

Fire and Emergency Services Instructor 2

(NFPA: Fire and Emergency Services Instructor II)

Certification Training Standards Guide (2019)



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

Fire and Emergency Services Instructor 2

Certification Training Standards Guide (2019)

Publication Date: February 2022

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

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

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

Cover photo courtesy of Cosumnes CSD Fire Department.

Published by State Fire Training.

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Acknowledgements

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

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

CAL FIRE

- Thom Porter, Director
- Mike Richwine, State Fire Marshal
- Andrew Henning, Assistant Deputy Director: Fire and Life Safety, State Fire Training, Code Development and Analysis
- (Vacant), Chief of State Fire Training
- John Binaski, Chair, Statewide Training and Education Advisory Committee (STEAC); Chief, Clovis Fire Department

Cadre – 2021 Update

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

How to Read a CTS Guide

Overview

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

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

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

Format

Each certification training standard is comprised of eight sections.

Section Heading

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

Training Standard Title

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

Authority

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

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

Job Performance Requirements

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

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

Fire and Emergency Services Instructor 2

Section 1: Definition of Duties

1-1: Definition of Duties

Authority

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

Job Performance Requirement

There is no Job Performance Requirement for this standard.

Requisite Knowledge

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

Requisite Skills

1. None required

Content Modification

Block	Modification	Justification

Cross Reference

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

Section 2: Program Management

2-1: Assigning Instructional Sections

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

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

2-2: Recommending Budget Needs

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. Analyze resources
2. Prepare supporting documentation

Content Modification

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

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 2: Instructional Development <ul style="list-style-type: none">• Topic 5-2	2-3: Perform a Needs Analysis for Training Resources	JPR 2

2-3: Gathering Training Resources

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. Complete records

Content Modification

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

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 2: Instructional Development <ul style="list-style-type: none">• Topic 5-3	2-3: Perform a Needs Analysis for Training Resources	JPR 3

2-4: Managing Training Records

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. Manage records

Content Modification

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

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 2: Instructional Development <ul style="list-style-type: none">• Topic 5-4	2-4: Maintain and Secure Accurate Training Records	JPR 4

2-5: Evaluating Instructors

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

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

Section 3: Instructional Development

3-1: Creating Lesson Plans

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 2: Instructional Development <ul style="list-style-type: none">Topic 2-1	3-1: Create Lesson Plan	JPR 6

Section 4: Instructional Delivery

4-1: Conducting Classes and Instructional Sessions

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 2: Instructional Development <ul style="list-style-type: none">• Topic 3-1	4-1: Conduct a Class and Instructional Sessions	JPR 7

4-2: Supervising Training Activities

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

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

Content Modification

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

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 2: Instructional Development <ul style="list-style-type: none">• Topic 3-2	4-2: Supervising Training Activities	JPR 8

Section 5: Evaluation and Testing

5-1: Developing Student Evaluation Instruments

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. Construct evaluation item
2. Assemble evaluation instruments

Content Modification

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

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 2: Instructional Development <ul style="list-style-type: none">• Topic 4-1	5-1A: Develop a Cognitive Test Evaluation Instrument 5-1B: Develop a Performance Skills Evaluation Instrument	JPR 9

5-2: Developing Class Evaluation Instruments

Authority

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

Job Performance Requirement

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

Requisite Knowledge

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

Requisite Skills

1. Develop training evaluation instruments

Content Modification

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

Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 2: Instructional Development <ul style="list-style-type: none">• Topic 4-2	5-2: Develop a Class Evaluation Instrument	JPR 10