



**DEPARTMENT OF FORESTRY AND FIRE PROTECTION
OFFICE OF THE STATE FIRE MARSHAL
STATE FIRE TRAINING**

P.O. Box 944246
SACRAMENTO, CA 94244-2460
(916) 902-9738
Website: www.fire.ca.gov



Date: October 9, 2026

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

From: Caryn Petty, Cadre Lead, Deputy State Fire Marshal III (Specialist), SFT, OSFM
Katy Luetke Porter, Deputy State Fire Marshal
Allison L. Shaw, Editor, Sacramento State

SUBJECT/AGENDA ACTION ITEM:

Fire and Emergency Services Instructor (2025)

Recommended Actions:

First read of the updated Fire and Emergency Services Instructor (2025) curriculum.

Background Information:

SFT updated the Fire and Emergency Services Instructor (2025) curriculum in alignment with National Fire Protection Association NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025). This curriculum was developed to ensure that instructors and training program managers to perform their duties safely, effectively, and competently in California fire agencies and Accredited Regional Training Programs.

Analysis/Summary of Issue:

Fire and Emergency Services Instructor (2025) Curriculum Launch

SFT will release the Fire and Emergency Services Instructor (2025) curriculum on April 1, 2027.

Retirement of Fire and Emergency Services Instructor (2019) Curriculum

Effective March 31, 2028, SFT will retire Fire and Emergency Services Instructor (2019). On April 1, 2028, SFT will remove the curriculum from the SFT course catalog, and it will no longer be available.

Candidates pursuing Fire and Emergency Services Instructor certification using a 2019 task book must complete and submit their Certification Task Book (2019) postmarked on or before March 31, 2028.

Candidates who do not meet this deadline will be required to meet the Fire and Emergency Services Instructor (2025) certification requirements using the applicable (2025) Certification Task Book.

Fire and Emergency Services Instructor 1 (FESI 1)

FESI 1 CTS Guide

- Updated to current template.
- NFPA moved the content from NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019) to NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025).
- NFPA added the following standards in the transition from 1041 (2019) to 1020 (2025):
 - 4.5.3: Inspect the Training Prop and Associated Equipment
 - 4.5.7: Safeguarding Participants During Training Evolutions
- NFPA removed the following standards in the transition from 1041 (2019) to 1020 (2025):
 - 4.4.4: Adjusting Presentations for Changing Circumstances (the content was merged into the new 4.5.4: Presenting and Adjusting Lessons)
 - 4.4.7: Utilizing Audiovisual Materials (the content appears to be merged into the new 4.5.6: Operating Instructional Technology Tools and Demonstration Devices)
- NFPA renumbered, updated, or modified all other standards in ways that do not significantly impact teaching or performance requirements.

Instructor 1 Course Plan

- Updated to current template.
- Added new AI use statement under Standard in Course Details section.
- Reduced Maximum Class Size from 32 to 30:
 - This aligns with the new class size for SFT's Ethics course
 - Instructors need more time to address new JPRs and distance/hybrid learning content
- Changed Instructor Level to: SFT Instructor 1 Registered Instructor
- Changed Instructor/Student Ratio from 1:32 to 1:30 for lecture and 1:16 to 1:15 for Application activities to give students more application time without changing the 40-hour course time.
- Selected Jones & Bartlett as the only course textbook to streamline exam question development.
- Added new Topic 3-2: Inspecting Training Props and Associated Equipment to align with NFPA paragraph 4.5.3.

- Added new Topic 3-6: Safeguarding Participants During Training Evolutions to align with NFPA paragraph 4.5.7.
- Merged Topic 3-3: Adjusting Presentations for Changing Circumstances (2019) into Topic 3-2: Presenting and Adjusting Lessons (2025) to mirror NFPA change.
- Merged Topic 3-6: Utilizing Audiovisual Materials (2019) into Topic 3-5: Operating Instructional Technology Tools and Demonstration Devices (2025) to mirror NFPA change.
- Added Activity 1-3: Qualities of Great Instructors to Topic 1-3.
- Added Activity 2-1: Building Strong Preparation Statements to Topic 2-1.
- Removed Activities 2-1a: Reviewing and Adapting a Cognitive Lesson Plan and 2-1b: Reviewing and Adapting a Psychomotor Lesson Plan because the main concepts were already covered in Activities 2-2a and 2-2b

FESI 1 Skill Sheets

- Skill Sheet 2-3: Schedule an Instructional Session
 - Removed performance measures (schedule with supervisor, follow up with facility on booking) that were not backed by a requisite skill.
 - Reworded remaining measures as checkable items on the schedule document itself.
 - Reduced Methodology Type from Process & Product to Product only.
- Skill Sheet 2-4: Complete Training Records & Reports
 - Added as a new skill sheet, using record/report completion content moved from Skill Sheet 5-3.
 - Removed performance measures (submit/forward reports, confirm receipt of reports, ensure confidentiality). These non-required steps cannot be reliably observed or verified at a skills-test station.
- Skill Sheet 3-2: Analyze, Adapt, and Assemble a Lesson Plan
 - Added two new performance measures (verbal resource request to a supervisor, written resource request form) to cover a requisite skill from JPR 4.3.3 that was previously untested.
 - Added the standalone "NOTE:" directly into the performance measure language.
- Skill Sheet 4-1: Organizing the Learning Environment
 - Removed performance measures (obtain/organize materials, adapt materials if necessary) that were not backed by a requisite skill.
 - Moved AV-equipment cleanliness/maintenance measures to Skill Sheets 4-3A/4-3B to avoid testing the same skill on two sheets.
 - Split the lighting/distractions/climate/noise/seating/safety content from one measure with 8 sub-items into 8 separate top-level measures.
 - Added the standalone "NOTE:" directly into the performance measure language.
- Skill Sheet 4-2: Inspect Training Prop and Equipment
 - Added as a new skill sheet to align with NFPA 1020 (2025) JPR 4.5.3.
- Skill Sheet 4-3A: Deliver a Prepared Cognitive Lesson
 - Renamed from Skill Sheet 4-2A to reflect renumbered NFPA JPRs.

- Removed conditional disruptive-behavior measures. This skill is now tested exclusively on Skill Sheet 4-3B, where it is guaranteed to occur via a staged disruptive participant.
 - Added a post-lesson equipment cleaning/maintenance measure.
- Skill Sheet 4-3B: Deliver a Prepared Psychomotor Lesson
 - Renamed from Skill Sheet 4-2B to reflect renumbered NFPA JPRs.
 - Changed disruptive-behavior correction from conditional ("if applicable") to guaranteed, listed explicitly in Candidate Directions.
 - Added a post-lesson equipment cleaning/maintenance measure.
- Skill Sheet 4-6: Monitor Training Participants
 - Added as a new skill sheet to align with NFPA 1020 (2025) JPR 4.5.7.
- Skill Sheet 5-4: Report Test Results and Provide Feedback
 - Rebuilt using test-reporting content folded in from Skill Sheet 5-3.
 - Added an explicit performance-measurement step ("measure the student's performance against the applicable evaluation criteria") to cover a requisite skill from JPR 4.6.5 that was previously untested.
 - Reduced Methodology Type from Psychomotor & Product to Psychomotor only.
- Skill Sheet 5-5: Provide Student-Instructor Lesson Feedback
 - Removed performance measures (speak in a clear, articulated voice; coach students on how to improve) that were not backed by this JPR's three requisite skills.

Note: Skill Sheet 5-3 (Report Test Results and Training Records) was eliminated as a standalone sheet; its content is reflected above under 2-4 and 5-4.

FESI 1 Task Book

- Updated to current template.
- SFT added the following standards to align with NFPA 1020 (2025):
 - 4.5.3: Inspect the Training Prop and Associated Equipment
 - 4.5.7: Safeguarding Participants During Training Evolutions
- SFT removed the following standards to align with NFPA 1020 (2025):
 - 4.4.4: Adjusting Presentations for Changing Circumstances
 - 4.4.7: Utilizing Audiovisual Materials

Fire and Emergency Services Instructor 2 (FESI 2)

FESI 2 CTS Guide

- Updated to current template.
- NFPA moved the content from NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019) to NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025).
- NFPA added the following standards in the transition from 1041 (2019) to 1020 (2025):
 - 5.4.4: Evaluating the Suitability of Training Props and Equipment

- NFPA removed the following standards in the transition from 1041 (2019) to 1020 (2025):
 - 5.3.3: Modifying Lesson Plans
- NFPA renumbered, updated, or modified other standards in ways that do not significantly impact teaching or performance requirements.

Instructor 2 Course Plan

- Updated to current template
- Updated Prerequisites:
 - 2019: Instructor 1: Instructional Methodology (2012) or (2019)
 - 2025:
 - Required: Instructor 1: Instructional Methodology (2019 or newer) **or** Fire and Emergency Services Instructor 1 certification
 - Recommended: Introduction to the Incident Command System (IS-100.C / FEMA) or National Incident Management System (IS-700.B / FEMA)
- Added new AI use statement under Standard in Course Details section.
- Changed time distribution from 12.25 lecture, 25.75 activities, and 2.0 testing to 13.5 lecture, 24 activities, and 2.5 testing.
- Reduced Maximum Class Size from 32 to 30:
 - This aligns with the new class size for SFT's Ethics course
 - Instructors need more time to address new JPRs and distance/hybrid learning content
- Changed Instructor Level to: SFT Instructor 2 Registered Instructor
- Changed Instructor/Student Ratio from 1:32 to 1:30 for lecture and 1:16 to 1:15 for Application activities to give students more application time without changing the 40-hour course time.
- Selected Jones & Bartlett as the only course textbook to streamline exam question development.
- Merged concepts from Topic 2-2: Modifying Lesson Plans into Topic 2-1: Creating Lesson Plans to adapt to NFPA change.
- Added Topic 3-2: Evaluating the Suitability of Training Props and Equipment to support NFPA change.
- Removed Activity 4-1c: Constructing Test Items. This spreadsheet is no longer being used and it is easier to explain the process. Changed to a discussion question.
- Added Activity 5-5c: Practicing Active Listening.

FESI 2 Skill Sheets

- Skill Sheet 2-1: Assigning Instructional Sessions
 - Removed performance measures (assess scheduling factors, coordinate training, publish the schedule, revise the schedule as needed) that were not backed by a requisite skill.
 - Added a verbalize-reasoning instruction to Candidate Directions to support the Process methodology.

- Skill Sheet 2-3: Perform a Needs Analysis for Training Resources
 - Removed the "submit completed forms to supervisor" measure and merged it into completing the acquisition records.
 - Merged budget process review and timeline creation into one measure.
 - Added a new measure ("prepare supporting documentation for the training resource recommendation") to cover a requisite skill that was previously untested.
 - Rewrote Candidate Directions to specify the given inputs (AHJ strategic/training plan document, resource inventory, budget policy).
- Skill Sheet 2-4: Maintain and Secure Accurate Training Records
 - Removed the "document certification results of students (if applicable)" measure. It was not required by the JPR, and it was conditional, not guaranteed to occur.
 - Changed "ensure confidential information is secured" and "ensure records are retained" to "explain how..." versions. Previously, the steps could not be observed directly at a skills-test station.
 - Changed Methodology Type from Product only to Product & Process.
- Skill Sheet 2-5: Evaluate an Instructor
 - Merged "document evaluation records per AHJ policy" into the evaluation form measure rather than keeping it standalone.
 - Added A-item citations to the Standard field for the policy/method-identification measures.
 - Expanded Candidate Directions to specify the prepared evaluation form and prepared lesson being evaluated.
- Skill Sheet 3-1: Create a Lesson Plan
 - Removed "choose an appropriate lesson plan template" and "determine the topic of the lesson" as standalone measures, moved them into Candidate Directions as given conditions.
 - Merged "list resources" into a combined research-and-resources measure.
 - Merged "determine the level of instruction" into the Terminal/Enabling Learning Objectives measure.
 - Added the lesson-plan-template NOTE directly into Candidate Directions.
- Skill Sheet 4-1: Conduct a Class
 - Renamed from "Conduct a Class and Instructional Sessions".
 - Restructured the single 18-item "teach a class" measure into five measures organized by instructional step (Preparation, Presentation, Check for Understanding, Evaluation/Closure).
 - Removed sub-items for the next-lesson preview, post-lesson follow-up items, and course records/reports. Course records/reports are already tested on Skill Sheet 2-4.
 - Added new measures ("apply student-centered learning techniques," "evaluate the effectiveness of technology tools and adjust as needed") to cover a requisite skill that was previously untested.
 - Changed assessment administration in Candidate Directions from conditional ("if applicable") to a required part of the lesson.
- Skill Sheet 4-2: Supervise a High-Hazard Training Evolution

- Renamed from “Supervising Training Activities”.
 - Removed the "describe procedures used to supervise" and "describe how resources will be utilized" measures. Replaced with a measure requiring the candidate to actually conduct a safety/IMS briefing, a live, observable action rather than a description.
 - Removed the "document that all training goals and learning objectives were accomplished" measure, not backed by a requisite skill.
 - Moved the specialized-training-scenario and Incident Action Plan conditions into Candidate Directions as explicit given conditions.
- Skill Sheet 4-3: Evaluate the Suitability of a Training Prop & Associated Equipment
 - Added as a new skill sheet to align with NFPA 1020 (2025) JPR 5.4.4.
- Skill Sheet 5-1A: Develop a Cognitive Test Evaluation Instrument
 - Removed "review departmental policy" (Requisite Knowledge, not a skill) and "ensure test usability, validity, and reliability" as standalone measures. Usability, validity, and reliability were merged into the test-item-creation measure as qualities of the item itself.
 - Merged "determine purpose/type" and "determine level of learning" into one measure.
 - Added a new measure ("assemble the constructed item(s) into a complete evaluation instrument") to cover a requisite skill that was previously untested.
- Skill Sheet 5-1B: Develop a Performance Skills Evaluation Instrument
 - Removed "review department policy" (Requisite Knowledge, not a skill).
 - Merged "identify skills to be evaluated," "reference learning objectives," and "list tasks to be performed" into two measures.
- Skill Sheet 5-2: Develop a Class Evaluation Instrument
 - Restructured the single class-evaluation-form measure (with 6 feedback-category sub-items) into 5 separate top-level measures, one per feedback category.
 - Removed "review department policy" (Requisite Knowledge, not a skill).
 - Removed "instructor performance" as a feedback category, not called for by this JPR's outcome.
 - Removed "ensure clear/grammatical wording" and "determine an appropriate review method". Neither is backed by a requisite skill, and word quality is a subjective judgment rather than a distinct testable step.

Rewrote Candidate Directions to explicitly list the 5 required feedback categories.

Training Program Manager (FESI 3)

FESI 3 CTS Guide

- Updated to current template.
- NFPA moved the content from NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019) to NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025).

- Changed certification title from Fire and Emergency Services Instructor 3 to Instructional Program Manager. There are no instructional activities at this level. It is a management activity.

Instructor 3 Course Plan

- Updated to current template
- Updated Prerequisites:
 - 2019: Instructor 2: Instructional Development (2012) or (2019)
 - 2025:
 - Required: Instructor 1: Instructional Methodology (2019 or newer) **or** Fire and Emergency Services Instructor 1 certification
 - Recommended: Instructor 2: Instructional Development (2019 or newer) **or** Fire and Emergency Services Instructor 2 certification
- Added new AI use statement under Standard in Course Details section.
- Changed time distribution from 23.25 lecture, 12.75 activities, and 4.0 testing to 13.0 lecture, 8.75 activities, and 2.25 testing.
- Reduced Maximum Class Size from 24 to 30
- Changed Instructor Level to: SFT Training Program Management Registered Instructor
- Changed Instructor/Student Ratio from 1:32 to 1:30 for lecture and 1:16 to 1:15 for Application activities to give students more application time without changing the 40-hour course time.
- Selected Jones & Bartlett as the only course textbook to streamline exam question development.

FESI 3 Task Book

- Updated to current template.
- Updated Experience requirement
 - 2022: 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)
 - 2025: A minimum of one (1) year's full-time or two (2) years' part-time paid or volunteer experience in a recognized California fire agency in training program management

Instructor Requirements

Fire and Emergency Services Instructor (2025) Instructor Registration – April 1, 2027

Instructors for the Fire and Emergency Services Instructor (2025) curriculum must meet the SFT requirements for Registered Instructor. Instructors must have appropriate education and practical experience relating to the specific course content.

Fire and Emergency Services Instructor (2019) Instructors

SFT Registered Instructors authorized to teach any CFSTES Fire and Emergency Services Instructor (2019) course are encouraged to attend the appropriate 2025 course and must complete the Fire and Emergency Services Instructor (2025) Instructor Update in the SFT user portal to obtain authorization to teach the corresponding 2024 course.

- Instructor 1 (2019) Registered Instructors may teach Instructor 1 (2025)
- Instructor 2 (2019) Registered Instructors may teach Instructor 2 (2025)
- Instructor 3 (2019) Registered Instructors may teach Instructor 3 (2025)

In Process Instructor Candidates

Candidates actively pursuing instructor registration for Fire and Emergency Services Instructor (2019) must submit all documentation postmarked on or before March 31, 2028. Anyone who applies to teach a Fire and Emergency Services Instructor course on or after April 1, 2028, will be required to meet the Fire and Emergency Services Instructor (2025) requirements.

New Instructor Registration

New instructor candidates shall meet the following requirements:

Category	Requirement
Instructor Registration	Be an OSFM Registered Instructor
Certification	To teach Instructor 1 or 2: • Fire and Emergency Services Instructor 2 (2019 or newer) To teach Instructor 3 (one of the following): • Training Program Manager (2025) • Fire and Emergency Services Instructor 3 (2019)
Education	New FSTEP Course (TBD)
Professional Experience	To teach Instructor 1 or 2: • Have a minimum of three (3) years' full-time paid or six (6) years' part-time paid or volunteer experience delivering instruction as part of their regular duties within a recognized California fire agency To teach Instructor 3: • Have a minimum of two (2) years' full-time paid or four (4) years' part-time paid or volunteer experience in a training program management position
Teaching Experience	Taught a minimum of one hundred and sixty (160) hours within a fire service-related program
Chief's Letter	Provide a letter signed by their Fire Chief or authorized designee that verifies qualification to deliver Fire and Emergency Services Instructor (2025) curriculum.
Application	Submit an SFT Instructor Registration Application
Fee	Pay the registration fee



Fire and Emergency Services Instructor (2025) Implementation Plan

Issued: Month ##, 2026

OVERVIEW

This document is intended to provide information for all State Fire Training (SFT) stakeholders on the updated Fire and Emergency Services Instructor (2025) curriculum requirements. Stakeholders are encouraged to study this information carefully and seek clarification from SFT if questions arise.

The Fire and Emergency Services Instructor (2025) curriculum is presented as a Certification Fire Service Training and Education System (CFSTES) series. SFT updated the certification training standard (CTS) guide, course plans, and certification task books based on the current National Fire Protection Association (NFPA) standards:

- NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)

IMPLEMENTATION

Candidates entering the SFT system should enroll in the Fire and Emergency Services Instructor (2025) courses and comply with the most current Fire and Emergency Services Instructor requirements.

New Curriculum	Hours
Instructor 1: Instructional Methodology (2025)	40 hours
Instructor 2: Instructional Development (2025)	40 hours
Instructor 3: Training Program Management (2025)	24 hours

Fire and Emergency Services Instructor (2025) Curriculum April 1, 2027

Retirement of Fire and Emergency Services Instructor (2019) Curriculum March 31, 2028

Effective March 31, 2028, SFT will retire Fire and Emergency Services Instructor (2019). On April 1, 2028, SFT will remove the curriculum from the SFT course catalog, and it will no longer be available.

Candidates pursuing Fire and Emergency Services Instructor certification using a 2019 task book must complete and submit their Certification Task Book (2019) postmarked on or before March 31, 2028.

Candidates who do not meet this deadline will be required to meet the Fire and Emergency Services Instructor (2025) certification requirements using the applicable (2025) certification task book.

INSTRUCTOR REQUIREMENTS

Fire and Emergency Services Instructor (2025) Instructor Registration April 1, 2027

Instructors for the Fire and Emergency Services Instructor (2025) curriculum must meet the SFT requirements for Registered Instructor. Instructors must have appropriate education and practical experience relating to the specific course content.

Fire and Emergency Services Instructor (2019) Instructors

SFT Registered Instructors authorized to teach any CFSTES Fire and Emergency Services Instructor (2019) course are encouraged to attend the appropriate 2025 course and must complete the Fire and Emergency Services Instructor (2025) Instructor Update in the SFT user portal to obtain authorization to teach the corresponding 2024 course.

- Instructor 1 (2019) Registered Instructors may teach Instructor 1 (2025)
- Instructor 2 (2019) Registered Instructors may teach Instructor 2 (2025)
- Instructor 3 (2019) Registered Instructors may teach Instructor 3 (2025)

In Process Instructor Candidates

Candidates actively pursuing instructor registration for Fire and Emergency Services Instructor (2019) must submit all documentation postmarked on or before March 31, 2028. Anyone who applies to teach a Fire and Emergency Services Instructor course on or after April 1, 2028, will be required to meet the Fire and Emergency Services Instructor (2025) requirements.

Candidates may complete either all three 2017 FSTEP courses (Employing Audiovisual Aids, Group Dynamics and Problem Solving, **and** Techniques of Evaluation) **or** the single 2027 FSTEP course (**New FSTEP Course (TBD)**) to fulfill the FSTEP education requirement provided that all courses are completed by the March 31, 2028, deadline.

New Instructor Registration

New instructor candidates shall meet the following requirements:

Category	Requirement
Instructor Registration	Be an OSFM Registered Instructor
Certification	To teach Instructor 1 or 2: • Fire and Emergency Services Instructor 2 (2019 or newer) To teach Instructor 3 (one of the following): • Training Program Manager (2025) • Fire and Emergency Services Instructor 3 (2019)
Education	New FSTEP Course (TBD)

Professional Experience	To teach Instructor 1 or 2: • Have a minimum of three (3) years' full-time paid or six (6) years' part-time paid or volunteer experience delivering instruction as part of their regular duties within a recognized California fire agency To teach Instructor 3: • Have a minimum of two (2) years' full-time paid or four (4) years' part-time paid or volunteer experience in a training program management position
Teaching Experience	Taught a minimum of one hundred and sixty (160) hours within a fire service-related program
Chief's Letter	Provide a letter signed by their Fire Chief or authorized designee that verifies qualification to deliver Fire and Emergency Services Instructor (2025) curriculum.
Application	Submit an SFT Instructor Registration Application
Fee	Pay the registration fee

POTENTIAL AGENCY IMPACTS

Fire agencies desiring to use the Fire and Emergency Services Instructor (2025) curriculum as a requirement for their recruitment/promotion activities need to review the Fire and Emergency Services Instructor (2025) curriculum requirements to be sure that all agency training needs are met. After review, fire agencies should update their job specifications and recruitment documentation to reflect these new courses and certification requirements.

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. ARTPs should review the new Fire and Emergency Services Instructor (2025) curriculum and discuss potential impacts with their advisory committees.

Fire and Emergency Services Instructor 1

(NFPA 1020: Fire and Emergency Services Instructor I)

Certification Training Standards Guide (2025)



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 (2025)

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 (2025) curriculum:

- NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)

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 Darren Hall, San Diego Miramar College Fire Technology Program.

Published by State Fire Training.

Table of Contents

Acknowledgements	1
How to Read a CTS Guide	2
Fire and Emergency Services Instructor 1	4
Section 1: General	4
1-1: Definition of Duties	4
Section 2: Program Management	5
2-1: Assembling Course Materials.....	5
2-2: Preparing Resource Requests	6
2-3: Scheduling Single Instructional Sessions.....	7
2-4: Completing Training Records.....	8
Section 3: Instructional Development.....	9
3-1: Reviewing Instructional Materials.....	9
3-2: Adapting Prepared Lesson Plans	10
Section 4: Instructional Delivery	11
4-1: Organizing Learning Environments	11
4-2: Inspecting Training Props and Equipment	12
4-3: Presenting and Adjusting Lessons	13
4-4: Maintaining a Safe and Positive Learning Environment	15
4-5: Operating Instructional Technology Tools and Demonstration Devices	16
4-6: Safeguarding Participants During Training Evolutions.....	17
Section 5: Evaluation and Testing	18
5-1: Administering and Conducting Tests	18
5-2: Grading and Securing Student Evaluations	19
5-3: Reporting Test Results.....	20
5-4: Providing Evaluation Feedback to Students.....	21
5-5: Evaluating Student Instructor Lesson Demonstrations.....	22

Acknowledgements

State Fire Training appreciates the hard work and accomplishments of those who built the solid foundation on which this program continues to grow.

State Fire Training gratefully acknowledges the following individuals and organizations for their diligent efforts and contributions that made the development and publication of this document possible.

CAL FIRE

- Joe Tyler, Director
- Daniel Berlant, State Fire Marshal
- Chris Fowler, Chief of State Fire Training
- Mike Richwine, Chair, Statewide Training and Education Advisory Committee (STEAC); State Fire Marshal (Retired), CAL FIRE/Office of the State Fire Marshal

Cadre – 2026 Curriculum Development

Leadership

- Caryn Petty, Cadre Lead, Deputy State Fire Marshal III (Specialist), SFT, OSFM, CAL FIRE
- Katy Luetke Porter, Cadre Support, Deputy State Fire Marshal, SFT, OSFM, CAL FIRE
- Allison L. Shaw, Lead Editor, California State University, Sacramento

Members

- James Brown, Division Chief (ret.), Monterey Fire Department
- Shane Brown, Deputy Fire Chief, Santa Maria Fire Department
- Andrew Dowd, Public Information Officer, Ventura County Fire Department
- Brett Fucillo, Assistant Chief, Special Operation, CAL FIRE
- Darren Hall, San Diego Miramar College Fire Technology Program Director; Fire Captain (ret.), City of Coronado Fire
- Brian Hicks, Captain of Fire Department, Oakland Fire Department
- Cameron Long, Battalion Chief (ret.), City of Tulare Fire Department
- Brett Pearson, Fire Captain, Orange County Fire Authority
- Gilbert Pedroza, Battalion Chief, Glendale Fire Department
- Shawn Tukua, Battalion Chief, Los Angeles City Fire Department; CalChiefs, Training Officers Section
- Benjamin Vernon, Captain Paramedic, San Diego Fire-Rescue Department

How to Read a CTS Guide

Overview

A curriculum 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 curriculum's NFPA standard and identifies where each curriculum training standard is taught (course plan), tested (skill sheets), and validated (task book).

Individuals aspiring to meet State Fire Training's curriculum 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 curriculum 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).

Draft

Fire and Emergency Services Instructor 1

Section 1: General

1-1: Definition of Duties

Authority

NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)

- Paragraph 4.3.1
- Paragraph 4.4.1
- Paragraph 4.5.1
- Paragraph 4.6.1

Job Performance Requirement

There is no job performance requirement for this standard.

Requisite Knowledge

Describe the management of basic resources, records, and reports essential to the instructional process

Describe the review and adaptation of prepared instructional materials

Describe the delivery of instructional sessions using prepared course materials

Describe the administration and grading of student evaluation instruments

Requisite Skills

None required

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 1: Instructional Methodology (2025) • Topic 1-3	N/A	N/A

Section 2: Program Management

2-1: Assembling Course Materials

Authority

NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)

- Paragraph 4.3.2

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

Describe components of a lesson plan

Describe applying department policies and procedures for the procurement of materials and equipment

Describe determining availability of resources

Requisite Skills

None required

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 1: Instructional Methodology (2025) • Topic 5-1	3-2: Analyze, Adapt, and Assemble a Lesson Plan	Fire and Emergency Services 1 Task Book (2025) • JPR 1

2-2: Preparing Resource Requests

Authority

NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)

- Paragraph 4.3.3

Job Performance Requirement

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

Requisite Knowledge

Describe resource management

Identify sources of instructional resources and equipment

Requisite Skills

Demonstrate effective oral and written communication

Complete forms

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 1: Instructional Methodology (2025) • Topic 5-2	3-2: Analyze, Adapt, and Assemble a Lesson Plan	Fire and Emergency Services 1 Task Book (2025) • JPR 2

2-3: Scheduling Single Instructional Sessions

Authority

NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)

- Paragraph 4.3.4

Job Performance Requirement

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

Requisite Knowledge

Describe applying AHJ scheduling procedures

Describe resource management

Requisite Skills

Complete training schedule

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 1: Instructional Methodology (2025) • Topic 5-3	2-3: Schedule an Instructional Session	Fire and Emergency Services 1 Task Book (2025) • JPR 3

2-4: Completing Training Records

Authority

NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)

- Paragraph 4.3.5

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

Identify types of records and reports required

Describe policies and procedures for processing records and reports

Requisite Skills

Write reports

Complete records

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 1: Instructional Methodology (2025) • Topic 5-4	2-4: Complete Training Records & Reports	Fire and Emergency Services 1 Task Book (2025) • JPR 4

Section 3: Instructional Development

3-1: Reviewing Instructional Materials

Authority

NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)

- Paragraph 4.4.2

Job Performance Requirement

Review instructional materials, given 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.

Requisite Knowledge

Recognize student learner characteristics and diversity

Describe methods of instruction

Identify types of resource materials

Identify organization of the learning environment

Identify policies and procedures

Requisite Skills

Analyze resources, facilities, and materials

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 1: Instructional Methodology (2025) • Topic 2-1	3-2: Analyze, Adapt, and Assemble a Lesson Plan	Fire and Emergency Services 1 Task Book (2025) • JPR 5

3-2: Adapting Prepared Lesson Plans

Authority

NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)

- Paragraph 4.4.3

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

Describe elements of a lesson plan

Describe selecting instructional aids and methods

Identify organization of the learning environment

Requisite Skills

Demonstrate instructor preparation

Demonstrate organization techniques

Content Modification

Block	Modification	Justification
RS1	Added "Demonstrate".	NFPA did not provide a verb. (2019)
RS2	Added "Demonstrate".	NFPA did not provide a verb. (2019)

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 1: Instructional Methodology (2025) • Topic 2-1 (RK1) • Topic 2-2 (RK2, RK3, RS1 RS2)	3-2: Analyze, Adapt, and Assemble a Lesson Plan	Fire and Emergency Services 1 Task Book (2025) • JPR 6

Section 4: Instructional Delivery

4-1: Organizing Learning Environments

Authority

NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)

- Paragraph 4.5.2

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

Describe learning environment management and safety

Identify advantages and limitations of audiovisual equipment and teaching aids

Describe classroom arrangement

Describe methods and techniques

Requisite Skills

Use instructional media and teaching aids

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 1: Instructional Methodology (2025) • Topic 3-1	4-1: Organizing the Learning Environment	Fire and Emergency Services 1 Task Book (2025) • JPR 7

4-2: Inspecting Training Props and Equipment

Authority

NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)

- Paragraph 4.5.3

Job Performance Requirement

Inspect the training prop and associated equipment, given a specific training prop, applicable equipment, and AHJ policy, so that all safety features of the prop are present and operate as intended, equipment is in a safe and useable condition, and unsafe props and equipment are removed from service in accordance with AHJ procedures.

Requisite Knowledge

Describe the purpose of a specific training prop

Describe procedures for operation of a training prop

Describe safety features for a training prop

Describe method(s) to test the safety features of a training prop

Describe proper condition(s) for a specific tool or piece of equipment to be used in a training evolution

Describe AHJ procedures to declare a training prop or piece of equipment out-of-service and unsuitable for use in a training evolution

Describe AHJ procedures to remove the training prop or equipment from the training environment or evolution

Requisite Skills

Examine a training prop

Test the emergency or safety features of a training prop

Examine a piece of equipment to determine if it is safe for use

Mark a training prop or piece of equipment as out-of-service

Content Modification

Block	Modification	Justification
RK4	Added "(s)" to "method".	Added to improve grammar. (2025)

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 1: Instructional Methodology (2025) • Topic 3-2	4-2: Inspect Training Prop and Equipment	Fire and Emergency Services 1 Task Book (2025) • JPR 8

4-3: Presenting and Adjusting Lessons

Authority

NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)

- Paragraph 4.5.4

Job Performance Requirement

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

Requisite Knowledge

Describe laws and principles of learning
Describe methods and techniques of instruction
Describe lesson plan components
Describe elements of the communication process
Define lesson plan terminology and definitions
Identify learner characteristics
Describe student-centered learning principles
Identify instructional technology tools
Identify impact of cultural differences on instructional delivery
Describe safety rules, regulations, and practices
Identify training hazards
Identify elements, benefits, and limitations of distance learning
Identify distance learning delivery methods
Describe the instructor's role in distance learning

Requisite Skills

Demonstrate verbal and nonverbal communication techniques
Demonstrate methods and techniques of instruction
Adapt to changing circumstances
Utilize lesson plans in an instructional setting

Content Modification

Block	Modification	Justification
RK12	Added "benefits".	Added to correct inherent bias in NFPA language. (2019)
RS1	Added "Demonstrate".	NFPA did not provide a verb. (2019)
RS1	Changed "oral" to "verbal".	Changed to align with "nonverbal". (2025)

RS1	Added “and nonverbal”.	Significant portions of effective communication are nonverbal. NFPA did not address. (2019)
-----	------------------------	---

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 1: Instructional Methodology (2025) • Topic 2-1 (RK3, RK5, RK6) • Topic 3-3 (RK1, RK2, RK4, RK7, RK8, RK9, RK10, RK11, RK12, RK13, RK14, RS1, RS2, RS3, RS4)	4-3A: Deliver a Prepared Cognitive Lesson 4-3B: Deliver a Prepared Psychomotor Lesson	Fire and Emergency Services 1 Task Book (2025) • JPR 9

4-4: Maintaining a Safe and Positive Learning Environment

Authority

NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)

- Paragraph 4.5.5

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

Describe motivation and coaching techniques

Describe learning characteristics

Describe types of learning differences and methods for meeting students' needs

Describe methods of dealing with disruptive and unsafe behavior

Requisite Skills

Demonstrate basic coaching and motivational techniques

Correct disruptive behaviors

Adapt lesson plans or materials to specific instructional situations

Content Modification

Block	Modification	Justification
RK1	Added "and coaching".	Added to align with RS1. (2019)
RK3	Changed "disabilities" to "differences".	Changed to align with OSFM regulatory text. (2025)
RK3	Changed "dealing with them" to "meeting students' needs".	Changed to address negative bias in NFPA language. (2019)
RS1	Added "Demonstrate".	NFPA did not provide a verb. (2019)

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 1: Instructional Methodology (2025) • Topic 3-4	4-3A: Deliver a Prepared Cognitive Lesson 4-3B: Deliver a Prepared Psychomotor Lesson	Fire and Emergency Services 1 Task Book (2025) • JPR 10

4-5: Operating Instructional Technology Tools and Demonstration Devices

Authority

NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)

- Paragraph 4.5.6

Job Performance Requirement

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

Requisite Knowledge

Describe instructional technology tools

Describe demonstration devices

Describe selection criteria

Requisite Skills

Use instructional technology tools

Use demonstration devices

Demonstrate transition techniques

Clean and conduct field level maintenance

Content Modification

Block	Modification	Justification
RS3	Added "Demonstrate".	NFPA did not provide a verb. (2019)
RS4	Added "Conduct".	NFPA did not provide a verb. (2019)

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 1: Instructional Methodology (2025) • Topic 3-5	4-3A: Deliver a Prepared Cognitive Lesson 4-3B: Deliver a Prepared Psychomotor Lesson	Fire and Emergency Services 1 Task Book (2025) • JPR 11

4-6: Safeguarding Participants During Training Evolutions

Authority

NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)

- Paragraph 4.5.7

Job Performance Requirement

Monitor training participants to safeguard participants, given a training evolution, so that signs and symptoms of fatigue and distress are recognized and that appropriate actions are taken to prevent injury.

Requisite Knowledge

Describe signs and symptoms of fatigue and distress
Describe environmental conditions
Describe AHJ safety policies and procedures
Describe AHJ rehabilitation policies and procedures
Describe AHJ emergency procedures

Requisite Skills

Evaluate environmental conditions
Demonstrate class management
Implement AHJ safety policies
Implement AHJ rehabilitation policies
Activate AHJ emergency procedures

Content Modification

Block	Modification	Justification
RK2	Changed “knowledge of” to “Describe”.	You demonstrate knowledge through description. (2025)
Rs2	Added “Demonstrate”.	NFPA did not provide a verb. (2025)

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 1: Instructional Methodology (2025) • Topic 3-6	4-6 Monitor Training Participants	Fire and Emergency Services 1 Task Book (2025) • JPR 12

Section 5: Evaluation and Testing

5-1: Administering and Conducting Tests

Authority

NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)

- Paragraph 4.6.2

Job Performance Requirement

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

Requisite Knowledge

Describe test administration

Identify laws and policies pertaining to discrimination during training and testing

Describe methods for eliminating testing bias

Identify laws affecting records and disclosure of training and testing information

Describe purposes of evaluation and testing

Describe performance skills evaluation

Requisite Skills

Use skills checklists

Use assessment techniques

Content Modification

Block	Modification	Justification
JPR	Changed “or” to “and” and “is” to “are”.	Both bias and discrimination should be eliminated. (2019)
RK4	Added “and testing”.	Added for consistency with other RK items that include both. (2019)

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 1: Instructional Methodology (2025) • Topic 4-1	4-3A: Deliver a Prepared Cognitive Lesson 4-3B: Deliver a Prepared Psychomotor Lesson	Fire and Emergency Services 1 Task Book (2025) • JPR 13

5-2: Grading and Securing Student Evaluations

Authority

NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)

- Paragraph 4.6.3

Office of the State Fire Marshal

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

Describe grading methods

Describe methods for eliminating bias during grading

Describe maintaining confidentiality of scores

Describe maintaining exam integrity and security

Requisite Skills

None required

Content Modification

Block	Modification	Justification
RK4	Added new knowledge item.	NFPA does not address securing the exam content. (2025)

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 1: Instructional Methodology (2025) • Topic 4-2	N/A	Fire and Emergency Services 1 Task Book (2025) • JPR 14

5-3: Reporting Test Results

Authority

NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)

- Paragraph 4.6.4

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

Describe reporting procedures

Describe interpreting test results

Requisite Skills

Demonstrate communication skills

Provide basic coaching

Content Modification

Block	Modification	Justification
RS1	Added "Demonstrate".	NFPA did not provide a verb. (2019)
RS1	Added "skills".	Added to narrow the scope of "communication". (2019)
RS2	Added "Provide".	NFPA did not provide a verb. (2019)

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 1: Instructional Methodology (2025) • Topic 4-3	5-4: Report Test Results and Provide Feedback	Fire and Emergency Services 1 Task Book (2025) • JPR 15

5-4: Providing Evaluation Feedback to Students

Authority

NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)

- Paragraph 4.6.5

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; an objective, clear, and relevant; and include suggestions based on the data.

Requisite Knowledge

Describe reporting procedures

Describe interpreting test results

Identify the causes of performance failure

Requisite Skills

Measure performance

Demonstrate communication skills

Provide basic coaching

Content Modification

Block	Modification	Justification
RS2	Added "Demonstrate".	NFPA did not provide a verb. (2019)
RS3	Added "Provide".	NFPA did not provide a verb. (2019)

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 1: Instructional Methodology (2025) • Topic 4-4	5-4: Report Test Results and Provide Feedback	Fire and Emergency Services 1 Task Book (2025) • JPR 16

5-5: Evaluating Student Instructor Lesson Demonstrations

Authority

Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

Describe observing a teaching demonstration

Describe documenting strengths and weaknesses against established criteria

Describe facilitating a student review

Requisite Skills

Observe a teaching demonstration

Document strengths and weaknesses of student instructor performance according to established criteria

Facilitate a review and discussion of the teaching demonstration

Content Modification

Block	Modification	Justification
CTS	Added a new standard.	Provides opportunity to actively observe instructional methods as they are applied.

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 1: Instructional Methodology (2025) Topic 4-5	5-5: Provide Student-Instructor Lesson Feedback	Fire and Emergency Services 1 Task Book (2025) JPR 17



Instructional Methodology (2025)

Course Plan

Course Details

Certification:	Fire and Emergency Services Instructor 1
CTS Guide:	Fire and Emergency Services Instructor 1 Certification Training Standards Guide (2025)
Description:	This course provides the knowledge and skills needed for an entry-level instructor to teach in the California fire service. Topics include instructional development, instructional delivery, evaluation and testing, and program (course-level) management.
Designed For:	Personnel preparing for a college level fire instructor, Fire Officer 2, or SFT Registered Instructor position, or anyone who provides instruction in a public safety environment.
Prerequisites:	Recommended: Introduction to the Incident Command System (IS-100.C / FEMA) or National Incident Management System (IS-700.B / FEMA)*
Standard:	Complete all group activities and formative tests. Pass all individual activities without omitting critical criteria as identified on the activity sheet. Complete summative test with a minimum score of 80%. Unless otherwise specified by the instructor, AI tools may be used for course activities. The scope of permitted use may vary by assignment. Students remain responsible for the accuracy and integrity of their submissions and must appropriately cite and disclose any use of AI tools.
Course Hours (Total):	40 hours (16.25 lecture / 21.25 application / 2.5 testing)**
Certification Exam Hours:	8 hours (state certification exam)***
Maximum Class Size:	30 (Maximum class size may need to be adjusted if course delivery includes administering the state certification exam.)
Instructor Level:	SFT Instructor 1 Registered Instructor
Instructor/Student Ratio:	1:30 (lecture) / 1:15 (application)
Restrictions:	None
SFT Designation:	CFSTES

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

**40 hours = course delivery only (no state certification exam provided during the course).

***48 hours = course delivery with state certification exam provided during course delivery.

Draft

Table of Contents

Course Details	1
Required Resources	4
Instructor Resources	4
Online Instructor Resources	4
Student Resources	5
Facilities, Equipment, and Personnel	5
Timetable	6
Timetable Key	7
Unit 1: Introduction	8
Topic 1-1: Orientation and Administration	8
Topic 1-2: Fire and Emergency Services Instructor 1 Certification	9
Topic 1-3: Definition of Duty	11
Unit 2: Instructional Development	12
Topic 2-1: Reviewing Instructional Materials	12
Topic 2-2: Adapting Prepared Lesson Plans	14
Unit 3: Instructional Delivery	15
Topic 3-1: Organizing Learning Environments	15
Topic 3-2: Inspecting Training Props and Equipment	17
Topic 3-3: Presenting and Adjusting Lessons	18
Topic 3-4: Maintaining a Safe and Positive Learning Environment	20
Topic 3-5: Operating Instructional Technology Tools and Demonstration Devices	22
Topic 3-6: Safeguarding Participants During Training Evolutions	23
Unit 4: Evaluation and Testing	24
Topic 4-1: Administering and Conducting Tests	24
Topic 4-2: Grading and Securing Student Examinations	25
Topic 4-3: Reporting Test Results	26
Topic 4-4: Providing Evaluation Feedback to Students	27
Topic 4-5: Evaluating Student Instructor Lesson Demonstrations	28
Unit 5: Program Management	29
Topic 5-1: Assembling Course Materials	29
Topic 5-2: Preparing Resource Requests	30
Topic 5-3: Scheduling Single Instructional Sessions	31
Topic 5-4: Completing Training Records	32
How to Read a Course Plan	33

Required Resources

Instructor Resources

To teach this course, instructors need:

- *Fire and Emergency Services Instructor* (4th edition, Jones & Bartlett Learning, 2027)
- Cal/OSHA Title 8, Chapter 3.2, Subchapter 2, Article 3, §342. Reporting Work Connected Fatalities and Serious Injuries
- Copies of AHJ policies and procedures for the following, 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

Online Instructor Resources

The following instructor resources are available online at <https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications>:

- Activity 1-3: Qualities of Great Instructors
- Activity 2-1: Building Strong Preparation Statements
- Activity 2-2a: Adapting a Cognitive Lesson Plan
- Activity 2-2b: Adapting a Psychomotor Lesson Plan
- Activity 2-2c: Adapting a Cognitive Lesson Plan for Distance or Hybrid Delivery
- Activity 3-3a: Presenting a Cognitive Lesson
- Activity 3-3b: Presenting a Psychomotor Lesson
- Activity 4-5a: Evaluating a Student-Instructor Cognitive Teaching Demonstration
- Activity 4-5b: Evaluating a Student-Instructor Psychomotor Teaching Demonstration
- Alternatives to Death by PowerPoint
- Cognitive Lesson Plan Checklist
- Cognitive Teaching Demonstration Evaluation
- Psychomotor Lesson Plan Checklist
- Psychomotor Teaching Demonstration Evaluation
- Sample Failing Cognitive Teaching Demonstration Evaluation
- Sample Failing Psychomotor Teaching Demonstration Evaluation
- Sample Passing Cognitive Teaching Demonstration Evaluation
- Sample Passing Psychomotor Teaching Demonstration Evaluation

Student Resources

To participate in this course, students need:

- *Fire and Emergency Services Instructor* (4th edition, Jones & Bartlett Learning, 2027)
- Two 15-minute lesson plans typically delivered within their industry or field
 - One cognitive (technical) lesson plan
 - One psychomotor (manipulative) lesson plan

Students may be asked to supply:

- Laptop or tablet with presentation or other viewing hardware and/or software
- Other devices as needed for distance learning (if applicable) including 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
 - Writing board or paper conference pads
 - Markers, erasers
 - Computer or tablet with presentation or other viewing software
 - Amplification devices
 - Projector and screen
- Laptop or tablet with presentation or other viewing hardware and/or software
- Other devices as needed for distance or hybrid learning (if applicable) such as a camera, microphone, internet access with appropriate broadband capability, participation platform that allows for student monitoring etc.
- Access to a computer lab (if applicable)
- Access to an outdoor facility (if applicable)
- 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
- Adequate space to accommodate the required skills

Timetable

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 1 Certification	0.5	0.0	
Topic 1-3: Definition of Duty	0.5	0.5	
Unit 1 Totals	1.5	0.75	2.25
Unit 2: Instructional Development			
Topic 2-1: Reviewing Instructional Materials	1.0	0.5	
Topic 2-2: Adapting Prepared Lesson Plans	1.0	1.5	
Unit 2 Totals	2.0	2.0	4.0
Unit 3: Instructional Delivery			
Topic 3-1: Organizing Learning Environments	0.5	0.0	
Topic 3-2: Inspecting Training Props and Equipment	0.5	0.0	
Topic 3-3: Presenting and Adjusting Lessons	4.0	18.0	
Topic 3-4: Maintaining a Safe and Positive Learning Environment	2.0	0.0	
Topic 3-5: Operating Instructional Technology Tools and Demonstration Devices	1.0	0.0	
Topic 3-6: Safeguarding Participants During Training Evolutions	0.5	0.0	
Unit 3 Totals	8.5	18.0	26.5
Unit 4: Evaluation and Testing			
Topic 4-1: Administering and Conducting Tests	1.0	0.0	
Topic 4-2: Grading and Securing Student 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 Demonstrations	0.25	0.0	
Unit 4 Totals	3.25	0.0	3.25
Unit 5: Program Management			
Topic 5-1: Assembling Course Materials	0.25	0.25	
Topic 5-2: Preparing Resource Requests	0.25	0.25	
Topic 5-3: Scheduling Single Instructional Sessions	0.25	0.0	
Topic 5-4: Completing Training Records	0.25	0.0	
Unit 5 Totals	1.0	0.5	1.5
Formative Assessment			
Determined by AHJ or educational institution	0.0	1.5	1.5

Segment	Lecture	Application	Unit Total
Summative Assessment			
Determined by AHJ or educational institution	0.0	1.0	1.0
Skills Practice (Lab / Sets and Reps)			
Determined by AHJ or educational institution	0.0	0.0	0.0
Certification Exam (optional)			
Determined by AHJ or educational Institution (optional)	0.0	8.0	8.0
Course Totals (without optional certification exam)	16.25	23.75	40.0
Course Totals (with optional certification exam)	16.25	31.75	48.0

Timetable Key

1. The Timetable 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. = 0.25 hours
 - 30 min. = 0.50 hours
 - 45 min. = 0.75 hours
 - 60 min. = 1.00 hours
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.
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 and skills exercises
 - Required student resources
 - Class participation requirements

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide: None

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

Terminal Learning Objective

At the end of this topic a student, given the *SFT Procedures Manual*, will be able to identify the requirements for each Fire and Emergency Services Instructor certification and be able to describe the certification task book and examination process.

Enabling Learning Objectives

1. Identify different levels of certification in the Fire and Emergency Services Instructor certification track
 - Fire and Emergency Services Instructor 1
 - Fire and Emergency Services Instructor 2
 - Training Program Manager
2. Identify the prerequisites for certification
 - None
3. Identify the courses required for certification
 - Instructor 1: Instructional Methodology (2019 or newer)
4. Identify the exams required for certification
 - No exams outside of class formative and summative testing for SFT certification
 - Fire and Emergency Services Instructor 1 state certification exam for IFSAC/Pro Board certification
5. Identify the task book requirements for certification
 - Fire and Emergency Services Instructor 1 Certification Task Book (2025) for SFT certification
 - No task book required for IFSAC/Pro Board certification
6. Identify the professional experience requirements for certification
 - A minimum of one (1) year's full-time or two (2) years' part-time paid or volunteer experience in a recognized California fire agency
7. Identify the teaching experience requirements for certification
 - Have a minimum of forty (40) hours' teaching/training experience in a fire service-related program
 - Teaching/training must be related to fire or emergency medical services
 - Teaching/training must take place in a structured environment with an audience
 - SFT will not accept any teaching/training completed prior to initiation of a candidate's Fire and Emergency Services Instructor 1 Certification Task Book
 - Document all teaching/training experience in the task book
8. Identify the position requirements for certification
 - The position requirement is met when the applicant fulfills the role of the specific duties as defined by the fire chief
9. Describe the certification task book process
10. Describe the certification testing process

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Instructor Notes

1. Reference Chapter 6 (Instructors) of the *SFT Procedures Manual* to identify different types of instructors and the requirements to become them.

CTS Guide: None

Draft

Topic 1-3: Definition of Duty

Terminal Learning Objective

At the end of this topic a student, given NFPA 1020 (current edition), will be able to define the role of the Fire and Emergency Services Instructor 1 regarding program management, instructional development, instructional delivery, and evaluation and testing.

Enabling Learning Objectives

1. Describe program management
 - Manage basic resources, records, and reports essential to the instructional process
2. Describe instructional development
 - Review and adapt prepared instructional materials
 - A Fire and Emergency Services Instructor 1 should not modify content or lesson objectives in this process
3. Describe instructional delivery
 - Deliver instructional sessions using prepared course materials
4. Describe evaluation and testing
 - Administer and grade student evaluation instruments
 - Primarily deals with student evaluation; however, a Fire and Emergency Services Instructor 1 may participate in program evaluations according to policies and procedures
5. Describe the Fire and Emergency Services Instructor 1's leadership role

Discussion Questions

1. What is the basic role of a Fire and Emergency Services Instructor 1?
2. How does a Fire and Emergency Services Instructor 1 support program management in their AHJ?
3. What are the restrictions of a Fire and Emergency Services Instructor 1 regarding testing?

Application

1. Activity 1-3: Qualities of Great Instructors

Instructor Notes

1. Per NFPA 1020 (2025), "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." (A.6.5.3)

CTS Guide: CTS 1-1

Unit 2: Instructional Development

Topic 2-1: Reviewing Instructional Materials

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 so that elements of the lesson plan, learning environment, and resources that need adaptation are identified.

Enabling Learning Objectives

1. Recognize student learner characteristics, needs, and diversity
2. Describe methods of instruction
 - Classroom-based instruction
 - 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)
3. Identify types of resource materials
4. Identify components of an SFT course plan
 - Structure and segments
 - What an instructor must teach to qualify as an SFT compliant course
5. Identify components of a lesson plan
 - An instructor's breakdown of the course plan into how the course will be taught
6. Describe learning objectives
 - Terminal learning objectives (student learning outcome)
 - Mager model: Task (performance) + Condition (given) + Standard (criterion)
 - ABCD model: Audience + Behavior + Condition + Degree (IFSTA / J&B)
 - Enabling learning objectives (student behavioral objective)
7. Define "adaptation" and "modification"
 - Adaptation: Changes *how* the student learns (same expectations, different methods)
 - Modification: Changes *what* the student learns (reduces or alters expectations)
8. Identify aspects of an organized learning environment
9. Identify applicable AHJ policies and procedures
10. Analyze resources, facilities, and materials

Discussion Questions

1. Under what conditions would you choose to adapt your method of instruction or your instructional materials?
2. What factors of a learning environment can and cannot be adapted?
3. What is the difference between an SFT course plan and an instructor's lesson plan?
4. What is the difference between adapting and modifying a lesson plan?
5. What is the difference between a student learning outcome and a student learning objective?

Application

1. Activity 2-1: Building Strong Preparation Statements

Instructor Notes

1. Ask all students who are not in the fire service to bring a lesson plan from their own discipline to use for the Application activities.
2. A Fire and Emergency Services Instructor 2 can modify or make basic or fundamental changes to the lesson plans, including altering objectives. A Fire and Emergency Services Instructor 1 can adapt a lesson plan for local conditions but not alter lesson objectives.

CTS Guide Reference: CTS 3-1

Draft

Topic 2-2: Adapting Prepared 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 so that the needs of the student and the objectives of the lesson plan are achieved.

Enabling Learning Objectives

1. Describe selecting instructional aids and methods to support the lesson plan
2. Identify aspects of an organized learning environment
3. Demonstrate instructor preparation
 - Prepare learning environment
 - Review facilities capabilities
 - Identify available equipment
 - Review target audience
 - Update presentation materials
 - Review alignment with SFT requirements
4. Demonstrate organization techniques

Discussion Questions

1. What things might an instructor need to adapt to achieve the objectives of a lesson plan?
2. What resources can an instructor use to ensure their materials are up to date?
3. How might you adapt an outdoor learning environment to address safety?

Application

1. Activity 2-2a: Adapting a Cognitive Lesson Plan
2. Activity 2-2b: Adapting a Psychomotor Lesson Plan
3. Activity 2-2c: Adapting a Cognitive Lesson Plan for Distance or Hybrid Delivery

Instructor Notes

1. None

CTS Guide Reference: CTS 3-2

Unit 3: Instructional Delivery

Topic 3-1: Organizing Learning Environments

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 so that lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety are addressed.

Enabling Learning Objectives

1. Identify the benefits and limitations of different learning environments
 - Classroom
 - Training ground
 - Distance or hybrid learning
2. Describe physical learning environment management and current safety practices
 - Compliance with AHJ Injury Illness Prevention Program
 - California Code of Regulations (CCR), Title 8, §3203 – Injury and Illness Prevention Program
 - Cal/OSHA
 - NFPA safety standards such as:
 - 1400: Standard on Fire Service Training Evolutions (Live Fire Training, chapter 16)
 - 1584: Standard on the Rehabilitation Process for Members During Emergency Operations and Training Exercises
 - 2500: Standard for Operations and Training for Technical Search and Rescue Incidents and Life Safety Rope and Equipment for Emergency Services (Life Safety Rope and Equipment chapter)
 - Safety practices specific to NFPA professional qualification(s) currently held
 - Considerations for psychomotor lessons:
 - Protective equipment
 - Modeling good safety practices during demonstrations
 - Guided practice
 - Additional instructors to ensure safety
 - Techniques to maximize student application time
 - Use of personal electronic devices
3. Identify advantages and limitations of instructional technology and teaching aids
4. Describe classroom arrangement that best fits the lesson, learning environment, and student needs
5. Describe instructional methods and techniques that best fit the lesson, learning environment, and student needs
6. Use instructional technology 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 uninhibited use of personal electronic devices affect the learning environment?
How about test security?
3. What safety concerns can you foresee in a classroom setting?
4. How do your choices of instructional methods affect how you organize the learning environment?
5. What are some advantages and disadvantages of distance or hybrid learning?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 4-1

Draft

Topic 3-2: Inspecting Training Props and Equipment

Terminal Learning Objective

At the end of this topic a student, given a specific training prop, applicable equipment, and AHJ policy, will be able to inspect the training prop and associated equipment so that all safety features of the prop are present and operate as intended, equipment is in a safe and useable condition, and unsafe props and equipment are removed from service in accordance with AHJ procedures.

Enabling Learning Objectives

1. Define “training prop”
 - Equipment used by the AHJ for conducting fire-training evolutions, technical rescue training, hazardous materials training, or other fire rescue training (NFPA 1020)
2. Describe the purpose of a specific training prop
3. Describe procedures for operation of a training prop
4. Describe safety features for a training prop
5. Describe method(s) to test the safety features of a training prop
6. Describe proper condition(s) for a specific tool or piece of equipment to be used in a training evolution
7. Describe AHJ procedures to declare a training prop or piece of equipment out-of-service and unsuitable for use in a training evolution
8. Describe AHJ procedures to remove the training prop or equipment from the training environment or evolution
9. Examine a training prop
10. Test the emergency or safety features of a training prop
11. Examine a piece of equipment to determine if it is safe for use
12. Mark a training prop or piece of equipment as out-of-service

Discussion Questions

1. How will you ensure that props and equipment are ready for use?
2. What is your AHJ’s process for reporting out-of-service equipment?
3. What are your AHJ’s return-to-service policies and procedures?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 4-2

Topic 3-3: Presenting and Adjusting Lessons

Terminal Learning Objective

At the end of this topic a student, given a prepared lesson plan that specifies the presentation method(s), will be able to present and adjust prepared lessons so that the method(s) indicated by the lesson plan is used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed.

Enabling Learning Objectives

1. Describe laws and principles of learning
2. Describe methods and techniques of instruction
 - Four-step instruction method: preparation, presentation, application, evaluation
 - Active learning environments
3. Describe elements of the communication process
4. Describe student-centered learning principles
5. Identify instructional technology tools
6. Identify impact of cultural differences on instructional delivery
7. Describe methods of dealing with changing circumstances in the physical learning environment
 - Equipment failure
 - Weather
 - Audio and visual distractions
 - Safety
 - Limited resources
 - Presentation location
8. Describe safety rules, regulations, and practices
9. Identify training hazards
10. Identify elements, benefits, and limitations of distance learning
11. Identify distance learning delivery methods
 - 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
12. Describe the instructor's role in distance learning
 - Facilitator
 - Instructor-led training

- Transition to student-to-student collaborative learning
- 13. Demonstrate verbal and nonverbal communication techniques for learning presentations
 - Physical environments
 - Digital platforms
- 14. Demonstrate methods and techniques of instruction
- 15. Adapt lesson plans to changing circumstances
- 16. Utilize 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 do you evaluate and respond to student engagement during your presentation?
4. What are some examples of effective student-centered learning techniques?
5. What would you do if the power went out during your slide presentation?
6. What are your AHJ's policies and procedures for changing weather conditions (high heat, flooding, earthquake, etc.)?
7. How does teaching in a distance or hybrid environment differ from a live classroom setting?

Application

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

Instructor Notes

1. ELO 2 – SFT uses the ACID BASE model (Attention, Curiosity, Interest, Desire / Begin Associating with Students' Experiences with lesson's content) as the "preparation" step in the four-step model.
2. Application time is based on number of students, allowing 60 minutes of lesson presentation time per student (30 minutes cognitive and 30 minutes psychomotor from start to finish).

CTS Guide Reference: CTS 4-3

Topic 3-4: Maintaining a Safe and Positive Learning Environment

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, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe and positive learning environment is maintained.

Enabling Learning Objectives

1. Describe learning characteristics
2. Identify factors that impact learning
 - Attitude
 - Experience
 - Knowledge
 - Education
 - Personality
 - Physical condition (fatigue, illness, etc.)
 - Unsafe behavior
 - Motivation
 - Competing demands for time
 - Technology use
3. Describe impacts of stress on learning environments
 - Impact on performance
 - Effective stress management
 - Building resilience
 - Matching challenge to competence
4. Describe how motivation and coaching support student feedback
 - Support
 - Encouragement
 - Growth mindset
 - Active listening
5. Demonstrate basic coaching and motivational techniques
6. Describe types of learning differences and methods for meeting students' needs
7. Describe methods of dealing with disruptive and unsafe behavior
8. Correct disruptive behaviors
9. 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. What are some examples of disruptive student behaviors that require immediate instructor intervention?
3. What are some ways you can help students feel safe in the learning environment?
4. How would you adapt your lesson plan to increase active participation?
5. When is it appropriate to apply stress to impact student learning?
6. What are the negative consequences of misapplied stress in a learning environment?

Application

1. Determined by instructor

Instructor Notes

1. ELO 3 – Discuss the Stress Performance Curve.
2. ELO 3 – *The Performance Paradox* (Eduardo Briceño) is a good resource for this.
3. ELO 4 – *The Coaching Habit* (Michael Bungay Stainer), *Mindset: The New Psychology of Success* (Carol S. Dweck), and *Grit: The Power of Passion and Perseverance* (Angela Duckworth) are good resources for this.
4. ELO 7 – Recommend mentioning the LEAST method, DESC method, and/or 8-step method.

CTS Guide Reference: CTS 4-4

Draft

Topic 3-5: Operating Instructional Technology Tools and Demonstration Devices

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. Identify instructional aids that help students learn
 - Instructional technology tools (delivery): projectors, presentation slides, learning platforms, Smart Boards™, virtual classrooms, student-response apps, audio systems etc.
 - Demonstration devices (physical / manipulative): props, models, SCBA, tools, etc.
 - Audiovisual equipment (projected / digital): maps, videos, plans, etc.
2. Describe selection criteria
 - Uses, benefits, and limitations
3. Describe components of audiovisual equipment
4. Use audiovisual equipment to support the learning process
5. Demonstrate transition techniques within and between tools
6. Clean and maintain audiovisual equipment at the field level following manufacturer instructions

Discussion Questions

1. Why is it important to rehearse the audiovisual setup prior to class?
2. What kind of transitions might you use during a presentation to maintain student focus?
3. What are the benefits and limitations of using presentation slides in the classroom?
4. 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. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 4-5

Topic 3-6: Safeguarding Participants During Training Evolutions

Terminal Learning Objective

At the end of this topic a student, given a training evolution, will be able to monitor training participants to safeguard participants so that signs and symptoms of fatigue and distress are recognized and that appropriate actions are taken to prevent injury.

Enabling Learning Objectives

1. Describe signs and symptoms of physical and behavioral fatigue and distress
2. Describe environmental conditions
3. Describe AHJ safety policies and procedures
4. Describe AHJ rehabilitation policies and procedures
5. Describe AHJ emergency procedures
6. Evaluate environmental conditions
7. Demonstrate class management
8. Implement AHJ safety policies
9. Implement AHJ rehabilitation policies
10. Activate AHJ emergency procedures

Discussion Questions

1. How can you recognize heat-related illness risks early and take proactive steps to prevent injury?
2. What are common safety issues you might encounter while delivering a lesson? How would you address them using AHJ policies and procedures?
3. What are some signs of behavioral distress? How would you address them?
4. What training scenarios require a formal rehabilitation time (for students and for instructors)?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 4-6

Unit 4: Evaluation and Testing

Topic 4-1: Administering and Conducting Tests

Terminal Learning Objective

At the end of this topic a student, given a lesson plan, evaluation instruments, and the evaluation procedures of the AHJ, will be able to administer oral, written, and performance tests so that bias and discrimination are eliminated, the test is conducted according to procedures, and the security of the test materials is maintained.

Enabling Learning Objectives

1. Describe test administration
2. Identify laws and policies pertaining to discrimination during training and testing
 - Civil Rights Act (1964)
 - Section 504 of the Rehabilitation Act (1973)
 - Family Educational Rights and Privacy Act (1974)
 - Americans with Disabilities Act (2008)
 - Reasonable accommodations
 - Confidentiality
3. Describe methods for eliminating testing bias
4. Identify laws affecting records and disclosure of training and testing information
5. Describe purposes of evaluation and testing
6. Describe performance skills evaluation
7. Use skills checklists
8. Use assessment techniques

Discussion Questions

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

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 5-1

Topic 4-2: Grading and Securing Student Examinations

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

1. What are some ways to eliminate bias while scoring performance tests?
2. What are your AHJ's exam security policies?
3. What are your AHJ's test result retention policies?

Application

1. Determined by instructor

Instructor Notes

1. None

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 policies and procedures for reporting, will be able to report test results so that results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported.

Enabling Learning Objectives

1. Describe reporting procedures
2. Describe interpreting test results
 - Determine number who passed and failed
3. Demonstrate communication techniques for submitting test results
4. Provide basic feedback (coaching) regarding testing process and outcomes

Discussion Questions

1. Why is thorough documentation vital to the testing process?
2. How do you report 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. None

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

Enabling Learning Objectives

1. Describe reporting procedures
2. Describe interpreting test results
 - Identify areas requiring additional study or remediation
 - Identify causes of performance failure
3. Measure performance
 - Document strengths and weaknesses against established criteria
4. Demonstrate communication skills
5. Provide basic coaching
 - Document remediation or other coaching discussion

Discussion Questions

1. How would you coach a student who failed a test in your class?
2. How can you use constructive criticism in a way that fosters student improvement?
3. When is it appropriate to provide group feedback vs. individual feedback?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 5-4

Topic 4-5: Evaluating Student Instructor Lesson Demonstrations

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 other student instructor presentations so that constructive feedback that identifies strengths and weaknesses of the teaching demonstration is provided.

Enabling Learning Objectives

1. Describe observing a teaching demonstration
2. Describe documenting strengths and weaknesses against established criteria
3. Describe facilitating a student review
4. Identify causes of performance failure
 - Cognitive teaching demonstration evaluation
 - Psychomotor teaching demonstration evaluation
5. Observe a teaching demonstration
6. Measure performance
 - Document strengths and weaknesses against established criteria
7. Facilitate a review and discussion of the teaching demonstration
 - Consider presentation flow
 - Consider whether teaching style matches audience learning styles
 - Demonstrate communication skills
 - Provide basic coaching

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's Cognitive Teaching Demonstration as a Primary Evaluator
2. Activity 4-5b: Evaluating a Student Instructor's Psychomotor Teaching Demonstration as a Primary Evaluator

Instructor Notes

1. ELO 4: Clearly identify causes of performance failure identified in Activity 4-5a and 4-5b.

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 so that the lesson plan and all materials, resources, and equipment needed to deliver the lesson are obtained.

Enabling Learning Objectives

1. Describe components of a lesson plan
2. Describe applying AHJ policies and procedures for procuring materials and equipment
3. Describe determining availability of resources based on student number and needs

Discussion Questions

1. What are some good lesson plan sources?
2. How do you validate a lesson plan?
3. What factors determine the resources necessary for delivering a lesson?
4. How does your AHJ use AI in the lesson planning process?

Application

1. 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 requests for resources so that the resources required to meet training goals are identified and documented.

Enabling Learning Objectives

1. Describe resource management for instructional materials
2. Identify sources of instructional materials 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 AHJ?

Application

1. Have students create a list of resources needed for their teaching demonstration and identify where to source them from.

Instructor Notes

1. None

CTS Guide Reference: CTS 2-2

Topic 5-3: Scheduling Single 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 single instructional sessions so that the specified lessons are delivered according to AHJ procedure.

Enabling Learning Objectives

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

Discussion Questions

1. What factors do you need to consider when scheduling training sessions?
2. What type of training sessions might you schedule as a Fire and Emergency Services Instructor 1?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 2-3

Topic 5-4: Completing Training Records

Terminal Learning Objective

At the end of this topic a student, given policies and procedures, will be able to complete training records and report forms so that required reports are accurate and submitted 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
 - AHJ completion timelines
 - Reporting serious injuries or fatalities
 - Cal/OSHA
 - OSFM / SFT Procedures Manual
 - AHJ
 - 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 inaccurate training records?
2. What information do you need to document a training session?
3. What are some different types of training reporting systems?

Application

1. Determined by instructor

Instructor Notes

1. ELO 2: Reference Cal/OSHA Title 8, 342, SFT Procedures Manual 4.7, and applicable AHJ policies and procedures.

CTS Guide Reference: CTS 2-4

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 courses 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.

Qualities of Great Instructors

Format: Group Discussion

Time Frame: 15 minutes

Description

This activity provides students with an opportunity to identify and discuss the qualities and characteristics of effective fire service instructors and examine how those characteristics contribute to positive student learning outcomes.

Materials

- Video: TEDx Talk — “The One Thing All Great Teachers Do” by Nick Fuhrman (<https://www.youtube.com/watch?v=WwTpVQgkU0>) or comparable substitute
- Dry erase board, easel chart, markers, or digital collaboration tool for recording student responses

Instructions

1. As a class, watch the TEDx Talk "The One Thing All Great Teachers Do" by Nick Fuhrman (or an instructor-selected equivalent).
 - Students should view at least the first 5 minutes and 15 seconds of the Fuhrman video.
2. Ask students to complete the sentence, “Great teachers _____” using a word, phrase, or short description.
3. Record student responses.
4. Facilitate discussion. Ask students to reflect on a favorite teacher or instructor they have had.
Suggested prompts:
 - What made this person a great teacher?
 - What behaviors or teaching methods stood out?
 - How did the instructor make you feel as a learner?
5. Review the list of qualities and identify common themes.

Notes

Refer to the student-identified words and phrases throughout the course to reinforce connections between instructor behavior and student outcomes.

Building Strong Preparation Statements

Format: Small Group Discussion

Time Frame: 15 minutes

Description

This activity provides students with an opportunity to analyze terminal and enabling objectives and apply them to create effective preparation and motivation statements for a fire service-related lesson.

Materials

- Dry erase board, easel chart, markers, or digital collaboration tool for recording student responses

Instructions

Step 1: Review the Lesson Objectives

Provide each group with a sample SFT course plan and associated objectives.

Example Lesson Topic: Portable Fire Extinguishers

Terminal Objective:

Given a portable fire extinguisher and a simulated fire scenario, the student will correctly select and operate the appropriate extinguisher according to departmental procedures.

Enabling Objectives:

1. Identify the classifications of fire.
2. Identify the types of portable fire extinguishers.
3. Match extinguisher types to fire classifications.
4. Demonstrate the PASS method.
5. Explain common extinguisher limitations and safety considerations.

Step 2: Analyze the Objectives

Discuss the following questions:

1. What is the overall performance outcome expected by the terminal objective?
2. How do the enabling objectives support achievement of the terminal objective?
3. Which enabling objectives are most critical to firefighter safety?
4. What consequences could occur if students fail to achieve these objectives?
5. Record responses on chart paper or a worksheet.

Step 3: Develop a Preparation Statement

Each group creates a preparation statement that:

- Captures student attention
- Covers ACID BASE (Attention, Curiosity, Interest, Desire - Begin Associating Students Experiences with lesson's content)
- Introduces lesson topic
- Connects lesson to prior knowledge
- References terminal objective

Example:

"During your fire service career, you may be the first person on scene when a small fire is discovered. The actions you take in the first few seconds can prevent a major loss or allow conditions to rapidly deteriorate. Today we will learn how to properly select and operate portable fire extinguishers so you can safely and effectively control incipient-stage fires."

Step 4: Develop a Motivation Statement

Create a motivation statement that:

- Emphasizes the value of mastering the objectives
- Connects learning to firefighter safety and job performance
- Reinforces why enabling objectives matter

Example:

"Understanding fire classifications, extinguisher selection, and proper operating procedures can prevent injuries, reduce property loss, and improve incident outcomes. The knowledge and skills you develop today are directly related to your ability to make safe and effective decisions on emergency scenes."

Step 5: Group Presentations and Critique

Present:

- An analysis of the objectives based on the provided sample SFT course plan
- A motivation statement reinforcing terminal and enabling objectives provided from sample SFT course plans

The class evaluates whether the statements:

- Clearly support the terminal objective
- Incorporate enabling objectives
- Explain the importance of the lesson
- Create learner engagement
- Relate to real-world fire service performance

Step 6: Debrief Discussion

Ask participants:

- Which preparation statements are best connected to the lesson objectives?
- How did the strongest motivation statements reinforce firefighter performance and safety?
- How can instructors use terminal and enabling objectives to improve lesson introductions?
- How does objective-driven instruction support student success and NFPA 1020 instructional requirements?

Instructor Notes

Effective preparation and motivation statements are not generic introductions. They should be directly tied to the lesson's terminal objective and supported by the enabling objectives, helping students understand both what they are expected to accomplish and why the learning is important to their success and safety in the fire service.

Adapting a Cognitive Lesson Plan

Format: Individual

Time Frame: 30 minutes

Description

This activity provides students with an opportunity to adapt an existing fire and emergency services-related cognitive lesson plan to meet student needs and lesson plan objectives.

Materials

- 15-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 an existing fire and emergency services-related psychomotor lesson plan to meet student needs and lesson plan objectives.

Materials

- 15-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: _____

Adapting a Cognitive Lesson Plan for Distance or Hybrid Delivery

Format: Individual/Group

Time Frame: 30 minutes

Description

This activity provides students with an opportunity to adapt an existing fire and emergency services-related cognitive lesson plan to meet student needs and lesson plan objectives when delivered in a distance or hybrid delivery environment.

Materials

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

Instructions

1. In your assigned group, assess one (1) of your group's 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).
 - Can this topic be delivered in a distance learning environment?
 - 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. Be prepared to discuss your adaptations with the class (15 minutes).

Presenting a Cognitive Lesson

Format: Individual

Time Frame: 30 minutes total (15 minutes in-class presentation)

Description

This activity provides students with an opportunity to present an existing fire and emergency services-related cognitive lesson using the methods indicated by the lesson plan to achieve stated objectives and student learning objectives.

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 15-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 13 minutes and no longer than 17 minutes.
4. You will be evaluated by both student evaluators and the registered instructor for the class or a qualified skills evaluator.

Your teaching demonstration is scheduled for: _____

Presenting a Psychomotor Lesson

Format: Individual

Time Frame: 30 minutes total (15 minutes in-class presentation)

Description

This activity provides students with an opportunity to present an existing fire and emergency services-related psychomotor lesson using the methods indicated by the lesson plan to achieve stated objectives and student learning objectives.

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 15-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 13 minutes and no longer than 17 minutes.
4. You will be evaluated by both student evaluators and the registered 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 Registered 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 Registered Instructor when requested.

Evaluating a 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 (<https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications>)
- Sample Passing Cognitive Teaching Demonstration Evaluation (<https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications>)
- Sample Failing Cognitive Teaching Demonstration Evaluation (<https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications>)
- Pen or pencil (or digital access)

Instructions

1. Review the blank Cognitive Teaching Demonstration Evaluation form.
2. Review the Sample Passing *and* Failing 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 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 Registered Instructor when requested.

Alternative 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 points, 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 (task, condition, 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

Evaluator Type

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

1. Classroom Management

Seating arrangement, lighting, distractions, etc.

Comments	Yes	No	P/F

2. Learning Objective*

Must include condition, behavior/task(s), standard

Comments	Yes	No	P/F

3. Preparation*

ACID (attention, curiosity, interest, desire)

BASE (begin associating with students' experiences with lesson's content)

Comments	Yes	No	P/F

4. Presentation: Content*

Lesson flow: known to unknown, simple to complex

Comments	Yes	No	P/F

5. Presentation: Verbal Communication*

Volume, clarity, interferences

Comments	Yes	No	P/F

6. Presentation: Nonverbal Communication*

Eye contact, gestures, distracting mannerisms

Comments	Yes	No	P/F

7. Application: Instructional Aids*

Easily seen, supports lecture, used effectively

Comments	Yes	No	P/F

8. Active Learning Environment

Questioning techniques, interaction, feedback

Comments	Yes	No	P/F

9. Summary*

Comments	Yes	No	P/F

10. Evaluation

Comments	Yes	No	P/F

11. Assignment

Comments	Yes	No	P/F

Actual Teaching Time

Grade (Pass/Fail)

Overall Comments

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 (task, condition, standard)				
6. Enabling Learning Objective(s)				
7. Materials Needed • Available resources • Instructional environment • Class size				
8. References				
9. Preparation				
10. Presentation • Course content • AHJ SOPs/SOGs • Safety emphasis				
11. Application				
12. Summary				
13. Evaluation				

Instructor 1: Instructional Methodology (2025)
Psychomotor Lesson Plan Checklist

14. Test Instrument - 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 - Step-by-step - In performance order				
17. Operational Steps - Performance units - Smallest step - Action verbs				
18. Key Points (knowledge units)				
Test Instrument	Present	No Adaptation Required	Adaptation Required	Changes Made
19. Directions Are they clear?				
20. Performance Objectives Consistent with learning objectives?				
21. Rating Factors - Performance accuracy - Time standard - Care in handling equipment/tools				
22. Use of Test Instrument - 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

Evaluator Type

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

1. Managed Training Environment*

Disruptions, distractions

Comments	Yes	No	P/F

2. Learning Objective*

Must include condition, behavior/task(s), standard

Comments	Yes	No	P/F

3. Preparation*

ACID (attention, curiosity, interest, desire)

BASE (begin associating with students' experiences with lesson's content)

Comments	Yes	No	P/F

4. Presentation: Content*

Lesson flow: full speed, step by step, full speed

Comments	Yes	No	P/F

5. Presentation: Training Aids and Props*

Same as what student will use, easily seen, used effectively and safely

Comments	Yes	No	P/F

6. Presentation: Performed Skill at Full Speed*

Using skill sheet, promoting safety

Comments	Yes	No	P/F

7. Presentation: Performed Slowly, Verbalizing

Operations and key points, promoting safety

Comments	Yes	No	P/F

8. Application: Verbal Communication*

Volume, clarity, interferences

Comments	Yes	No	P/F

9. Application: Nonverbal Communication*

Eye contact, gestures, distracting mannerisms

Comments	Yes	No	P/F

10. Application: Student Skills Performance*

Checking key points, correcting errors

Comments	Yes	No	P/F

11. Applications: Active Learning Environment*

Questioning techniques, interaction, feedback

Comments	Yes	No	P/F

12. Evaluation

Student performs without assistance

Comments	Yes	No	P/F

13. Assignment

Comments	Yes	No	P/F

Actual Teaching Time

Grade (Pass/Fail)

Overall Comments

Draft

Sample Failing Cognitive Teaching Demonstration Evaluation

Student-Instructor	Bill Buckner
Topic	Defensive Tactics at Residential Structure Fires
Level of Instruction	II
Date	October 11, 2025
Evaluator	Mark Ferreira
Evaluator Type	Registered Instructor

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

1. Classroom Management

Seating arrangement, lighting, distractions, etc.

Comments	Yes	No	P/F
Standard classroom setup. Closed the blinds; room was dark.	X		P

2. Learning Objective*

Must include condition, behavior/task(s), standard

Comments	Yes	No	P/F
Did not state the condition or the standard.		X	F

3. Preparation*

ACID (attention, curiosity, interest, desire)

BASE (begin associating with students' experiences with lesson's content)

Comments	Yes	No	P/F
Showed a video clip to create interest and it worked.	X		P

4. Presentation: Content*

Lesson flow: known to unknown, simple to complex

Comments	Yes	No	P/F
Did not completely deliver lesson plan.		X	F

5. Presentation: Verbal Communication*

Volume, clarity, interferences

Comments	Yes	No	P/F
Good volume. Slow down a little. Watch the "Okays".	X		P

6. Presentation: Nonverbal Communication*

Eye contact, gestures, distracting mannerisms

Comments	Yes	No	P/F
Played with his wedding ring throughout. Personal problem or nerves?? Stared at first row of students only.		X	F

7. Application: Instructional Aids*

Easily seen, supports lecture, used effectively

Comments	Yes	No	P/F
Good video clips. Prepared the class well before each.	X		P

8. Active Learning Environment

Questioning techniques, interaction, feedback

Comments	Yes	No	P/F
Only question to students was, "Do you have any questions?" No student-to-student interaction at all.		X	F

9. Summary*

Comments	Yes	No	P/F
Summary was adequate for overall lesson plan.	X		P

10. Evaluation

Comments	Yes	No	P/F
Gave clear instructions on how to complete the quiz and how to submit it.	X		P

11. Assignment

Comments	Yes	No	P/F
Assignment given to students to be completed by given date.	X		P

Actual Teaching Time 15:30

Grade (Pass/Fail) Fail

Overall Comments

Good vocal volume but no eye contact. Forgot more of the SBO. Had no active learning environment going on.

Sample Failing Psychomotor Teaching Demonstration Evaluation

Student-Instructor	Bill Buckner
Topic	How to Perform a Working Hose Drag
Level of Instruction	II
Date	October 11, 2025
Evaluator	Mark Ferreira
Evaluator Type	Registered Instructor

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

1. Managed Training Environment*

Disruptions, distractions

Comments	Yes	No	P/F
Allowed all students to see the demo.	X		P

2. Learning Objective*

Must include condition, behavior/task(s), standard

Comments	Yes	No	P/F
Did not say what the standard would be!		X	F

3. Preparation*

ACID (attention, curiosity, interest, desire)

BASE (begin associating with students' experiences with lesson's content)

Comments	Yes	No	P/F
Used a short video of recent fire showing this skill.	X		P

4. Presentation: Content*

Lesson flow: full speed, step by step, full speed

Comments	Yes	No	P/F
Skill sheet appeared to be complete.	X		P

5. Presentation: Training Aids and Props*

Same as what student will use, easily seen, used effectively and safely

Comments	Yes	No	P/F
Equipment set up prior to the demo. Had more than he needed.	X		P

6. Presentation: Performed Skill at Full Speed*

Using skill sheet, promoting safety

Comments	Yes	No	P/F
Did not follow skill sheet. Went a little too fast.		X	F

7. Presentation: Performed Slowly, Verbalizing

Operations and key points, promoting safety

Comments	Yes	No	P/F
Omitted this step.		X	F

8. Application: Verbal Communication*

Volume, clarity, interferences

Comments	Yes	No	P/F
Good clear voice, volume, and clarity.	X		P

9. Application: Nonverbal Communication*

Eye contact, gestures, distracting mannerisms

Comments	Yes	No	P/F
Maintained eye contact with several students.	X		P

10. Application: Student Skills Performance*

Checking key points, correcting errors

Comments	Yes	No	P/F
Helped each student. Was impatient with one student who didn't get it.	X		P

11. Applications: Active Learning Environment*

Questioning techniques, interaction, feedback

Comments	Yes	No	P/F
Only asked one question at the end: Did everyone see that?		X	F

12. Evaluation

Student performs without assistance

Comments	Yes	No	P/F
Didn't complete each operation on the skill sheet.		X	F

13. Assignment

Comments	Yes	No	P/F
Did not give an assignment for the next class session.		X	F

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.

Draft

Sample Passing Cognitive Teaching Demonstration Evaluation

Student-Instructor	William James
Topic	Types of Fire Service Ground Ladders
Level of Instruction	II
Date	October 11, 2025
Evaluator	Colleen Buhler
Evaluator Type	Registered Instructor

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

1. Classroom Management

Seating arrangement, lighting, distractions, etc.

Comments	Yes	No	P/F
Used the chevron design. Dimmed the lights.	X		P

2. Learning Objective*

Must include condition, behavior/task(s), standard

Comments	Yes	No	P/F
Clearly stated.	X		P

3. Preparation*

ACID (attention, curiosity, interest, desire)

BASE (begin associating with students' experiences with lesson's content)

Comments	Yes	No	P/F
Provided great facts/statistics on importance of materials.	X		P

4. Presentation: Content*

Lesson flow: known to unknown, simple to complex

Comments	Yes	No	P/F
Good flow of material; referred to what students had already learned, then proceeded with new material.	X		P

5. Presentation: Verbal Communication*

Volume, clarity, interferences

Comments	Yes	No	P/F
Started a bit quiet but grew louder. Overused the term “fantastic” when affirming student responses.	X		P

6. Presentation: Nonverbal Communication*

Eye contact, gestures, distracting mannerisms

Comments	Yes	No	P/F
Maintained good eye contact with the entire class.	X		P

7. Application: Instructional Aids*

Easily seen, supports lecture, used effectively

Comments	Yes	No	P/F
Used overhead questions frequently but exclusively. Vary it up a little!	X		P

8. Active Learning Environment

Questioning techniques, interaction, feedback

Comments	Yes	No	P/F
	X		P

9. Summary*

Comments	Yes	No	P/F
Summary was adequate for overall lesson plan.	X		P

10. Evaluation

Comments	Yes	No	P/F
Gave clear instructions on how to complete the quiz and how to submit it.	X		P

11. Assignment

Comments	Yes	No	P/F
Assignment given to students to be completed by given date.	X		P

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.

Sample Passing Psychomotor Teaching Demonstration Evaluation

Student-Instructor	William James
Topic	How to Inspect a Pulaski
Level of Instruction	II
Date	October 11, 2025
Evaluator	Colleen Buhler
Evaluator Type	Registered Instructor

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

1. Managed Training Environment*

Disruptions, distractions

Comments	Yes	No	P/F
All students had a good view of the demo.	X		P

2. Learning Objective*

Must include condition, behavior/task(s), standard

Comments	Yes	No	P/F
Clearly stated.	X		P

3. Preparation*

ACID (attention, curiosity, interest, desire)

BASE (begin associating with students' experiences with lesson's content)

Comments	Yes	No	P/F
Tied "need to know" to everyday tool use. Stressed safety.	X		P

4. Presentation: Content*

Lesson flow: full speed, step by step, full speed

Comments	Yes	No	P/F
Good flow; followed skills sheet.	X		P

5. Presentation: Training Aids and Props*

Same as what student will use, easily seen, used effectively and safely

Comments	Yes	No	P/F
Equipment set up for students to see. Had everything he needed.	X		P

6. Presentation: Performed Skill at Full Speed*

Using skill sheet, promoting safety

Comments	Yes	No	P/F
Performed smoothly according to skills sheet. Maintained good eye contact with the entire class.	X		P

7. Presentation: Performed Slowly, Verbalizing

Operations and key points, promoting safety

Comments	Yes	No	P/F
Stressed safety. Made sure all could see and hear.	X		P

8. Application: Verbal Communication*

Volume, clarity, interferences

Comments	Yes	No	P/F
Good clear voice, volume, and clarity.	X		P

9. Application: Nonverbal Communication*

Eye contact, gestures, distracting mannerisms

Comments	Yes	No	P/F
Had good eye contact throughout the demonstration. Made sure everyone could see what he was doing.	X		P

10. Application: Student Skills Performance*

Checking key points, correcting errors

Comments	Yes	No	P/F
Worked with each student and guided them through the demo. Corrected any mistakes and reminded them of safety issues.	X		P

11. Applications: Active Learning Environment*

Questioning techniques, interaction, feedback

Comments	Yes	No	P/F
Asked the students questions. Gave positive feedback.	X		P

12. Evaluation

Student performs without assistance

Comments	Yes	No	P/F
Utilized skill sheet effectively.	X		P

13. Assignment

Comments	Yes	No	P/F
Clear assignment given for the next class session.	X		P

Actual Teaching Time 15:12

Grade (Pass/Fail) Pass

Overall Comments

Good job! Don't over praise. Good move to fail the student who wasn't trying.

Draft

Fire and Emergency Services Instructor 1

(NFPA 1020: Fire and Emergency Services Instructor I)

Certification Task Book (2025)



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 (2024) which is based on NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025).

Published: Month Year

Published by: State Fire Training, PO Box 944246, Sacramento, CA 94244-2460

Cover photo courtesy of Darren Hall, San Diego Miramar College Fire Technology Program.

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

Except for 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 initiates the task book.

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.

Draft

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 initiation of this certification task book.

Education

The candidate has completed the following course(s).

- Instructor 1: Instructional Methodology (2019 or newer)

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: _____	Name: _____
Job Title: _____	Job Title: _____
Organization: _____	Organization: _____
Signature: _____	Signature: _____
Name: _____	Name: _____
Job Title: _____	Job Title: _____
Organization: _____	Organization: _____
Signature: _____	Signature: _____
Name: _____	Name: _____
Job Title: _____	Job Title: _____
Organization: _____	Organization: _____
Signature: _____	Signature: _____
Name: _____	Name: _____
Job Title: _____	Job Title: _____
Organization: _____	Organization: _____
Signature: _____	Signature: _____
Name: _____	Name: _____
Job Title: _____	Job Title: _____
Organization: _____	Organization: _____
Signature: _____	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 **gray** highlight.

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.

Fire and Emergency Services Instructor 1

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 4.3.2) (CTS 2-1)

Evaluator Signature: _____ Date Verified: _____

2. Prepare requests for resources, given training goals and current resources, so that the resources required to meet training goals are identified and documented. (NFPA 4.3.3) (CTS 2-2)

Evaluator Signature: _____ Date Verified: _____

3. Schedule single instructional sessions, given a training assignment, AHJ scheduling procedures, instructional resources, facilities, and a timeline for delivery, so that the specified lessons are delivered according to AHJ procedure. (NFPA 4.3.4) (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 4.3.5) (CTS 2-4)

Evaluator Signature: _____ Date Verified: _____

Instructional Development

5. Review instructional materials, given 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 4.4.2) (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 4.4.3) (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 4.5.2) (CTS 4-1)

Evaluator Signature: _____ Date Verified: _____

8. Inspect the training prop and associated equipment, given a specific training prop, applicable equipment, and AHJ policy, so that all safety features of the prop are present and operate as intended, equipment is in a safe and useable condition, and unsafe props and equipment are removed from service in accordance with AHJ procedures. (NFPA 4.5.3) (CTS 4-2)

Evaluator Signature: _____ Date Verified: _____

9. Present and adjust prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the method(s) indicated by the lesson plan is used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed. (NFPA 4.5.4) (CTS 4-3)

Evaluator Signature: _____ Date Verified: _____

10. 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 4.5.5) (CTS 4-4)

Evaluator Signature: _____ Date Verified: _____

11. Operate instructional technology tools and demonstration devices, given a learning environment and equipment, so that the equipment functions, the intended objectives are presented, and transitions between media and other parts of the presentation are accomplished. (NFPA 4.5.6) (CTS 4-5)

Evaluator Signature: _____ Date Verified: _____

12. Monitor training participants to safeguard participants, given a training evolution, so that signs and symptoms of fatigue and distress are recognized and that appropriate actions are taken to prevent injury. (NFPA 4.5.7) (CTS 4-6)

Evaluator Signature: _____ Date Verified: _____

Evaluation and Testing

13. Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and evaluation procedures of the AHJ, so that bias and discrimination are eliminated; the testing is conducted according to procedures, and the security of the materials is maintained. (NFPA 4.6.2) (CTS 5-1)

Evaluator Signature: _____ Date Verified: _____

14. 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 4.6.3) (CTS 5-2)

Evaluator Signature: _____ Date Verified: _____

15. 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 4.6.4) (CTS 5-3)

Evaluator Signature: _____ Date Verified: _____

16. 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; an objective, clear, and relevant; and include suggestions based on the data. (NFPA 4.6.5) (CTS 5-4)

Evaluator Signature: _____ Date Verified: _____

17. Evaluate other student instructor presentations, given a recent 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: _____

Draft

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 one (1) year's full-time or two (2) years' part-time paid or volunteer experience in a recognized California fire agency

Agency	Experience	Start Date	End Date

- Have a minimum of forty (40) hours' teaching/training experience in a fire service-related program
 - Teaching/training must be related to fire or emergency medical services
 - Teaching/training must take place in a structured environment with an audience
 - SFT will not accept any teaching/training completed prior to initiation of a candidate's Fire and Emergency Services Instructor 1 Certification Task Book

Course / Subject	Hours	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: _____