

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

---

## Certification Training Standards Guide (2019)



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

# Fire and Emergency Services Instructor 3

## Certification Training Standards Guide (2019)

**Publication Date:** February 2022

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

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

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

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

Published by State Fire Training.

## Table of Contents

Acknowledgements.....	1
How to Read a CTS Guide .....	3
Fire and Emergency Services Instructor 3 .....	5
Section 1: Definition of Duties .....	5
1-1: Definition of Duties.....	5
Section 2: Program Management.....	6
2-1: Administering a Training Record System.....	6
2-2: Developing Training Program Policy Recommendations .....	7
2-3: Selecting Instructional Staff.....	8
2-4: Constructing a Performance-based Instructor Evaluation Plan .....	9
2-5: Formulating Budget Needs.....	10
2-6: Writing Equipment Purchasing Specifications.....	11
2-7: Presenting Evaluation Findings, Conclusions, and Recommendations .....	12
Section 3: Instructional Development .....	13
3-1: Conducting an Instructional Needs Analysis .....	13
3-2: Designing Programs or Curriculum.....	14
3-3: Writing Program and Course Outcomes.....	15
3-4: Writing Course Objectives .....	16
3-5: Constructing a Course Content Outline.....	17
Section 4: Evaluation and Testing.....	18
4-1: Developing a System for Acquiring, Storing, and Disseminating Evaluation Results	18
4-2: Developing a Course Evaluation Plan .....	19
4-3: Developing a Program Evaluation Plan .....	20
4-4: Analyzing Student Evaluation Instruments .....	21

## 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

### Cadre – 2014 Development

#### Leadership

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

#### Members

- Richard Beckman, Division Chief, San Gabriel Fire Department (Validation)
- Elizabeth de Dios, Captain, Richmond Fire Department (Validation)
- Bruce Fosdike, Captain, CAL FIRE (Retired), San Luis Obispo Unit (Development and Validation)
- Edward Lazar, Captain, Los Angeles County Fire Department (Validation)
- Tony Roberts, Deputy Chief, CALFIRE Northern Region Training and Safety (Development and Validation)

## Acknowledgments

---

- Demond Simmons, Captain, Oakland Fire Department (Validation)

## How to Read a CTS Guide

### Overview

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

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

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

### Format

Each certification training standard is comprised of eight sections.

#### Section Heading

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

#### Training Standard Title

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

#### Authority

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

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

#### Job Performance Requirements

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

**Requisite Knowledge**

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

**Requisite Skills**

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

**Content Modification**

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

**Cross Reference**

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

# Fire and Emergency Services Instructor 3

## Section 1: Definition of Duties

### 1-1: Definition of Duties

#### Authority

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

#### Job Performance Requirement

There is no Job Performance Requirement for this standard.

#### Requisite Knowledge

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

#### Requisite Skills

1. None required

#### Content Modification

Block	Modification	Justification

#### Cross Reference

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



## Section 2: Program Management

### 2-1: Administering a Training Record System

#### Authority

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

#### Job Performance Requirement

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

#### Requisite Knowledge

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

#### Requisite Skills

1. Develop records
2. Generate reports

#### Content Modification

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

#### Cross Reference

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

## 2-2: Developing Training Program Policy Recommendations

### Authority

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

### Job Performance Requirement

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

### Requisite Knowledge

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

### Requisite Skills

1. Write technical documents
2. Make decisions

### Content Modification

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

### Cross Reference

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

## 2-3: Selecting Instructional Staff

### Authority

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

### Job Performance Requirement

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

### Requisite Knowledge

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

### Requisite Skills

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

### Content Modification

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

### Cross Reference

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

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

### Authority

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

### Job Performance Requirement

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

### Requisite Knowledge

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

### Requisite Skills

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

### Content Modification

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

### Cross Reference

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

## 2-5: Formulating Budget Needs

### Authority

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

### Job Performance Requirement

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

### Requisite Knowledge

1. *Describe* AHJ budget policy
2. *Describe* resource management
3. *Describe how to conduct a* needs analysis
4. *Identify* sources of instructional materials and equipment

### Requisite Skills

1. *Conduct* resource analysis
2. *Complete* required documentation

### Content Modification

Block	Modification	Justification
RS 1	Added "conduct".	NFPA did not provide a verb. (2019)
RS 2	Added "complete".	NFPA did not provide a verb. (2019)

### Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none"><li>• Topic 4-4</li></ul>	N/A	JPR 5

## 2-6: Writing Equipment Purchasing Specifications

### Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
  - Paragraph 6.2.7

### Job Performance Requirement

Write equipment-purchasing specifications, given curriculum information, training goals, and AHJ guidelines, so that the equipment is appropriate and supports the curriculum.

### Requisite Knowledge

1. *Describe* equipment purchasing procedures
2. *Evaluate* available AHJ resources
3. *Describe how to assess* curriculum needs

### Requisite Skills

1. Prepare procurement forms
2. Write technical documents

### Content Modification

Block	Modification	Justification

### Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none"><li>• Topic 4-5</li></ul>	N/A	JPR 6

## 2-7: Presenting Evaluation Findings, Conclusions, and Recommendations

### Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
  - Paragraph 6.2.8
2. Office of the State Fire Marshal

### Job Performance Requirement

Present evaluation findings, conclusions, and recommendations to AHJ administrator, given data summaries and target audience, so that recommendations are unbiased, supported, and reflect AHJ goals, policies, and procedures.

### Requisite Knowledge

1. *Describe how to conduct a statistical analysis*
2. *Describe AHJ goals*
3. *Describe how to validate findings, conclusions, and recommendations with agency goals, policies, and procedures*

### Requisite Skills

1. *Use presentation skills*
2. *Prepare reports following AHJ guidelines*

### Content Modification

Block	Modification	Justification
RS 1	Added "Use."	NFPA did not provide a verb. (2012)
RS 3	Added item.	Added to strengthen context for AHJ goal. (2012)

### Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none"><li>• Topic 4-6</li></ul>	N/A	JPR 7

## Section 3: Instructional Development

### 3-1: Conducting an Instructional Needs Analysis

#### Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
  - Paragraph 6.3.2

#### Job Performance Requirement

Conduct an AHJ needs analysis, given AHJ goals, so that instructional needs are identified and solutions are recommended.

#### Requisite Knowledge

1. *Describe* needs analysis
2. *Describe* gap analysis
3. *Describe* the instructional design process
4. *Describe* instructional methodology
5. *Describe* learner characteristics
6. *Describe* instructional technologies
7. *Determine* curriculum development *needs*
8. *Identify* facilities
9. *Describe how to* develop evaluation instruments

#### Requisite Skills

1. Conduct research
2. Conduct a needs and gap analysis
3. Forecast
4. Organize information

#### Content Modification

Block	Modification	Justification
RK 7	Added "needs".	Added to support "curriculum development". (2019)

#### Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none"><li>• Topic 2-1</li></ul>	N/A	JPR 8



## 3-2: Designing Programs or Curriculum

### Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
  - Paragraph 6.3.3
2. Office of the State Fire Marshal

### Job Performance Requirement

Design programs or curricula, given needs analysis and AHJ policies, so that the goals are supported, learner characteristics are identified, audience-based instructional methodologies are utilized, and the program meets time and budget constraints.

### Requisite Knowledge

1. *Describe* instructional design
2. *Describe* instructional methodologies
3. *Describe* learner characteristics
4. *Describe* principles of student-centered learning
5. *Describe* research methods
6. *Identify* AHJ time and budget constraints

### Requisite Skills

1. Write technical documents
2. Select course reference materials

### Content Modification

Block	Modification	Justification
RK 5	Added item.	It's used to measure the standard in the JPR and needs to be addressed. (2019)

### Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none"><li>• Topic 2-2</li></ul>	N/A	JPR 9

### 3-3: Writing Program and Course Outcomes

#### Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
  - Paragraph 6.3.4

#### Job Performance Requirement

Write program and course outcomes, given needs analysis information, so that the outcomes are clear, concise, measurable, and correlate with AHJ goals.

#### Requisite Knowledge

1. *Describe* components and characteristics of outcomes
2. *Describe how to* correlate outcomes to AHJ goals

#### Requisite Skills

1. Write technical documents

#### Content Modification

Block	Modification	Justification

#### Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none"><li>• Topic 2-3</li></ul>	N/A	JPR 10

### 3-4: Writing Course Objectives

#### Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
  - Paragraph 6.3.5

#### Job Performance Requirement

Write course objectives, given course outcomes, so that objectives are clear, concise, measurable, and reflect specific tasks.

#### Requisite Knowledge

1. *Describe* components of objectives
2. *Describe how to* correlate outcomes and objectives

#### Requisite Skills

1. Write technical documents

#### Content Modification

Block	Modification	Justification

#### Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none"><li>• Topic 2-4</li></ul>	N/A	JPR 11

### 3-5: Constructing a Course Content Outline

#### Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
  - Paragraph 6.3.6

#### Job Performance Requirement

Construct a course content outline, given course objectives and reference sources, so that the content outline supports course objectives.

#### Requisite Knowledge

1. *Describe how to* correlate between course objectives, instructor lesson plans, and instructional methodology

#### Requisite Skills

1. Write technical documents

#### Content Modification

Block	Modification	Justification

#### Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none"><li>• Topic 2-5</li></ul>	N/A	JPR 12

## Section 4: Evaluation and Testing

### 4-1: Developing a System for Acquiring, Storing, and Disseminating Evaluation Results

#### Authority

1. NFPA 1401: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
  - Paragraph 6.5.2

#### Job Performance Requirement

Develop a system for the acquisition, storage, and dissemination of evaluation results, given AHJ goals and policies, so that the goals are supported and those affected by the information receive feedback consistent with AHJ policies and federal, state, and local laws.

#### Requisite Knowledge

1. *Describe* record-keeping systems
2. *Describe* AHJ goals
3. *Describe* data acquisition techniques
4. *Describe* applicable laws
5. *Describe* methods of providing feedback

#### Requisite Skills

1. Develop, use, and evaluate information systems

#### Content Modification

Block	Modification	Justification
RS 1	In the course plan, this is listed as “Describe how to develop, use, and evaluate information systems”.	Changed from psychomotor to cognitive because this task cannot be accomplished in the classroom, it must be done in the field.

#### Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none"><li>• Topic 3-1</li></ul>	N/A	JPR 13

## 4-2: Developing a Course Evaluation Plan

### Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
  - Paragraph 6.5.3

### Job Performance Requirement

Develop a course evaluation plan, given course objectives and AHJ policies, so that objectives are measured and AHJ policies are followed.

### Requisite Knowledge

1. *Describe* evaluation techniques *and methods*
2. *Identify* AHJ resources
3. *Identify* AHJ constraints

### Requisite Skills

1. Make decisions
2. Write technical documents

### Content Modification

Block	Modification	Justification
RK 1	Added "and methods".	None given. (2012)

### Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none"><li>• Topic 3-2</li></ul>	N/A	JPR 14

### 4-3: Developing a Program Evaluation Plan

#### Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
  - Paragraph 6.5.4

#### Job Performance Requirement

Develop a program evaluation plan, given AHJ policies and procedures, so that instructors, course components, program goals, and facilities are evaluated, student input is obtained, and needed improvements are identified.

#### Requisite Knowledge

1. *Describe evaluation techniques and methods*
2. *Identify AHJ goals regarding evaluation plans*

#### Requisite Skills

1. Construct evaluation instruments
2. Write technical documents

#### Content Modification

Block	Modification	Justification
RK 1	Added “techniques and”.	None given. (2012)
RK 2	Added “regarding evaluation plans”.	Added to narrow scope of AHJ goals. (2012)

#### Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none"><li>• Topic 3-3</li></ul>	N/A	JPR 15

## 4-4: Analyzing Student Evaluation Instruments

### Authority

1. NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)
  - Paragraph 6.5.5
2. Office of the State Fire Marshal

### Job Performance Requirement

Analyze student evaluation instruments, given test data, objectives, and AHJ policies, so that validity and reliability are determined and necessary changes are made.

### Requisite Knowledge

1. *Describe* AHJ policies
2. *Describe* applicable laws
3. *Describe how to determine* test validity
4. *Describe how to determine* test reliability
5. *Describe test analysis methods*
6. *Describe* item analysis methods

### Requisite Skills

1. Analyze items

### Content Modification

Block	Modification	Justification
RK 5	Added item.	Need to analyze the test before you can analyze the individual items within the test. (2019)

### Cross Reference

Course Plan	Skill Sheets	Task Book
Instructor 3: Instructional Program Management <ul style="list-style-type: none"><li>• Topic 3-4</li></ul>	N/A	JPR 16