

Certification Training Standards Guide (2019)



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

Fire and Emergency Services Instructor 1

Certification Training Standards Guide (2019)

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

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

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

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

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Table of Contents

Acknowledgements.....	1
How to Read a CTS Guide	2
Fire and Emergency Services Instructor 1	4
Section 1: Definition of Duties	4
1-1: Definition of Duties.....	4
Section 2: Program Management	5
2-1: Assembling Course Materials	5
2-2: Preparing Resource Requests.....	6
2-3: Scheduling Instructional Sessions.....	7
2-4: Completing Training Records and Reports	8
Section 3: Instructional Development	9
3-1: Identifying Adaptation Needs.....	9
3-2: Adapting Lesson Plans	10
Section 4: Instructional Delivery	11
4-1: Organizing the Learning Environment.....	11
4-2: Presenting Lessons	12
4-3: Adjusting to Learner Characteristics	14
4-4: Operating Instructional Technology Tools	15
4-5: Delivering Instruction in a Distance or Hybrid Environment.....	16
Section 5: Evaluation and Testing	18
5-1: Administering Tests	18
5-2: Grading Tests	20
5-3: Reporting Test Results	21
5-4: Providing Evaluation Feedback to Students	22
5-5: Evaluating Student-Instructor Lesson Demonstrations.....	23

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How to Read a CTS Guide

Overview

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

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

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

Format

Each certification training standard is comprised of eight sections.

Section Heading

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

Training Standard Title

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

Authority

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

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

Job Performance Requirements

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

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

Fire and Emergency Services Instructor 1

Section 1: Definition of Duties

1-1: Definition of Duties

Authority

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

Job Performance Requirement

There is no Job Performance Requirement for this standard.

Requisite Knowledge

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

Requisite Skills

1. None required

Content Modification

Block	Modification	Justification

Cross Reference

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

Section 2: Program Management

2-1: Assembling Course Materials

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. None required

Content Modification

Block	Modification	Justification

Cross Reference

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

2-2: Preparing Resource Requests

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 5-2	3-2: Analyze, Adapt, and Assemble a Lesson Plan	JPR 2

2-3: Scheduling Instructional Sessions

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. Complete a training schedule

Content Modification

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

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 5-3	2-3: Schedule an Instructional Session	JPR 3

2-4: Completing Training Records and Reports

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. Write reports
2. Complete records

Content Modification

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

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 5-4	5-3: Report Test Results and Training Records	JPR 4

Section 3: Instructional Development

3-1: Identifying Adaptation Needs

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. *Analyze* resources, facilities, and materials

Content Modification

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

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 2-1	3-2: Analyze, Adapt, and Assemble a Lesson Plan	JPR 5

3-2: Adapting Lesson Plans

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. *Demonstrate* instructor preparation and organization techniques

Content Modification

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

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 2-1 (RK 1, RK 3)• Topic 2-2 (RK 2, RS 1)• Topic 3-1 (RK 3)	3-2: Analyze, Adapt, and Assemble a Lesson Plan	JPR 6

Section 4: Instructional Delivery

4-1: Organizing the Learning Environment

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 3-1	4-1: Organizing the Learning Environment	JPR 7

4-2: Presenting Lessons

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 2-1 (RK 3, RK 5)• Topic 3-2 (all others)	4-2A: Deliver a Prepared Cognitive Lesson 4-2B: Deliver a Prepared Psychomotor Lesson	JPR 8

4-3: Adjusting to Learner Characteristics

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 3-3	4-2A: Deliver a Prepared Cognitive Lesson 4-2B: Deliver a Prepared Psychomotor Lesson	JPR 9

4-4: Operating Instructional Technology Tools

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 3-4	4-1: Organizing the Learning Environment 4-2A: Deliver a Prepared Cognitive Lesson 4-2B: Deliver a Prepared Psychomotor Lesson	JPR 10

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

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

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

12. Describe how to provide effective student feedback

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

Requisite Skills

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

Content Modification

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

Cross Reference

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

Section 5: Evaluation and Testing

5-1: Administering Tests

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. Use skills checklists
2. Use assessment techniques

Content Modification

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

Cross Reference

Fire and Emergency Services Instructor 1
Section 5: Evaluation and Testing

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 4-1	4-2A: Deliver a Prepared Cognitive Lesson 4-2B: Deliver a Prepared Psychomotor Lesson	JPR 12

5-2: Grading Tests

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. None required

Content Modification

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

Cross Reference

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

5-3: Reporting Test Results

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 4-3	5-3: Report Test Results and Training Records 5-4: Provide Student Testing Feedback	JPR 14

5-4: Providing Evaluation Feedback to Students

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 4-4	5-4: Provide Student Testing Feedback	JPR 15

5-5: Evaluating Student-Instructor Lesson Demonstrations

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 1: Instructional Methodology <ul style="list-style-type: none">• Topic 4-5	5-5: Provide Student-Instructor Lesson Feedback	JPR 16