

Fire and Emergency Services Instructor 2

(NFPA 1020: Fire and Emergency Instructor II)

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 2

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 2 (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).

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Table of Contents

Acknowledgements	1
How to Read a CTS Guide	2
Fire and Emergency Services Instructor 2	4
Section 1: General	4
1-1: Definition of Duty.....	4
Section 2: Program Management	5
2-1: Assigning Instructional Sessions.....	5
2-2: Recommending Budget Needs.....	6
2-3: Gathering Training Resources	7
2-4: Managing Record-Keeping.....	8
2-5: Evaluating Instructors.....	9
Section 3: Instructional Development.....	10
3-1: Creating Lesson Plans.....	10
Section 4: Instructional Delivery	12
4-1: Conducting Classes.....	12
4-2: Supervising Training Activities	13
4-3: Evaluating the Suitability of Training Props and Equipment	14
Section 5: Evaluation and Testing.....	15
5-1: Developing Student Evaluation Instruments	15
5-2: Developing Class Evaluation Instruments.....	16

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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).

Fire and Emergency Services Instructor 2

Section 1: General

1-1: Definition of Duty

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 5.2.1
 - Paragraph 5.3.1
 - Paragraph 5.4.1
 - Paragraph 5.5.1

Job Performance Requirement

There is no job performance requirement for this standard.

Requisite Knowledge

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

Requisite Skills

1. None required

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 2: Instructional Development (2025) • Topic 1-3	N/A	N/A

Section 2: Program Management

2-1: Assigning Instructional Sessions

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 5.2.2

Job Performance Requirement

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

Requisite Knowledge

1. Describe AHJ policy
2. Describe scheduling processes
3. Describe supervision techniques
4. Describe resource management

Requisite Skills

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

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 2: Instructional Development (2025) • Topic 5-1	2-1: Assigning Instructional Sessions	Fire and Emergency Services Instructor 2 Certification Task Book (2025) • JPR 1

2-2: Recommending Budget Needs

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 5.2.3

Job Performance Requirement

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

Requisite Knowledge

1. Describe AHJ budget policy
2. Describe resource management
3. Describe needs analysis
4. Describe sources of instructional materials and equipment

Requisite Skills

1. Conduct resource analysis
2. Prepare supporting documentation

Content Modification

Block	Modification	Justification
RS1	Added "Conduct".	NFPA didn't provide a verb. (2019)

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 2: Instructional Development (2025) • Topic 5-2	2-3: Perform a Needs Analysis for Training Resources	Fire and Emergency Services Instructor 2 Certification Task Book (2025) • JPR 2

2-3: Gathering Training Resources

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 5.2.4

Job Performance Requirement

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

Requisite Knowledge

1. Describe AHJ policies
2. Describe purchasing procedures
3. Describe budget

Requisite Skills

1. Complete records

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 2: Instructional Development (2025) • Topic 5-3	2-3: Perform a Needs Analysis for Training Resources	Fire and Emergency Services Instructor 2 Certification Task Book (2025) • JPR 3

2-4: Managing Record-Keeping

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 5.2.5

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. Manage records

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 2: Instructional Development (2025) • Topic 5-4	2-4: Maintain and Secure Accurate Training Records	Fire and Emergency Services Instructor 2 Certification Task Book (2025) • JPR 4

2-5: Evaluating Instructors

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 5.2.6

Job Performance Requirement

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

Requisite Knowledge

1. Describe personnel evaluation methods
2. Describe supervision techniques
3. Describe AHJ policy
4. Describe effective instructional methods and techniques

Requisite Skills

1. Provide coaching
2. Apply observation techniques
3. Complete evaluation records

Content Modification

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

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 2: Instructional Development (2025) • Topic 5-5	2-5: Evaluate an Instructor	Fire and Emergency Services Instructor 2 Certification Task Book (2025) • JPR 5

Section 3: Instructional Development

3-1: Creating Lesson Plans

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 5.3.2

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

Block	Modification	Justification
RS5	Added "Apply".	NFPA did not provide a verb. (2019)
RS6	Added "Apply".	NFPA did not provide a verb. (2019)

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 2: Instructional Development (2025) • Topic 2-1	3-1: Create Lesson Plan	Fire and Emergency Services Instructor 2 Certification Task Book (2025) • JPR 6

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Section 4: Instructional Delivery

4-1: Conducting Classes

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 5.4.2
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. Facilitate instructional session
2. Apply student-centered learning
3. Evaluate instructional delivery
4. Use and evaluate instructional technology tools, evaluation techniques, and resources
5. Conduct small group discussions

Content Modification

Block	Modification	Justification
RS5	Added new skill.	Added to support JPR. Adapted from NFPA 1020 annex 5.4.2B.

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 2: Instructional Development (2025) • Topic 2-1 (RK5, RK6, RK7) • Topic 3-1 (RK1, RK2, RK3, RK4, RS1, RS2, RS3, RS4, RS5)	4-1: Conduct a Class	Fire and Emergency Services Instructor 2 Certification Task Book (2025) • JPR 7

4-2: Supervising Training Activities

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 5.4.3

Job Performance Requirement

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

Requisite Knowledge

1. Describe safety rules, regulations, and practices applicable to the training scenario
2. Describe the incident management system
3. Describe leadership techniques

Requisite Skills

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

Content Modification

Block	Modification	Justification
RK1	Added “applicable to the training scenario”.	The NFPA definition of “specialized training scenario” allows a variety of options which will change the rules, regulations, and practices that apply. (2025)

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 2: Instructional Development (2025) • Topic 1-3 (RK3) • Topic 3-3 (RK1, RK2, RS1, RS2, RS3)	4-2: Supervise a High-Hazard Training Evolution	Fire and Emergency Services Instructor 2 Certification Task Book (2025) • JPR 8

4-3: Evaluating the Suitability of Training Props and Equipment

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 5.4.4

Job Performance Requirement

Evaluate the suitability of a training prop and associated equipment, given a specific training prop and applicable equipment, so that its use furthers the intent and purpose of the training.

Requisite Knowledge

1. Describe the intent and purpose of a training program or evolution
2. Describe the proper use of specific props or equipment
3. Describe manufacturer's specifications for props
4. Describe the physical needs of the student and instructors for the safe use of specific training props or equipment

Requisite Skills

1. Analyze specifications
2. Evaluate a prop for suitability
3. Determine requirements for its safe use

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 2: Instructional Development (2025) • Topic 3-2	4-3: Evaluate the Suitability of a Training Prop & Associated Equipment	Fire and Emergency Services Instructor 2 Certification Task Book (2025) • JPR 9

Section 5: Evaluation and Testing

5-1: Developing Student Evaluation Instruments

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 5.5.2
2. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

1. Describe evaluation methods
2. Describe evaluation instrument development
3. Describe assessment of validity and reliability

Requisite Skills

1. Utilize a test planning sheet or test blueprint
2. Construct evaluation items
3. Assemble evaluation instruments

Content Modification

Block	Modification	Justification
RS1	Added "Utilize a test planning sheet or test blueprint".	Added to support JPR. (2019)

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 2: Instructional Development (2025) • Topic 4-1	5-1A: Develop a Cognitive Test Evaluation Instrument 5-1B: Develop a Performance Skills Evaluation Instrument	Fire and Emergency Services Instructor 2 Certification Task Book (2025) • JPR 10

5-2: Developing Class Evaluation Instruments

Authority

1. NFPA 1020: Standard for Fire and Emergency Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications (2025)
 - Paragraph 5.5.3

Job Performance Requirement

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

Requisite Knowledge

1. Describe training evaluation methods

Requisite Skills

1. Develop training evaluation instruments

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Instructor 2: Instructional Development (2025) • Topic 4-2	5-2: Develop a Class Evaluation Instrument	Fire and Emergency Services Instructor 2 Certification Task Book (2025) • JPR 11



Instructional Development (2025)

Course Plan

Course Details

Certification:	Fire and Emergency Services Instructor 2
CTS Guide:	Fire and Emergency Services Instructor 2 Certification Training Standards Guide (2025)
Description:	This course provides the skills and knowledge needed for the intermediate level professional instructor to perform their duties safely, effectively, and competently. Topics include developing lesson plans and evaluation instruments, teaching and delivering instruction, evaluating and coaching other instructors, and analyzing resources and formulating a program budget.
Designed For:	Personnel preparing for a college level fire instructor or SFT Registered Instructor position, or anyone who provides instruction in a public safety environment.
Prerequisites:	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)*
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 (13.5 lecture / 24.0 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 2 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.

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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 2 Certification Process	9
Topic 1-3: Definition of Duty	11
Unit 2: Instructional Development	12
Topic 2-1: Creating Lesson Plans	12
Unit 3: Instructional Delivery	14
Topic 3-1: Conducting Classes	14
Topic 3-2: Evaluating the Suitability of Training Props and Equipment	16
Topic 3-3: Supervising Training Activities	17
Unit 4: Evaluation and Testing	18
Topic 4-1: Developing Student Evaluation Instruments	18
Topic 4-2: Developing Class Evaluation Instruments	19
Unit 5: Program Management	20
Topic 5-1: Assigning Instructional Sessions	20
Topic 5-2: Recommending Budget Needs	21
Topic 5-3: Gathering Training Resources	22
Topic 5-4: Managing Record-Keeping	23
Topic 5-5: Evaluating Instructors	24
How to Read a Course Plan	25

Required Resources

Instructor Resources

To teach this course, instructors need:

- *Fire and Emergency Services Instructor* (4th edition, Jones & Bartlett Learning, 2027)
- Field Operations Guide, ICS 420-1 (FEMA)
http://www.usfa.fema.gov/downloads/pdf/publications/field_operations_guide.pdf
- Copies of AHJ policies and procedures for the following, and sample forms, such as:
 - Needs analysis
 - Purchasing
 - Scheduling policy
 - Budget policy
 - Training records
 - Record auditing procedures
 - Instructor testing and evaluation
 - Test blueprint or planning sheet
 - Classroom evaluation
 - Online learning safety standards, practices, and risk management

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 2-1a: Developing a Cognitive Lesson Plan
- Activity 2-1b: Developing a Psychomotor Lesson Plan
- Activity 3-1a: Presenting a Cognitive Lesson Plan
- Activity 3-1b: Presenting a Psychomotor Lesson Plan
- Activity 4-1a: Creating a Test Planning Sheet
- Activity 4-1b: Constructing Test Items
- Activity 5-5a: Evaluating a Cognitive Teaching Demonstration
- Activity 5-5b: Evaluating a Psychomotor Teaching Demonstration
- Activity 5-5c: Practicing Active Listening
- Cognitive Lesson Plan Template
- Guidelines for Written Test Items
- Psychomotor Lesson Plan Template
- Sample Failing Cognitive Teaching Demonstration Evaluation
- Sample Failing Psychomotor Teaching Demonstration Evaluation
- Sample Passing Cognitive Teaching Demonstration Evaluation
- Sample Passing Psychomotor Teaching Demonstration Evaluation
- Test Planning Sheet Template (Blank)
- Test Planning Sheet Template (Sample)

Student Resources

To participate in this course, students need:

- *Fire and Emergency Services Instructor* (4th edition, Jones & Bartlett Learning, 2027)
- Two course/lesson outlines that can be expanded into a course/lesson plan
 - One cognitive (technical)
 - One psychomotor (manipulative)

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

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	0.50	0.25	
Topic 1-2: Fire and Emergency Services Instructor 2 Certification Process	0.25	0.0	
Topic 1-3: Definition of Duty	0.50	0.0	
Unit 1 Totals	1.25	0.25	1.5
Unit 2: Instructional Development			
Topic 2-1: Creating Lesson Plans	1.0	2.0	
Unit 2 Totals	1.0	2.0	3.0
Unit 3: Instructional Delivery			
Topic 3-1: Conducting Classes	3.0	19.0	
Topic 3-2: Evaluating the Suitability of Training Props and Equipment	0.5	0.0	
Topic 3-3: Supervising Training Activities	1.0	0.0	
Unit 3 Totals	4.5	19.0	23.5
Unit 4: Evaluation and Testing			
Topic 4-1: Developing Student Evaluation Instruments	1.5	1.75	
Topic 4-2: Developing a Class Evaluation Instrument	0.25	0.0	
Unit 4 Totals	1.75	1.75	3.5
Unit 5: Program Management			
Topic 5-1: Assigning Instructional Sessions	1.0	0.0	
Topic 5-2: Recommending Budget Needs	1.0	0.0	
Topic 5-3: Gathering Training Resources	1.0	0.0	
Topic 5-4: Managing Record-Keeping	1.0	0.0	
Topic 5-5: Evaluating Instructors	1.0	1.0	
Unit 5 Totals	5.0	1.0	6.0
Formative Assessment			
Determined by AHJ or educational institution	0.0	1.5	1.5
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)	13.5	26.5	40.0
Course Totals (with optional certification exam)	13.5	34.5	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

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

Terminal Learning Objective

At the end of this topic a student will be able to identify 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
 - One of the following certifications:
 - Fire and Emergency Services Instructor 1 (2019 or newer)
 - Instructor 1 (2019 or newer)
3. Identify the courses required for certification
 - Instructor 2: Instructional Development (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 2 state certification exam for IFSAC/Pro Board certification
5. Identify the task book requirements for certification
 - Fire and Emergency Services Instructor 2 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 2 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. 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 2 regarding program management, instructional development, instructional delivery, evaluation and testing, and leadership.

Enabling Learning Objectives

1. Describe program management
 - Management of instructional resources, staff, facilities, and records and reports
2. Describe instructional development
 - Development of instructional materials for specific topics
3. Describe instructional delivery
 - Conducting classes using a lesson plan
4. Describe evaluation and testing
 - Development of student evaluation instruments to support instruction and the evaluation of test results
5. Describe the Fire and Emergency Services Instructor 2's leadership role

Discussion Questions

1. What is the major difference between a Fire and Emergency Services Instructor 1 and 2?
2. What are the responsibilities of a Fire and Emergency Services Instructor 2 regarding testing?

Application

1. Determined by instructor

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 Reference: CTS 1-1

Unit 2: Instructional Development

Topic 2-1: Creating Lesson Plans

Terminal Learning Objective

At the end of this topic a student, given a topic, learner characteristics, and an AHJ-specific standard lesson plan format, will be able to create a lesson plan so that learning objectives, a lesson outline, course materials, instructional technology tools, and an evaluation plan are addressed.

Enabling Learning Objectives

1. Identify lesson plan need
 - Modify an existing lesson plan
 - Identify reason for lesson modification (e.g., AHJ policy)
 - Identify materials to support modified learning objective
 - Create a new lesson plan
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. Describe elements of a lesson plan
4. Describe components of learning objectives
 - Terminal learning objectives (student learning outcome)
 - Mager model: Task (performance) + Condition (given) + Standard (criterion)
 - ABCD model: Audience + Behavior + Condition + Degree
 - Enabling learning objectives (student behavioral objective)
5. Describe methods and techniques of instruction
 - Determine methods of delivery that best fit the content
6. Describe the instructor's role in distance or hybrid instruction
 - Facilitator
 - Instructor-led training
 - Transition to student-to-student collaborative learning
7. Describe how to engage students with different learning characteristics, backgrounds, and needs in distance or hybrid instruction
8. Describe student-centered learning
9. Describe principles of adult learning
10. Describe methods for eliminating bias in instructional materials
 - Lessons plans
 - Instructional materials, aids, props, tools, agency equipment, etc.
 - Assessment and evaluations
11. Describe types and application of instructional technology tools and techniques

- Recommend using two forms of instructional aid during instructional delivery
- State how instructional aids support learning objectives
- 12. Describe copyright law
- 13. Describe evaluation tools and techniques
- 14. Select evaluation techniques
- 15. Identify sources of references and materials
- 16. Conduct research
 - Identify materials to support the learning objective
- 17. Develop learning objectives
- 18. Assess student needs
- 19. Develop instructional technology tools
 - Use instructional media to support learning objectives
 - Comply with U.S. copyright law and respect intellectual property rights
- 20. Apply lesson outline techniques
- 21. Adapt lesson plans for delivery in distance or hybrid learning environments (if needed)
- 22. Apply evaluation techniques
- 23. Analyze resource needs
 - Determine number of handouts, equipment, software licenses needed
 - Match instructional delivery time with number of students and skill being taught to determine sufficiency of resources

Discussion Questions

1. What is the difference between a terminal learning objective (TLO) and an enabling learning objective (ELO)?
2. What student needs should you consider when modifying or creating a lesson plan?
3. What common mistakes do people make when modifying or creating lesson plans?
4. How does a learning objective standard or evaluation step influence the overall lesson plan?
5. What intellectual property rights could be violated in course delivery?
6. What factors influence the need to modify a lesson plan?
7. What are the benefits and limitations of using AI for creating or modifying lesson plans?

Application

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

Instructor Notes

1. The steps for modifying an existing lesson plan and creating a new lesson plan are similar once an individual identifies which option is needed. They are taught together here.
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

Unit 3: Instructional Delivery

Topic 3-1: Conducting Classes

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe transitioning between different teaching methods
2. Describe student-centered learning methods
3. Describe discussion methods
4. Describe facilitation methods
5. Describe problem-solving techniques
6. Identify laws, rules, and regulations applicable to delivering instruction in a distance or hybrid learning environment
 - Local, state, and federal
 - Americans with Disabilities Act (2008)
 - Rehabilitation Act (2017) Section 508
 - Copyright and fair use laws (use and restrictions)
 - Print materials
 - Digital materials
 - Video/audio content
 - Privacy
7. Identify AHJ policies for delivering distance or hybrid instruction
8. Identify instructional technology tools and resources needed to deliver distance or hybrid instruction
 - Hardware requirements
 - Software requirements
 - Interactive technology requirements
 - Internet access requirements
 - Physical learning environment
 - Physical instructional environment
9. Describe effective classroom management practices
 - Physical environments
 - Digital environments
10. Facilitate instructional session
11. Apply student-centered learning
12. Conduct small group discussions
 - Problem solving
 - Facilitating consensus
13. Evaluate instructional delivery
14. Use and evaluate instructional technology tools, evaluation techniques, and resources

Discussion Questions

1. How would you recognize when you need to implement an alternative method of instruction?
2. What techniques can an instructor employ to keep a small group discussion focused?
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. How would you adapt your instructional technique if you were leading a small group discussion versus a lecture presentation?

Application

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

Instructor Notes

1. None

CTS Guide Reference: CTS 4-1

Topic 3-2: Evaluating the Suitability of Training Props and Equipment

Terminal Learning Objective

At the end of this topic a student, given a specific training prop and applicable equipment, will be able to evaluate the suitability of a training prop and associated equipment so that its use furthers the intent and purpose of the training.

Enabling Learning Objectives

1. Describe the intent and purpose of a training program or evolution
2. Describe the proper use of specific props or equipment
3. Describe manufacturer's specifications for props
4. Describe the physical needs of the student and instructors for the safe use of specific training props or equipment
5. Analyze specifications
6. Evaluate a prop for suitability
7. Determine requirements for its safe use

Discussion Questions

1. What factors would you consider when selecting training props or equipment?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 4-3

Topic 3-3: Supervising Training Activities

Terminal Learning Objective

At the end of this topic a student, given a specialized training scenario, will be able to supervise other instructors and students during training so that applicable safety standards and practices are followed and instructional goals are met.

Enabling Learning Objectives

1. Describe safety rules, regulations, and practices applicable to the training scenario
 - Cal OSHA
 - NFPA
 - Manufacturer's guidelines
 - AHJ policies and procedures
 - SFT instructor-student ratios, instructor qualifications, site approval, etc.
2. Describe the Incident Command System (ICS)
3. Describe supervisory tasks
 - Plan and coordinate all training activities
 - Monitor activities to ensure safe practices
 - Inspect training structure integrity prior to each fire
 - Assign instructors to specific functional and teaching tasks
 - Brief instructors on responsibilities
 - Assign coordinating personnel
 - Ensure adherence to safety practices by all persons within the training area
4. Conduct a safety briefing
5. Communicate
6. Implement the ICS

Discussion Questions

1. What components of the ICS do you use for all training scenarios?
2. What types of training scenarios require a written Incident Action Plan?
3. What types of training scenarios require staffing specific ICS positions?
4. What equipment limitations are acceptable in training environments?

Application

1. Determined by instructor

Instructor Notes

1. See NFPA 1020 (current edition) Annex A, A.5.4.3 for examples of specialized training scenarios.
2. Ensure adherence to safety practices by all persons within the training area.

CTS Guide Reference: CTS 4-2

Unit 4: Evaluation and Testing

Topic 4-1: Developing Student Evaluation Instruments

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe evaluation methods
 - Written
 - Oral
 - Performance
2. Describe the components of evaluation instruments
3. Describe evaluation instrument development
4. Describe assessment of validity and reliability
5. Describe how to conduct testing in a distance or hybrid learning environment
 - AHJ policies and procedures
 - Test security
 - Student confidentiality
 - Ensuring ethical behavior
 - Ensuring equal access and accommodation
 - Eliminating testing bias
6. Describe how to provide effective feedback in a distance or hybrid learning environment
7. Utilize a test planning sheet or test blueprint
8. Construct evaluation items
9. Assemble evaluation instruments

Discussion Questions

1. How does test planning facilitate comprehensive evaluation?
2. What is the process for field testing a new evaluation instrument?
3. How does your AHJ correlate evaluation instruments with student learning outcomes?
4. What are the benefits and limitations of using AI for creating evaluation instruments?
5. What methods can you use to determine if a test is valid?

Application

1. Activity 4-1a: Creating a Test Planning Sheet
2. Activity 4-1b: Constructing Test Items

Instructor Notes

1. Verify that answers to the test questions generated during Activity 4.1b can be found in assigned student references.
2. Activity 4-1a uses Microsoft® Excel® documents that must be opened and manipulated on a computer or other device with spreadsheet software.
3. The Test Planning Sheet uses a simple SUM formula.
4. Encourage students to seek out their AHJ evaluation instrument policies and procedures.

CTS Guide Reference: CTS 5-1

Topic 4-2: Developing Class Evaluation Instruments

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe training evaluation methods
2. Develop and validate training evaluation instruments
 - Questions are worded clearly
 - Evaluation questions cover elements of the course
 - Includes feedback about facilities, drill ground, or learning environment
 - Provides actionable feedback for the instructor about instruction and materials

Discussion Questions

1. What kinds of actionable feedback should an instructor solicit in a class evaluation?
2. What types of rating scales can be used to evaluate aspects of the course (e.g., content, design, instructor, environment)?

Application

1. Determined by instructor

Instructor Notes

1. State Fire Training has an online student survey for all SFT registered courses. All OSFM FESI 2s should use it and request the results through their instructor profile in the SFT user portal.

CTS Guide Reference: CTS 5-2

Unit 5: Program Management

Topic 5-1: Assigning Instructional Sessions

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe AHJ course scheduling policies and procedures
2. Describe supervision techniques for scheduling training
 - Active vs. passive supervision depending on courses being scheduled
3. Describe resource management for scheduling courses
4. Select resources, staff, and facilities for specified instructional sessions

Discussion Questions

1. What are some supervision considerations for scheduling courses?
2. What are some considerations that factor into scheduling less experienced instructors?
3. What are some resource management principles to consider when scheduling courses?
4. What challenges do firefighter shift schedules present for scheduling courses?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 2-1

Topic 5-2: Recommending Budget Needs

Terminal Learning Objective

At the end of this topic a student, given training goals, AHJ budget policy, and current resources, will be able to recommend budget needs so that the resources required to meet training goals are identified and documented.

Enabling Learning Objectives

1. Describe AHJ training budget policies and procedures
2. Describe resource management
 - Instructional materials
 - Equipment, props, and tools
 - Facilities
 - Staff
3. Describe needs analysis
4. Describe potential funding sources
5. Conduct resource analysis
 - Costs for outside resources
 - Scheduling internal resources
6. Prepare supporting documentation
 - Identify AHJ forms required

Discussion Questions

1. What are some low-cost alternatives for utilizing training resources that your AHJ does not own?
2. How do you identify what resources are available in your AHJ?
3. What are some funding sources beyond your AHJ budget?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 2-2

Topic 5-3: Gathering Training Resources

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

1. What forms does your AHJ require for acquiring training resources?
2. What is your AHJ's standard timeline and deadlines for acquiring training resources?
3. How do you adjust to an emergent need for training or equipment outside of the standard budget planning process?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 2-3

Topic 5-4: Managing Record-Keeping

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe AHJ record-keeping policies and procedures
2. Describe laws affecting records and disclosure of training information
3. Describe professional standards applicable to training records
4. Describe record-keeping systems
5. Identify data input for training records
 - Determined by AHJ
6. Manage records
 - Internal (manage within AHJ)
 - External (submit to other entities)
 - SFT Procedures Manual (chapter 5)
 - Other

Discussion Questions

1. What are your AHJ's record-keeping procedures (e.g., personal data to include or exclude, number of years records are retained)?
2. What type of records are associated with course delivery?
3. How often are your records audited?
4. How do AHJs and other organizations utilize training record data?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 2-4

Topic 5-5: Evaluating Instructors

Terminal Learning Objective

At the end of this topic a student, given an evaluation tool, AHJ policy, and objectives, will be able to evaluate instructors so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the evaluator.

Enabling Learning Objectives

1. Describe personnel evaluation methods
2. Describe evaluating supervision techniques
3. Describe AHJ instructor evaluation policies and procedures
4. Describe evaluating instructional methods and techniques
5. Describe how to facilitate a teaching demonstration review and discussion in a distance or hybrid learning environment
6. Apply observation techniques
7. Provide coaching
8. Complete evaluation records

Discussion Questions

1. What personnel evaluation methods does your AHJ use?
2. How can coaching develop instructors' skills?

Application

1. Activity 5-5a: Evaluating a Cognitive Teaching Demonstration
2. Activity 5-5b: Evaluating a Psychomotor Teaching Demonstration
3. Activity 5-5c: Practicing Active Listening

Instructor Notes

1. *The Coaching Habit* (Michael Bungay Stainer) has good coaching role play scenarios to support ELO 6.
2. Show the video associated with Activity 5-5c (5:51 minutes) as part of your lecture time to prepare for the application discussion.

CTS Guide Reference: CTS 2-5

How to Read a Course Plan

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

Developing a Cognitive Lesson Plan

Format: Individual

Time Frame: 1 hour

Description

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

Materials

- Cognitive Lesson Plan Template (<https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications>)
- An existing course outline

Instructions

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

Developing a Psychomotor Lesson Plan

Format: Individual

Time Frame: 1 hour

Description

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

Materials

- Psychomotor Lesson Plan Template (<https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications>)
- An existing course outline

Instructions

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

Presenting a Cognitive Lesson Plan

Format: Individual

Time Frame: 1 hour preparation / 15 minute in-class presentation (not including evaluation time)

Description

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

Materials

- Prepared lesson plan
- Audiovisual training aids (as needed)
- Sample Passing 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>)

Instructions

1. Review the Sample Passing *and* Failing Cognitive Teaching Demonstration Evaluation forms.
2. Prepare to teach a 15-minute presentation from your cognitive lesson plan following the four-step method of instruction:
 - Include a clearly stated student behavioral objective.
 - Use presentation methods and teaching strategies that create interest and involve the students.
 - Follow your lesson plan.
 - Use a minimum of two forms of an audiovisual training aid to enhance and reinforce teaching points. Video use is limited to a maximum of two minutes.
 - Conclude with a summary and assignment, if appropriate.
3. Your presentation time must be at least 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 Plan

Format: Individual

Time Frame: 1 hour preparation / 15 minutes in-class presentation (not including evaluation time)

Description

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

Materials

- Prepared lesson plan
- Audiovisual training aids (as needed)
- Sample Passing 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>)

Instructions

1. Review the Sample Passing *and* Failing Psychomotor Teaching Demonstration Evaluation forms.
2. Prepare to teach a 15-minute presentation from your psychomotor lesson plan following the four-step method of instruction.
 - Include a clearly stated student behavioral objective.
 - Use presentation methods and teaching strategies that create interest and involve the students.
 - Follow your lesson plan.
 - Use personal protective equipment as needed.
 - Reinforce teaching points.
 - Allow time for student application while you supervise and provide feedback.
 - Allow time for student evaluation.
 - Conclude the presentation with an assignment, if appropriate.
3. Your presentation time must be at least 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: _____

Creating a Test Planning Sheet

Format: Group

Time Frame: 30 minutes

Description

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

Materials

- Test Planning Sheet Template (Blank)
(<https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications>)
- Test Planning Sheet Template (Sample)
(<https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications>)
- Job performance requirement (JPR) assigned by instructor or provided by student
- Computer or another device with spreadsheet software

Instructions

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

Instructor Notes

Delete the answer key before distributing this activity to students.

Answer Key

1. Enabling learning objectives for the test come from course content.
2. Test the enabling learning objectives at the same level to which they are taught.
3. A comprehensive test planning sheet includes test items for all enabling learning objectives for the JPR being evaluated.
4. Test planning sheets can be used to create both formative and summative tests.
5. Lesson delivery includes guided, and sometimes also independent, practice to target the level of knowledge required to perform the JPR. If students haven't had practice with the JPR at the level being tested they will likely get that item wrong.

Constructing Test Items

Format: Group

Time Frame: 30 minutes

Description

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

Materials

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

Instructions

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

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.

Evaluating a Psychomotor Teaching Demonstration

Format: Individual

Time Frame: 15 minutes

Description

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

Materials

- Psychomotor Teaching Demonstration Evaluation form
(<https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications>)
- Sample Passing Psychomotor Teaching Demonstration Evaluation
(<https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications>)
- Sample Failing Psychomotor 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 Psychomotor Teaching Demonstration Evaluation form.
2. Review the Sample Passing *and* Failing 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. Be prepared to discuss your overall experience with the class.
5. Submit your completed evaluation to your registered instructor when requested.

Practicing Active Listening

Format: Student Partners (1:1)

Time Frame: 15 minutes

Description

This activity provides students with an opportunity to practice active listening by resisting the urge to immediately solve problems and instead using coaching questions to better understand the student's perspective. At the completion of this activity, students will be able to demonstrate active listening skills by using coaching questions, paraphrasing information, and delaying advice-giving during a conversation.

Materials

- Coaching Questions (see below)
- Timer
- Coaching Habit video (YouTube: <https://www.youtube.com/watch?v=YID6I9T-ksc>)

Coaching Habit Questions

Use the following questions from *The Coaching Habit*:

1. What's on your mind?
2. And what else?
3. What's the real challenge here for you?
4. What do you want?
5. How can I help?
6. If you're saying yes to this, what are you saying no to?

Instructions (for students)

Round 1: Listen Without Fixing (5 Minutes)

Partner A (Speaker) – Share a real or realistic challenge related to:

- Teaching a fire service class
- Student engagement
- Classroom management
- Training preparation
- Evaluation concerns

Speak for approximately 2 minutes.

Partner B (Listener) – Your only job is to:

- Listen attentively
- Maintain eye contact

- Avoid interrupting
- Ask only:
 - And what else?
 - What's the real challenge here for you?

Do not give any advice. After 2 minutes, paraphrase what you heard in 1 minute. Switch roles and repeat.

Round 2: Coaching Challenge (5 Minutes)

Remain with the same partner. During this round, the listener may use any of the Coaching Habit questions. The goal is to:

- Understand the issue more deeply
- Ask follow-up questions
- Encourage reflection

The listener still may not:

- Offer solutions
- Tell personal stories
- Take over the conversation

Instructors (for instructors)

Group Debrief (5 Minutes)

Facilitate a discussion using the following questions:

- How difficult was it to avoid immediately offering solutions?
- Which coaching question generated the most useful information?
- What listening behaviors helped the speaker feel heard?
- How can active listening improve instruction in the fire service?
- How might active listening improve mentoring and coaching of probationary firefighters?

Cognitive Lesson Plan Components

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

Cognitive Lesson Plan Template

Topic: [Text]

Allotted Time: [## minutes/hours]

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

Authority: [Text]

Terminal Learning Objective (TLO)

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

Enabling Learning Objective(s) (ELO)

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

Materials Needed

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

References

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

Preparation

- [ACID]
- [BASE]

Presentation and Application

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

Summary

- [Text]

Evaluation

- The student will [text].

Assignment

- [Text]

Ancillary Components

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

Activity Template

Activity [###]: [Title]

Format: [Group/Individual]

Allotted Time: [## minutes/hours]

Description

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

Materials

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

Directions

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

Psychomotor Lesson Plan Components

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

Psychomotor Lesson Plan Template

Topic: [Text]

Allotted Time: [## minutes/hours]

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

Authority: [Text]

Terminal Learning Objective (TLO)

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

Enabling Learning Objective(s) (ELO)

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

Materials Needed

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

References

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

Preparation

- [ACID]
- [BASE]

Presentation

Operation	Key Points
1. [Verb statement]	A. [Text] B. [Text] C. [Text]
2. [Verb statement]	A. [Text] B. [Text] C. [Text]
3. [Verb statement]	A. [Text] B. [Text] C. [Text]

Application

- Direct students through each step under close supervision
- Correct errors and omissions
- Repeat safety protocols
- Proceed with sets and reps

Summary

- [Text]

Evaluation

- [Skill Sheet]

Assignment

- [Text]

Ancillary Components

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

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

Guidelines for Written Test Items

Multiple Choice

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

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

True-False

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

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

Matching

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

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

Short Answer/Completion

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

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

Essay

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

Interpretive

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

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

Oral Test Items

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

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

Performance Test Items

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

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

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 2

(NFPA 1020: Fire and Emergency Services Instructor II)

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 2 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 Andrew Dowd, Public Information Officer, Ventura County Fire Department.

Purpose

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

Assumptions

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 of 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

The candidate meets one of the following prerequisites:

- Fire and Emergency Services Instructor 1 certification (2019 or newer)
- Instructor 1 certification (2019 or newer)

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

Education

The candidate has completed the following course(s).

- Instructor 2: Instructional Development (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 2

Program Management

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

Evaluator Signature: _____ Date Verified: _____

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

Evaluator Signature: _____ Date Verified: _____

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

Evaluator Signature: _____ Date Verified: _____

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

Evaluator Signature: _____ Date Verified: _____

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

Evaluator Signature: _____ Date Verified: _____

Instructional Development

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

Evaluator Signature: _____ Date Verified: _____

Instructional Delivery

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

Evaluator Signature: _____ Date Verified: _____

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

Evaluator Signature: _____ Date Verified: _____

9. Evaluate the suitability of a training prop and associated equipment, given a specific training prop and applicable equipment, so that its use furthers the intent and purpose of the training. (NFPA 5.4.4) (CTS 4-3)

Evaluator Signature: _____ Date Verified: _____

Evaluation and Testing

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

Evaluator Signature: _____ Date Verified: _____

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

Evaluator Signature: _____ Date Verified: _____

Completion Requirements

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

Experience

The candidate meets the following experience requirements.

- 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 just 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 2 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: _____