

Instructor I

Certification Training Standards Guide May 2014



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

Instructor I

Certification Training Standards Guide May 2014

This CTS guide utilizes NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012) to provide the qualifications for State Fire Training's Instructor I certification.

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).



Published by State Fire Training
2251 Harvard Street, Suite 400, Sacramento, CA 95815
(916) 568-2911

Cover photo courtesy of Jim Eastman, Sacramento Metro Fire Department (Retired)

Table of Contents

State Fire Training	1
Acknowledgments.....	2
How to Read a CTS Guide.....	5
Instructor I.....	7
Section 1: General.....	7
1-1: Definitions of Duty.....	7
Section 2: Program Management	8
2-1: Assembling Course Materials	8
2-2: Preparing Resource Requests	9
2-3: Scheduling Instructional Sessions.....	10
2-4: Completing and Submitting Training Records	11
Section 3: Instructional Development	12
3-1: Determining Needed Adaptations.....	12
3-2: Adapting Lesson Plans	13
Section 4: Instructional Delivery	14
4-1: Organizing the Learning Environment	14
4-2: Presenting Lessons.....	15
4-3: Adjusting Presentations for Changing Circumstances	16
4-4: Maintaining a Safe and Positive Learning Environment	17
4-5: Operating Instructional Audiovisual Equipment	18
4-6: Utilizing Audiovisual Materials	19
Section 5: Evaluation and Testing	20
5-1: Administering and Conducting Tests	20
5-2: Grading and Securing Student Examinations	21
5-3: Reporting Test Results	22
5-4: Providing Evaluation Feedback to Students	23
5-5: Evaluating Student Instructor Lesson Demonstrations	24
State Fire Training Content.....	25
Errata.....	26

State Fire Training

Mission

To enable the California Fire Service to safely protect life and property through education, training, and certification.

The California Fire Service Training and Education System

The California Fire Service Training and Education System (CFSTES) was established to provide a single statewide focus for fire service training in California. CFSTES is a composite of all the elements that contribute to the development, delivery, and administration of training for the California fire service. The authority for the central coordination of this effort is vested in the Training Division of the California State Fire Marshal's Office with oversight provided by the State Board of Fire Services.

CFSTES facilitates, coordinates, and assists in the development and implementation of standards and certification for the California fire service. CFSTES:

1. Administers the California Fire Academy System
2. Provides accredited courses leading to certification and approved standardized training programs for local and regional delivery
3. Administers the national accreditation process in California
4. Publishes certification training standards, course plans, and a capstone task book for each certified level in the California

CFSTES is a fire service system developed by the fire service, for the fire service. It is only as successful and effective as the people involved in it.

Acknowledgments

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

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

CAL FIRE

Ken Pimlott
Director, CAL FIRE

Tonya Hoover
State Fire Marshal

Mike Richwine
Assistant State Fire Marshal

Vacant
Chief, State Fire Training

Ron Coleman
Chair, STEAC

Cadre Leadership

Jim Eastman
Cadre Leader
Fire Service Training Specialist III, Office of the State Fire Marshal
Sacramento Metro Fire Department (Retired)

Susan Herman
Cadre Editor
Sacramento State

Cadre Members

Acknowledgments

Richard Beckman

Division Chief, Operations, San Gabriel Fire Department

Taral Brideau

Education and Training Director, California Fire Fighter Joint Apprenticeship Committee

Jim Brown

Fire Division Chief, Monterey Fire Department

Matt Brown

Captain, Santa Clara County Fire Department

Bob Buell

Fire Technology Coordinator, Chabot College

Tom Forster

Assistant Fire Chief, Plumas Eureka Fire Department

Mary Jennings

Consultant, California Fire Fighter Joint Apprenticeship Committee

Bill Melendez

Chief Coordinator, El Camino College Fire Academy

Matt O'Donnell

Battalion Chief/Paramedic, Ebbetts Pass Fire District

Michael Ridley

Fire Chief (Retired), Wilton Fire Protection District

Mike Thomas

Training Officer, Fremont Fire Department

John Wagner

Assistant Chief, Sacramento Metropolitan Fire Department

Partners

State Fire Training also extends special acknowledgement and appreciation to the Conference and Training Services Unit with the College of Continuing Education at California State University, Sacramento, for its ongoing meeting logistics and curriculum development support, innovative ideas, and forward-thinking services. This collaboration is made possible through an interagency agreement between CAL FIRE and Sacramento State.

How to Read a CTS Guide

State Fire Training develops a Certification Training Standards (CTS) Guide for a variety of job functions in the fire service such as firefighter, driver/operator, fire instructor, and company officer. The CTS guide lists the requisite knowledge and skills and the job performance requirements a person is expected to complete in order to become certified in a specific function. CTS guides are appropriate for fire service personnel and individuals in related occupations pursuing State Fire Training certification.

Each CTS guide serves as a foundation for the certification programs recommended for adoption by the Office of the State Fire Marshal. Any certification program must be based on job-related knowledge and measurable performance standards. To master the knowledge and skills needed for specialized operations, individuals will require additional training to augment the performance standards included in the CTS guide.

Within the CTS guide, it is impossible to capture the different policies and procedures of each organization in the California fire service. 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 departments or jurisdictions.

Format

Each certification training standard included in the CTS guide includes the following:

Section Heading

The section heading describes a general category for a group of training standards. For example, the Fire Marshal CTS includes the following sections: Administration, Risk Management, Community Relations, Professional Development, Regulatory Programs, Fire and Life Safety, and Investigation. Each section contains one or more individual training standards.

Training Standard Title

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

Authority

The CTS guide references each standard with one or more paragraphs of the corresponding National Fire Protection Association (NFPA) Professional Qualifications. This ensures that each 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*.

Given

This section lists the objects, equipment, materials, or facilities an individual needs in order to acquire the requisite knowledge and skills or to accomplish the job performance requirement(s) within a training standard.

Requisite Knowledge and Skills

This section lists the knowledge and skills that an individual must acquire in order to accomplish the job performance requirement(s) within a training standard.

This section does not include NFPA requisite knowledge or skills that are too general to teach or that individuals should develop through life experiences. For example, a training standard would not list “communicate orally and in writing” or “ability to relate interpersonally” unless they specifically apply to a job performance requirement about acquiring communication skills or developing interpersonal relationships.

Job Performance Requirements

This section includes one or more written statements that describe a specific job-related task and define measurable or observable outcomes. After an individual completes all coursework and requisite requirements, the capstone task book process verifies completion of job performance requirements.

Content

In addition to the individual certification training standards, the CTS guide also includes State Fire Training Revisions and Errata pages.

State Fire Training Content

Located at the back of the CTS guide, this table documents any significant revisions made by State Fire Training to the NFPA standards in the development of this CTS guide. This table is used to justify content additions and advise the course plan development team.

Errata

Located at the back of the CTS guide, this page documents any changes made to the CTS guide outside of the five-year NFPA revision cycle.

Instructor I

Section 1: General

1-1: Definitions of Duty

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 4.2.1
- Paragraph 4.3.1
- Paragraph 4.4.1
- Paragraph 4.5.1

Given

1. The definitions of duty for the Instructor I

Requisite Knowledge and Skills

1. Identify the duties of an Instructor I
 - Program management: the management of basic resources and the records and reports essential to the instructional process. (4.2.1)
 - Instructional development: the review and adaptation of prepared instructional materials. The Instructor I should not alter the content or the lesson objectives in this process. (4.3.1)
 - Instructional delivery: the delivery of instructional sessions utilizing prepared course materials. (4.4.1)
 - Evaluation and testing: the administration and grading of student evaluation instruments. This duty primarily deals with student evaluation; however, the Instructor I could be required to conduct program evaluations according to policies and procedures. (4.5.1)

Job Performance Requirements

Define the role of the Instructor I with regard to program management, instructional development, instructional delivery, and evaluation and testing.

Section 2: Program Management

2-1: Assembling Course Materials

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 4.2.2

Given

1. A specific topic

Requisite Knowledge and Skills

1. *Describe the* components of a lesson plan
2. *Apply department* policies and procedures for the procurement of materials and equipment
3. *Determine* availability of resources *based on student needs and number of students*

Job Performance Requirements

Assemble course materials by obtaining the lesson plan and all resources and equipment needed to deliver the lesson.

2-2: Preparing Resource Requests

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 4.2.3

Given

1. Training goals
2. Current resources

Requisite Knowledge and Skills

1. *Describe* resource management *for instructional materials*
2. *Identify* sources of instructional *materials* and equipment
3. *Demonstrate effective* oral and written communication *techniques for requesting instructional materials*
4. *Complete resource request forms*

Job Performance Requirements

Prepare requests for resources by identifying and documenting the resources required to meet training goals.

2-3: Scheduling Instructional Sessions

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 4.2.4

Given

1. A training assignment
2. Department scheduling procedures
3. Instructional resources
4. Facilities
5. Timeline for delivery

Requisite Knowledge and Skills

1. *Apply* departmental scheduling procedures
2. *Describe* resource management *for scheduling instruction*
3. *Schedule an instructional session*

Job Performance Requirements

Schedule instructional sessions to deliver specified lessons according to department procedure.

2-4: Completing and Submitting Training Records

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 4.2.5

Given

1. Policies and procedures
2. Forms

Requisite Knowledge and Skills

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

Job Performance Requirements

Complete training records and report forms accurately and submit them in accordance with procedures.

Section 3: Instructional Development

3-1: Determining Needed Adaptations

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 4.3.2

Given

1. Materials for a specific topic
2. *Materials for a specific target audience*
3. *Materials for a specific learning environment*

Requisite Knowledge and Skills

1. *Recognize student characteristics, needs, and cultural diversity*
2. *Describe methods of instruction*
3. *Identify types of resource materials*
4. *Identify aspects of an organized learning environment*
5. *Identify policies and procedures for adapting instruction or the learning environment*
6. *Analyze resources, facilities, and materials*

Job Performance Requirements

Review instructional materials and *determine which* elements of the lesson plan, learning environment, and resources need adaptation.

3-2: Adapting Lesson Plans

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 4.3.3

Given

1. Course materials
2. An assignment

Requisite Knowledge and Skills

1. *Analyze the components* of a lesson plan
2. *Select instructional aids and methods to support the lesson plan*
3. *Identify aspects of an organized learning environment*
4. *Demonstrate instructor preparation and organizational skills*

Job Performance Requirements

Adapt a prepared lesson plan to meet the needs of the student and the objectives of the lesson plan.

Section 4: Instructional Delivery

4-1: Organizing the Learning Environment

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 4.4.2

Given

1. A facility
2. An assignment

Requisite Knowledge and Skills

1. *Describe* classroom management and *current safety practices*
2. *Identify* advantages and limitations of audiovisual equipment and teaching aids
3. *Determine the* classroom arrangement *that best fits the lesson, learning environment, and student needs*
4. *Determine the* methods and techniques of instruction *that best fit the lesson, learning environment, and student needs*
5. *Select the* instructional media and teaching aids *that best fit the lesson, learning environment, and student needs*

Job Performance Requirements

Organize the classroom, laboratory, or outdoor learning environment, taking the following elements into consideration: lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety.

4-2: Presenting Lessons

Authority

1. NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)
 - Paragraph 4.4.3
2. Office of the State Fire Marshal

Given

1. A prepared lesson plan that *indicates* the *cognitive* presentation methods
2. A prepared lesson plan that *indicates* the *psychomotor* learning methods

Requisite Knowledge and Skills

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
6. *Identify* impact of cultural differences on instructional delivery
7. *Employ* safety rules, regulations, and practices
8. *Mitigate* training hazards
9. *Identify* elements, *benefits*, and limitations of distance learning
10. *Identify* distance learning delivery methods
11. *Describe* the instructor's role in distance learning
12. *Demonstrate* oral and nonverbal communication techniques for classroom or distance learning presentation
13. *Demonstrate* methods and techniques of instruction
14. *Utilize* lesson plans in an instructional setting

Job Performance Requirements

Present prepared lessons using the *cognitive and psychomotor* methods indicated by the lesson plans to achieve stated objectives and enable students to achieve learning outcomes, following applicable safety standards and practices, and addressing risks.

4-3: Adjusting Presentations for Changing Circumstances

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 4.4.4

Given

1. A lesson plan
2. Changing circumstances in the class environment

Requisite Knowledge and Skills

1. *Describe* methods of dealing with changing circumstances *in the learning environment*

Job Performance Requirements

Adjust presentation methods to maintain class continuity and achieve learning outcomes, without altering the content of the lesson or the lesson objectives.

4-4: Maintaining a Safe and Positive Learning Environment

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 4.4.5

Given

1. The instructional environment

Requisite Knowledge and Skills

1. *Describe* motivation *and* coaching techniques
2. *Describe* learning styles
3. *Describe* types of learning disabilities and methods for *meeting students' needs*
4. *Describe* methods of dealing with disruptive and unsafe behavior
5. *Employ* basic coaching and motivational techniques
6. *Demonstrate corrective techniques to manage* disruptive behaviors
7. *Adapt* lesson plans or materials to specific instructional situations

Job Performance Requirements

Adjust to differences in learning styles, abilities, cultures, and behaviors, in order to accomplish lesson objectives, address disruptive behavior, and maintain a safe and positive learning environment.

4-5: Operating Instructional Audiovisual Equipment

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 4.4.6

Given

1. A learning environment
2. Equipment

Requisite Knowledge and Skills

1. *Describe* components of audiovisual equipment
2. *Use* audiovisual equipment *to support the learning process*
3. *Observe how to* clean and maintain audiovisual equipment at the field level, *following manufacturer instructions*

Job Performance Requirements

Operate audiovisual equipment and demonstration devices so that the equipment functions properly.

4-6: Utilizing Audiovisual Materials

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 4.4.7

Given

1. Prepared topical media
2. Equipment

Requisite Knowledge and Skills

1. *Describe* media types, *including benefits and limitations of each*
2. *Describe* selection criteria for media
3. *Demonstrate* transition techniques within and between media

Job Performance Requirements

Utilize audiovisual materials, presenting intended objectives clearly and transitioning smoothly between media and other parts of the presentation; and return audiovisual media to storage.

Section 5: Evaluation and Testing

5-1: Administering and Conducting Tests

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 4.5.2

Given

1. Lesson plan
2. Evaluation instruments
3. Evaluation procedures of the agency

Requisite Knowledge and Skills

1. *Describe* test administration *practices*
2. *Apply* agency *testing* policies
3. *Identify* laws and policies pertaining to discrimination during training and testing
4. *Describe* methods for eliminating testing bias
5. *Identify* laws affecting records and disclosure of training *and testing* information
6. *Describe* purposes of evaluation and testing
7. *Describe* performance skills evaluation *principles*
8. *Use* skills checklists
9. *Use* oral questioning techniques *for testing*

Job Performance Requirements

Administer oral, written, and performance tests in a manner that eliminates bias and discrimination; conduct tests following correct procedures; and maintain the security of test materials.

5-2: Grading and Securing Student Examinations

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 4.5.3

Given

1. Class answer sheets
2. Skills checklists
3. Appropriate answer keys

Requisite Knowledge and Skills

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

Job Performance Requirements

Grade student oral, written, or performance tests accurately; and secure student examinations and grades properly.

5-3: Reporting Test Results

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 4.5.4

Given

1. A set of test answer sheets or skills checklists
2. Report form
3. Policies and procedures for reporting

Requisite Knowledge and Skills

1. *Describe* reporting procedures
2. *Interpret* test results
3. *Demonstrate* communication skills *for submitting test results*
4. *Provide* basic coaching

Job Performance Requirements

Report test results by recording them accurately, forwarding test result forms according to procedure, and reporting any unusual circumstances in testing or test results.

5-4: Providing Evaluation Feedback to Students

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 4.5.5

Given

1. Evaluation data *from oral, written, and performance tests*

Requisite Knowledge and Skills

1. *Describe* reporting procedures
2. *Interpret* test results
3. *Demonstrate* communication skills *for providing student feedback*
4. *Provide* basic coaching

Job Performance Requirements

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

5-5: Evaluating Student Instructor Lesson Demonstrations

Authority

Office of the State Fire Marshal

Given

1. A recent student instructor demonstration
2. An evaluation form

Requisite Knowledge and Skills

1. Observe a teaching demonstration
2. Document strengths and weaknesses of student instructor performance according to established criteria
3. Facilitate a review and discussion of the teaching demonstration

Job Performance Requirement

Evaluate other student instructor presentations to provide constructive feedback that identifies strengths and weaknesses of the teaching demonstration.

State Fire Training Content

Code Key

Blocks

- G = Given
- RKS = Requisite Knowledge and Skills
- JPR = Job Performance Requirements
- NCTS = New certification training standard

Certification: Instructor I

CTS	Block	Addition	Justification	Source/Reference
4-2	JPR	Cognitive and psychomotor methods	Instructor I candidates are required to demonstrate a cognitive lesson and a psychomotor lesson, rather than only one of these	OSFM
4-2	G	Split into two givens: one prepared cognitive lesson plan and one prepared psychomotor lesson plan	Changed to support the upgraded JPR	OSFM
4-2	RKS	Nonverbal communication techniques	Oral and nonverbal communication techniques are important in both classroom and distance learning	OSFM
5-5	NCTS	Evaluate other student instructor presentations for effectiveness of teaching styles	Provides opportunity to actively observe instructional methods as they are applied.	OSFM

Errata

Code Key

Blocks

- G = Given
- RKS = Requisite Knowledge and Skills
- JPR = Job Performance Requirements
- NCTS = New certification training standard

Changes

- New text shown in underline.
- Deleted text shown in ~~strikeout~~.

May 2019

The May 2019 updated was a document formatting update for compliance with California Government Code (GC) Section 11546.7 (Assembly Bill 434). No content was changed.