What are some legal ramifications for not archiving required training program requirements or records?
5. What are some potential regulatory requirements of training records?
6. What are some complications regarding AHJ training records in conjunction with local community college training records?

Application

1. Have students work in groups to research and compile a list of public and private training record systems and compare their functions, differences, and any challenges with training delivery and data querying.

Instructor Notes

1. Refer to NFPA 1401: Recommended Practice for Fire Service Training Reports and Records (current edition).

CTS Guide Reference: CTS 2-1

Topic 4-2: Developing Training Program Policy Recommendations

Terminal Learning Objective

At the end of this topic a student, given AHJ policies and procedures and training program goals, will be able to develop recommendations for training program policies that achieve training and agency goals.

Enabling Learning Objectives

1. Describe AHJ training program goals
2. Describe the process for developing training program policy recommendations to achieve training and agency goals
 - Identify policy purpose and scope
 - Identify instructional personnel responsibilities
 - Assign training assignments
 - Document training
 - Implement and review policy
 - Identify and review training sessions that occur outside of the AHJ
3. Identify various formats for submitting policy recommendations
4. Write technical documents
5. Make decisions

Discussion Questions

1. How can policies avert liability in training programs?
2. What are some internal and external factors that determine when a policy, procedure, or guideline needs to be evaluated?
3. What are some challenges to implementing change to your training program?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 2-2

Topic 4-3: Selecting Instructional Staff

Terminal Learning Objective

At the end of this topic a student, given AHJ policies and procedures, instructional requirements, and personnel qualifications, will be able to select instructional staff who can achieve agency and instructional goals.

Enabling Learning Objectives

1. Describe AHJ staff selection goals
 - Diversity
 - Expertise
 - Experience
 - Salary range
 - Succession planning
2. Describe AHJ policies and procedures for staff selection
3. Describe staff selection and instructional responsibilities
 - Instructional requirements
 - Selection criteria and methods
 - Recruitment
 - Hiring practices
 - Interviewing
 - Contracts
 - Insurance
4. Describe how to assess the capabilities of instructional staff
5. Identify applicable employment laws
 - Fair Labor Standards Act (1938)
 - Fair Employment and Housing Act (1959)
 - Equal Pay Act (1963)
 - Civil Rights Act (1964)
 - Age Discrimination in Employment Act (1967)
 - Freedom of Information Act (1967)
 - Privacy Act (1979)
 - Americans with Disabilities Act (1990)
6. Correlate staff selection with agency and instructional goals
7. Use evaluation techniques for making staff selections
8. Use interview methods

Discussion Questions

1. What characteristics, qualities, and traits do you look for in your instructional staff?
2. How does diversity impact instructional staff selection?
3. What are some examples of using outside organizations to bolster your instructional staff/cadre?
4. What laws impact employment activities and processes?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 2-3

Topic 4-4: Formulating Budget Needs

Terminal Learning Objective

At the end of this topic a student, given training goals, AHJ budget policy, and current resources, will be able to formulate budget needs that identify and document the resources required to meet training goals

Enabling Learning Objectives

1. Describe AHJ budget policy
 - Identify basic budgeting concepts
 - Confirm purchasing specifications
 - Evaluate sole source budgeting issues
 - Identify operating budget (often referred to as expense budget or general fund budget)
 - Identify capital budget (may include equipment, buildings, vehicles, or individual items for the training such as simulators, props, software, and materials)
 - Program budget systems include expenditures that are allocated for specific activities such as training, new equipment, or upgrading personnel skills
2. Describe resource management
 - Personnel
 - Qualified instructors
 - AHJ assets coordinated with local community colleges
 - Evaluate replacement resources for consumable resources
3. Describe how to conduct a needs analysis
 - Budget process consist of essentially for steps: formulation, transmittal, approval, and management
4. Identify sources of instructional materials and equipment
5. Conduct a resource analysis
6. Complete required documentation
 - Evaluate funding allocation
 - Evaluate personnel reimbursement
 - Evaluate mandatory reporting of consumable finances
 - Evaluate reporting of program effectiveness to funding agencies

Discussion Questions

1. How does the training budget become established by administration and or operations?
2. How can regional assets or resources from local colleges or agencies be used to avoid duplication by reducing cost?
3. What are some responsibilities for proper documentation, especially considering state or federal reimbursement funding?

Application

1. Given training goals, curriculum, and current resources, have students work in groups to formulate budget needs.

Instructor Notes

1. None

CTS Guide Reference: CTS 2-5

Topic 4-5: Writing Equipment Purchasing Specifications

Terminal Learning Objective

At the end of this topic a student, given AHJ guidelines, training goals, and curriculum information, will be able to write equipment-purchasing specifications that support curriculum needs with the appropriate equipment.

Enabling Learning Objectives

1. Describe how to assess curriculum needs
2. Describe how to evaluate equipment and resources available for training delivery
3. Describe equipment purchasing procedures
 - A good purchase specification should encourage competitive bidding to multiple vendors
 - Description of item to be purchased
 - Quantity of item to be purchased
 - Physical specifications
 - Performance specifications
 - Minimum acceptable quality of item to be purchased
 - Documentation to be provided with the purchase
 - Services to be provided at delivery
 - Terms of acceptance
 - Terms of payment
 - Shipping information
 - Warranty information
4. Prepare procurement forms
5. Write specifications

Discussion Questions

1. How can you use a Joint Powers Authority (JPA) Agreement or an Interagency Training Agreement (ITA) to obtain needed equipment?
2. What are your agency's equipment procurement requirements?
3. Which regulatory compliance agencies should you consider before making an equipment purchase? Why?
4. What are the risks vs. gain associated with using vendor-supplied equipment during training?

Application

1. Given training goals, and curriculum information, have students work in groups to write an equipment-purchasing specification.

Instructor Notes

1. Consider discussing alternative funding, such as grants and training agreements.

CTS Guide Reference: CTS 2-6

Topic 4-6: Presenting Evaluation Findings, Conclusions, and Recommendations

Terminal Learning Objective

At the end of this topic a student, given data summaries and a target audience, will be able to present unbiased and supported evaluation findings, conclusions, and recommendations that reflect agency goals, policies, and procedures to AHJ administrators.

Enabling Learning Objectives

1. Describe how to conduct a statistical analysis
2. Describe AHJ goals
3. Describe how to validate findings, conclusions, and recommendations with agency goals, policies, and procedures
4. Describe strategies and process for making program evaluation presentations
5. Use presentation skills
6. Prepare reports following AHJ guidelines

Discussion Questions

1. What strategy worked best for you when making a recommendation?
2. How do you minimize bias in your findings, conclusions, and recommendations?

Application

1. Given a real training need from the student's agency or organization, have each student prepare a presentation to pitch a training program proposal to the class.
 - Students will develop their proposals outside of class time but deliver them as part of the course.
 - Students should prepare for 7 minutes of presentation and 3 minutes of questions (10 minutes total)
 - Students can use print materials, easel chart, electronic presentation software, etc.

Instructor Notes

1. You may need to split the class into two groups and use a skills evaluator for support during the application activity.

CTS Guide Reference: CTS 2-7

How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses the course plan as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer course and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

Course Details

The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

Required Resources

The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

Unit

Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

Topics

Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

Terminal Learning Objective

A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

Enabling Learning Objectives

The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master to complete the TLO.

Discussion Questions

The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

Application

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

Instructor Notes

The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

CTS Guide Reference

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

Skill Sheet

The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.

Fire and Emergency Services Instructor 3 (NFPA: Fire and Emergency Services Instructor III)

Certification Task Book (2019)



California Department of Forestry and Fire Protection
Office of the State Fire Marshal
State Fire Training

Overview

Authority

This certification task book includes the certification training standards set forth in the Fire and Emergency Services Instructor 3 Certification Training Standards Guide (2019) which is based on:

- NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019).

Published: **Month Year**

Published by: State Fire Training, PO Box 944246, Sacramento, CA 94244-2460
Cover photo courtesy of Andrew Murtagh, San Francisco Fire Department.

Purpose

The State Fire Training certification task book is a performance-based document that identifies the minimum requirements necessary to perform the duties of that certification. Completion of a certification task book verifies that the candidate has the required experience, holds the required position, and has demonstrated the job performance requirements to obtain that certification.

Assumptions

With the exception of the Fire Fighter and Emergency Vehicle Technician (EVT) certifications, a candidate may begin the task book initiation process upon completion of all required education components (courses).

Each job performance requirement (JPR) shall be evaluated after the candidate's fire chief, fire technology director, or academic dean initiates the task book.

If a candidate is employed by an accredited college rather than a fire agency, a fire technology director or dean is the equivalent position to fulfill any role assigned to a fire chief in this document.

An evaluator may verify satisfactory execution of a job performance requirement (JPR) through the following methods:

- First-hand observation
- Review of documentation that verifies prior satisfactory execution

State Fire Training task books do not count towards the NWCG task book limit. There is no limit

to the number of State Fire Training task books a candidate may pursue at one time if the candidate meets the initiation requirements of each.

It is the candidate's responsibility to routinely check the State Fire Training website for updates to an initiated task book. All State Fire Training issued updates to an initiated task book are required for task book completion.

A candidate must complete a task book within five years its initiation date. Otherwise, a candidate must initiate a new task book using the certification's current published version.

Roles and Responsibilities

Candidate

The candidate is the individual pursuing certification.

Initiation

The candidate shall:

1. Complete all Initiation Requirements.
 - Please print or type.
2. Obtain their fire chief's signature as approval to open the task book.
 - A candidate may not obtain evaluation signatures prior to the fire chief's initiation approval date.

Completion

The candidate shall:

1. Complete all Job Performance Requirements.
 - Ensure that an evaluator initials, signs, and dates each task to verify completion.
2. Complete all Completion Requirements.
3. Sign and date the candidate verification statement under **Review and Approval** with a handwritten signature.
4. Obtain their fire chief's handwritten (not stamped) signature on the fire chief verification section.
5. Create and retain a physical or high-resolution digital copy of the completed task book

Submission

The candidate shall:

1. Submit a copy (physical or digital) of the completed task book and any supporting documentation to State Fire Training.
 - See Submission and Review below.

A candidate should not submit a task book until they have completed all requirements and obtained all signatures. State Fire Training will reject and return an incomplete task book.

Evaluator

An evaluator is any individual who verifies that the candidate can satisfactorily execute a job performance requirement (JPR).

An evaluator may verify satisfactory execution through the following methods:

- First-hand observation
- Review of documentation that verifies prior satisfactory execution

A qualified evaluator is designated by the candidate's fire chief and holds an equivalent or higher-level certification. If no such evaluator is present, the fire chief shall designate an individual with more experience than the candidate and a demonstrated ability to execute the job performance requirements.

A task book evaluator may be, but is not required to be, a registered skills evaluator who oversees a State Fire Training certification exam.

A certification task book may have more than one evaluator.

All evaluators shall:

1. Complete a block on the **Signature Verification** page with a handwritten signature.
2. Review and understand the candidate's certification task book requirements and responsibilities.
3. Verify the candidate's successful completion of one or more job performance requirements through observation or review.
 - Do not evaluate any job performance requirement (JPR) until after the candidate's fire chief initiates the task book.
 - Sign all appropriate lines in the certification task book with a handwritten signature or approved digital signature (e.g. Docusign or Adobe Sign) to record demonstrated performance of tasks.

Fire Chief

The fire chief is the individual who initiates (when applicable) and then reviews and confirms the completion of a candidate's certification task book.

A fire chief may identify an authorized designee already on file with State Fire Training to fulfill any task book responsibilities assigned to the fire chief. (See *State Fire Training Procedures Manual*, 4.2.2: Authorized Signatories.)

Initiation

The fire chief shall:

1. Review and understand the candidate's certification task book requirements and responsibilities.
2. Verify that the candidate has met all **Initiation Requirements** prior to initiating the candidate's task book.

3. Open the candidate's task book by signing the **Fire Chief Approval** verification statement with a handwritten (not stamped) signature.
4. Designate qualified evaluators.

Completion

The fire chief shall:

1. Confirm that the candidate has obtained the appropriate signatures to verify successful completion of each job performance requirement.
 - Ensure that all **Job Performance Requirements** were evaluated after the initiation date.
2. Confirm that the candidate meets the **Completion Requirements**.
3. Sign and date the Fire Chief verification statement under **Review and Approval** with a handwritten signature.
 - If signing as an authorized designee, verify that your signature is on file with State Fire Training.

Submission and Review

A candidate should not submit a task book until they have completed all requirements and obtained all signatures. State Fire Training will reject and return an incomplete task book.

To submit a completed task book, please send the following items to the address below:

- A copy of the completed task book (candidate may retain the original)
- All supporting documentation
- Payment

State Fire Training

Attn: Certification

PO Box 944246

Sacramento, CA 94244-2460

State Fire Training reviews all submitted task books.

- If the task book is complete, State Fire Training will authorize the task book and retain a digital copy of the authorized task book in the candidate's State Fire Training file.
- If the task book is incomplete, State Fire Training will return the task book with a notification indicating what needs to be completed prior to resubmission.

Completion of this certification task book is one step in the certification process. Please refer to the *State Fire Training Procedures Manual* for the complete list of qualifications required for certification.

Initiation Requirements

The following requirements must be completed prior to initiating this task book.

Candidate Information

Name: _____

SFT ID Number: _____

Fire Agency: _____

Prerequisites

The candidate has completed one of the following prerequisites.

- OSFM Fire and Emergency Services Instructor 2 certification
- OSFM Instructor II certification

Include documentation to verify course completion requirements when you submit your task book unless verification is already documented in your SFT User Portal.

Education

The candidate has completed the following course(s).

- Instructor 3: Instructional Program Management (2012) **or** (2019)

Include documentation to verify course completion requirements when you submit your task book unless verification is already documented in your SFT User Portal.

Fire Chief Approval

Candidate's Fire Chief (please print): _____

I, the undersigned, am the person authorized to verify the candidate's task book initiation requirements and to initiate State Fire Training task books. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements to open the task book documented herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection.

Signature: _____ Date: _____

Signature Verification

The following individuals have the authority to verify portions of this certification task book using the signature recorded below.

Please print except for the Signature line where a handwritten signature is required.
Add additional signature pages as needed.

Name: _____
Job Title: _____
Organization: _____
Signature: _____

Name: _____
Job Title: _____
Organization: _____
Signature: _____

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Job Title: _____
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Organization: _____
Signature: _____

Name: _____
Job Title: _____
Organization: _____
Signature: _____

Name: _____
Job Title: _____
Organization: _____
Signature: _____

Job Performance Requirements

The candidate must complete each job performance requirement (JPR) in accordance with the standards of the authority having jurisdiction (AHJ) or the National Fire Protection Association (NFPA), whichever is more restrictive.

When California requirements exceed or require revision to the NFPA standard, the corresponding Office of the State Fire Marshal-approved (OSFM) additions or revisions appear in *italics*.

All JPRs must be completed within a California fire agency or State Fire Training Accredited Regional Training Program (ARTP).

For JPRs that are not part of a candidate's regular work assignment or are a rare event, the evaluator may develop a scenario or interview that supports the required task and evaluate the candidate to the stated standard.

Each JPR shall be evaluated after the candidate's fire chief initiates the task book.

Program Management

1. Administer a training record system, given AHJ policy and type of training activity to be document, so that the information captured is concise, meets all AHJ and legal requirements can be accessed. (NFPA 6.2.2) (CTS 2-1)

Evaluator Signature: _____ Date Verified: _____

2. Develop recommendations for policies to support the training program, given AHJ policies and procedures and the training program goals, so that the goals are achieved. (NFPA 6.2.3) (CTS 2-2)

Evaluator Signature: _____ Date Verified: _____

3. Select instructional staff, given personnel qualifications, instructional requirements, and AHJ policies and procedures, so that staff selection meets AHJ policies and achieves AHJ and instructional goals. (NFPA 6.2.4) (CTS 2-3)

Evaluator Signature: _____ Date Verified: _____

4. Construct a performance-based instructor evaluation plan, given AHJ policies and procedures and job requirements, so that instructors are evaluated at regular intervals following AHJ policies. (NFPA 6.2.5) (CTS 2-4)

Evaluator Signature: _____ Date Verified: _____

5. Formulate budget needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified and documented. (NFPA 6.2.6) (CTS 2-5)

Evaluator Signature: _____ Date Verified: _____

6. Write equipment-purchasing specifications, given curriculum information, training goals, and AHJ guidelines, so that the equipment is appropriate and supports the curriculum. (NFPA 6.2.7) (CTS 2-6)

Evaluator Signature: _____ Date Verified: _____

7. Present evaluation findings, conclusions, and recommendations to AHJ administrator, given data summaries and target audience, so that recommendations are unbiased, supported, and reflect AHJ goals, policies, and procedures. (NFPA 6.2.8) (CTS 2-7)

Evaluator Signature: _____ Date Verified: _____

Instructional Development

8. Conduct an AHJ needs analysis, given AHJ goals, so that instructional needs are identified and solutions are recommended. (NFPA 6.3.2) (CTS 3-1)

Evaluator Signature: _____ Date Verified: _____

9. Design programs or curricula, given needs analysis and AHJ policies, so that the goals are supported, learner characteristics are identified, audience-based instructional methodologies are utilized, and the program meets time and budget constraints. (NFPA 6.3.3) (CTS 3-2)

Evaluator Signature: _____ Date Verified: _____

10. Write program and course outcomes, given needs analysis information, so that the outcomes are clear, concise, measurable, and correlate with AHJ goals. (NFPA 6.3.4) (CTS 3-3)

Evaluator Signature: _____ Date Verified: _____

11. Write course objectives, given course outcomes, so that objectives are clear, concise, measurable, and reflect specific tasks. (NFPA 6.3.5) (CTS 3-4)

Evaluator Signature: _____ Date Verified: _____

12. Construct a course content outline, given course objectives and reference sources, so that the content outline supports course objectives. (NFPA 6.3.6) (CTS 3-5)

Evaluator Signature: _____ Date Verified: _____

Evaluation and Testing

13. Develop a system for the acquisition, storage, and dissemination of evaluation results, given AHJ goals and policies, so that the goals are supported and those affected by the information receive feedback consistent with AHJ policies and federal, state, and local laws. (NFPA 6.5.2) (CTS 4-1)

Evaluator Signature: _____ Date Verified: _____

14. Develop a course evaluation plan, given course objectives and AHJ policies, so that objectives are measured and AHJ policies are followed. (NFPA 6.5.3) (CTS 4-2)

Evaluator Signature: _____ Date Verified: _____

15. Develop a program evaluation plan, given AHJ policies and procedures, so that instructors, course components, program goals, and facilities are evaluated, student input is obtained, and needed improvements are identified. (NFPA 6.5.4) (CTS 4-3)

Evaluator Signature: _____ Date Verified: _____

16. Analyze student evaluation instruments, given test data, objectives, and AHJ policies, so that validity and reliability are determined and necessary changes are made. (NFPA 6.5.5) (CTS 4-4)

Evaluator Signature: _____ Date Verified: _____

Completion Requirements

The following requirements must be completed prior to submitting this task book.

Experience

The candidate meets the following experience requirements.

- Have a minimum of two years' full-time or four years' volunteer or part-time paid experience managing a training program, including developing comprehensive training curricula and programs for use by single or multiple organizations, conducting organization needs analysis, designing record-keeping and scheduling systems, budgeting, and developing training goals and implementation strategies, in one of the following settings:
 - A recognized California fire agency
 - A State Fire Training Accredited Regional Training Program (ARTP)

Agency	Experience	Start Date	End Date

Position

The candidate meets the position qualifications for this level of certification. The position requirement is met when the applicant fulfills the role of the specific duties as defined by the fire chief.

Supporting Documentation

State Fire Training confirms that there are no supporting documentation requirements for this job function certification.

Updates

The candidate has completed and enclosed all updates to this certification task book released by State Fire Training since its initial publication.

Number of enclosed updates: _____

Completion Timeframe

The candidate has completed all requirements documented in this certification task book within five years of its initiation date.

Initiation Date (see Fire Chief signature under **Initiation Requirements**): _____

Review and Approval

Candidate

Candidate (please print): _____

I, the undersigned, am the person applying for certification. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements documented herein is true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection or revocation.

Signature: _____ Date: _____

Fire Chief

Candidate's Fire Chief (please print): _____

I, the undersigned, am the person authorized to verify the candidate's qualifications for certification. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements documented herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection.

Signature: _____ Date: _____

Task Book Update 2021-1

Justification

In 2021, State Fire Training updated the Instructor 1 certification to align with NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019).

This Task Book Update applies to the following task book:

- Instructor 3 Certification Task Book (2012)

Revision/Update

1. NFPA made minor language revisions to the text that does not impact job performance requirement (JPR) intent.
 - No updates required.
2. NPFA added a new standard for formulating budget needs.
 - New JPR signoff required.

Additional Requirements

Program Management

1. Formulate budget needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified and documented. (NFPA 6.2.6) (CTS 2-5 in the 2019 update)

Evaluator Signature: _____ Date Verified: _____

Fire Chief

Candidate's Fire Chief (please print): _____

I, the undersigned, am the person authorized to verify the candidate's qualifications for certification. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements documented herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection.

Signature: _____ Date: _____

6.7.12: INSTRUCTOR SERIES INSTRUCTOR

6.7.12.1: Eligible Courses

Table 6.7.12.1: Instructor Series Eligible Courses

CFSTES Courses	FSTEP Courses
<ul style="list-style-type: none"> • Instructor 1: Instructional Methodology • Instructor 2: Instructional Development • Instructor 3: Instructional Program Management 	<ul style="list-style-type: none"> • Ethical Leadership for Instructors

6.7.12.2: General Qualifications

- A. A Registered Primary Instructor for a California Fire Service Training and Education System (CFSTES) or Fire Service Training and Education Program (FSTEP) Fire Instructor course shall meet the qualifications required of all State Fire Training (SFT) Registered Primary Instructors.
1. See **6.2.1: Qualifications**.

6.7.12.3: Instructor Requirements

- A. Instructor 1 or Instructor 2
1. A Registered Primary Instructor for Instructor 1 or Instructor 2 must have attended and passed all the following:
 - i. Techniques of Evaluations
 - ii. Group Dynamics and Problem Solving
 - iii. Employing Audiovisual Aids Employing Audio
- B. Instructor 3
1. A Registered Primary Instructor for Instructor 3 must have attended and passed:
 - i. Instructor 3: Instructional Program Management
 - ii. Techniques of Evaluations
 - iii. Group Dynamics and Problem Solving
 - iv. Employing Audiovisual Aids Employing Audio
- C. Ethical Leadership for Instructors
1. A Registered Primary Instructor for Ethical Leadership for Instructors must have attended and passed:
 - i. Techniques of Evaluations
 - ii. Group Dynamics and Problem Solving
 - iii. Employing Audiovisual Aids

2. An SFT staff member or SFT-approved Ethical Leadership Primary Instructor must evaluate a Primary Instructor candidate during his or her first delivery of Ethical Leadership for Instructors.

6.7.12.4: Teaching Experience

- A. A Registered Primary Instructor for the CFSTES Instructor courses shall have taught a minimum of 160 hours within a fire service related program.
- B. A Registered Primary Instructor for an FSTEP course shall have taught a minimum of 80 hours within a fire service related program.

6.7.12.5: Professional Experience

- A. A Registered Primary Instructor for a CFSTES or FSTEP Instructor course shall meet the professional experience qualifications listed below.
 1. Performing in an "acting" capacity does not qualify.

Table 6.7.12.5(A): Instructor Series Professional Experience for CFSTES Courses

CFSTES Courses	Experience
<ul style="list-style-type: none"> • Instructor 1 • Instructor 2 	<ul style="list-style-type: none"> • Have a minimum of three years' teaching experience within a California fire agency
<ul style="list-style-type: none"> • Instructor 3 	<ul style="list-style-type: none"> • Have a minimum of three years' experience in a training program management position within a California fire agency

Table 6.7.12.5(B): Instructor Series Professional Experience for FSTEP Courses

FSTEP Courses	Experience
<ul style="list-style-type: none"> • Ethical Leadership for Instructors 	<p>All required:</p> <ul style="list-style-type: none"> • Have a minimum of five years' full-time paid experience in a recognized fire agency in California as a Fire Fighter • Held the rank of Company Officer or higher for a minimum of two years • Have a minimum of five years' experience as an SFT Registered Instructor in good standing • Taught a minimum of three CFSTES courses within the last five years or taught a minimum combination of 120 hours of SFT or community college courses within the last five years

7.7: FIRE AND EMERGENCY SERVICES INSTRUCTOR

7.7.1: FIRE AND EMERGENCY SERVICES INSTRUCTOR 1

7.7.1.1: Overview

- A. The Fire and Emergency Services Instructor 1 certification provides the knowledge and skills needed for an entry-level Instructor to deliver instruction from a prepared lesson plan utilizing instruction aids and evaluation instruments, adapt a lesson plan, and complete reporting requirements to the local jurisdiction.
- B. Instructor I certification replaced Training Instructor I Certification, which retired on December 31, 2017.

7.7.1.2: History

- A. Established
 - May 22, 2014
- B. Revised
 - Fall 2021
 - Minor language revisions to align with NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Certification title changed from “Instructor I” to “Fire and Emergency Services Instructor 1”
 - One OSFM JPR added to address hybrid and distance learning

7.7.1.3: Prerequisites

- A. Not applicable

7.7.1.4: Education

- A. Instructor 1: Instructional Methodology (2019) **or** (2012)

7.7.1.5: Certification Exam

- A. Not applicable

7.7.1.6: Certification Task Book

- A. Fire and Emergency Services Instructor 1 Certification Task Book (2019) **or** Instructor I Certification Task Book (2012) with all applicable Task Book Updates.

7.7.1.7: Experience

- A. Fire Service (one of the following three options)
 - 1. Have a minimum of one year full-time paid experience in a recognized fire agency in California
 - 2. Have a minimum of two years' volunteer or part-time paid experience in a recognized fire agency in California
 - 3. Have a combination of full-time paid and volunteer or part-time paid experience equal to one year full-time paid experience in a recognized fire agency in California
 - i. Part-time paid or volunteer to full-time paid ratio is 2:1 (for example, two months part-time paid or volunteer = one month full-time paid)
- B. Teaching
 - 1. Have a minimum of 40 hours' teaching experience within a fire service related program (with feedback)
 - i. Teaching must be related to fire or emergency medical services and delivered in a formal classroom or drill ground environment.
 - ii. Document all teaching experience in the Fire and Emergency Services Instructor 1 Certification Task Book (2019).
 - iii. SFT will not accept any teaching/training experience completed prior to completion of all certification educational requirements.

7.7.1.8: Position

- A. Not Applicable

7.7.1.9: Application

- A. See **7.2.4: Application Process – With a Certification Task Book.**
- B. Supporting Documentation
 - 1. Copies of course completion certificates from State Fire Training (SFT) for each educational requirement

7.7.1.10: Maintenance

- A. Not applicable

7.7.2: FIRE AND EMERGENCY SERVICES INSTRUCTOR 2

7.7.2.1: Overview

- A. The Fire and Emergency Services Instructor 2 certification provides the knowledge and skills utilized by intermediate-level Instructors to develop lesson plans and evaluation instruments, teach and deliver instruction, evaluate and coach other instructors, analyze resources, and formulate a program budget.
- B. Instructor II certification replaced Fire Instructor II certification, which retired on December 31, 2016.

7.7.2.2: History

- A. Established
 - May 22, 2014
- B. Revised
 - Fall 2021
 - Minor language revisions to align with NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Certification title changed from “Instructor II” to “Fire and Emergency Services Instructor 2”

7.7.2.3: Prerequisites

- A. One of the following Office of the State Fire Marshal (OSFM) certifications:
 - Instructor I
 - Fire and Emergency Services Instructor 1

7.7.2.4: Education

- A. Instructor 2: Instructional Development (2012) **or** (2019)

7.7.2.5: Certification Exam

- A. Not applicable

7.7.2.6: Certification Task Book

- A. Fire and Emergency Services Instructor 2 Certification Task Book (2019)

7.7.2.7: Experience

- A. Fire Service (one of the following three options)
 - 1. Have a minimum of one years' full-time paid experience in a recognized fire agency in California
 - 2. Have a minimum of two years' volunteer or part-time paid experience in a recognized fire agency in California
 - 3. Have a combination of full-time paid and volunteer or part-time paid experience equal to one year full-time paid experience in a recognized fire agency in California
 - i. Part-time paid or volunteer to full-time paid ratio is 2:1 (for example, two months part-time paid or volunteer = one month full-time paid)
- B. Teaching
 - 1. Have an additional 40 hours teaching/training experience beyond the Fire and Emergency Services Instructor 1 certification requirement (for a total of 80 hours) within a fire service related program
 - i. Teaching must be related to fire or emergency medical services and delivered in a formal classroom or drill ground environment.
 - ii. Document all teaching experience in the Fire and Emergency Services Instructor 2 Certification Task Book.
 - iii. SFT will not accept any teaching/training experience completed prior to completion of all certification educational requirements.

7.7.2.8: Position

- A. Not applicable

7.7.2.9: Application

- A. See **7.2.4: Application Process – With a Certification Task Book.**
- B. Supporting Documentation
 - 1. A copy of OSFM Fire and Emergency Services Instructor 1, Instructor I, Training Instructor I, or Fire Instructor I certificate
 - 2. Copies of course completion certificates from State Fire Training (SFT) for each educational requirement

7.7.2.10: Maintenance

- A. Not applicable

7.7.3: FIRE AND EMERGENCY SERVICES INSTRUCTOR 3

7.7.3.1: Overview

- A. Fire and Emergency Services Instructor 3 certification is designed for candidates assigned to run a fire agency training program. Participants develop the knowledge and ability to build comprehensive training curricula and programs for use by single or multiple organizations, conduct organizational needs analysis, and develop training goals and implementation strategies.
- B. Instructor III certification replaced Fire Instructor III certification, which retired on December 31, 2016.

7.7.3.2: History

- A. Established
 - November 20, 2014
- B. Revised
 - Fall 2021
 - Minor language revisions to align with NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
 - Certification title changed from “Instructor III” to “Fire and Emergency Services Instructor 3”
 - One NFPA JPR added to address formulating budget needs

7.7.3.3: Prerequisites

- A. One of the following Office of the State Fire Marshal (OSFM) certifications:
 - Instructor II
 - Fire and Emergency Services Instructor 2

7.7.3.4: Education

- A. Instructor 3: Instructional Program Management (2012 **or** 2019)

7.7.3.5: Certification Exam

- A. Not applicable

7.7.3.6: Certification Task Book

- A. Fire and Emergency Services Instructor 3 Certification Task Book (2019) or Instructor III Certification Task Book (2012) with all applicable Task Book Updates.

7.7.3.7: Experience

- A. Fire Service (one of the following three options)
 - 1. Have a minimum of two years' full-time paid experience in a recognized fire agency in California or an SFT Accredited Regional Training Program (ARTP)
 - 2. Have a minimum of four years' volunteer or part-time paid experience in a recognized fire agency in California or an SFT Accredited Regional Training Program (ARTP)
 - 3. Have a combination of full-time paid and volunteer or part-time paid experience equal to two years' full-time paid experience in a recognized fire agency in California or an SFT Accredited Regional Training Program (ARTP)
 - i. Part-time paid or volunteer to full-time paid ratio is 2:1 (for example, two months part-time paid or volunteer = one month full-time paid)

7.7.3.8: Position

- A. Not applicable

7.7.3.9: Application

- A. See **7.2.4: Application Process – With a Certification Task Book**.
- B. Supporting Documentation
 - 1. Copies of course completion certificates from State Fire Training (SFT) for each educational requirement

7.7.3.10: Maintenance

- A. Not applicable