

# TRAINING OFFICER



Approved and Adopted by the  
Office of State Fire Marshal



Recommended for adoption by the  
Statewide Training and Education  
Advisory Committee and the  
State Board of Fire Services

## CERTIFICATION TRAINING STANDARDS 2008 EDITION



# TRAINING OFFICER

## CERTIFICATION TRAINING STANDARDS



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**CALIFORNIA CERTIFICATION TRAINING STANDARDS**

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## **State Fire Training**

### **Mission Statement**

The mission of State Fire Training is to enable the California fire service to safely protect life and property through education, training, and certification.

### **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.

The role of CFSTES is one of facilitating, coordinating, and assisting in the development and implementation of standards and certification for the California fire service. CFSTES manages the California Fire Academy System by providing standardized curriculum and tests; accredited courses leading to certification; approved standardized training programs for local and regional delivery; administering the certification system; and publishing Career Development Guides, Instructors Guides, Student Manuals, Student Supplements, and other related support materials. This system is as successful and effective as the people involved in it are. It is a fire service system developed by the fire service, for the fire service... and we believe it is the best one in the country.

### **Acknowledgments**

State Fire Training coordinated the development of the material contained in this guide. Before its publication, the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS) recommended this guide for adoption by the State Fire Marshal (SFM). This guide is appropriate for fire service personnel and for personnel in related occupations that are pursuing State Fire Training certification.

<b>Ruben Grijalva</b> Director of CAL FIRE	
<b>Kate Dargan</b> State Fire Marshal	<b>Tonya Hoover</b> Assistant State Fire Marshal
<b>Mike Richwine</b> Chief, State Fire Training	<b>Ron Coleman</b> Chair, STEAC

Special acknowledgement and thanks are extended to the following member of State Fire Training for her diligent efforts and contributions that made the final publication of this document possible.

<b>Alicia Hamilton</b> Fire Service Training Specialist
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The material contained in this document was compiled and organized through the cooperative effort of numerous professionals within, and associated with, the California fire service. We gratefully acknowledge the individuals who served as principal developers for this document.

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<b>Jim Eastman</b> Sacramento Metropolitan Fire District	<b>Mary Jennings</b> California Fire Fighter Joint Apprenticeship Committee (Retired)
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*"We gratefully acknowledge the hard work and accomplishments of those before us who built the solid foundation on which this program continues to grow."*

**❧ RANDY SCHEERER ❧**

*NEWPORT BEACH FIRE DEPARTMENT*

**W**e want to pay special tribute to the late Division Chief Randy Scheerer of the Newport Beach Fire Department, who was the original "team leader" charged with evaluating and restructuring the certification training standards for the Fire Instructor track. Randy organized and personally recruited subject-matter experts from various fire service agencies to work with him on not only this project but also the numerous curriculum projects these new certification training standards would create. He fully contributed his intellectual prowess toward shaping many of the core ideas that emerged from the committee. Randy's commitment to this project was a source of inspiration to our group.

**S**tate Fire Training dedicates the new and improved California Certification Training Standards for Training Officer to Division Chief Randy Scheerer and his family. Thanks, Randy for your contribution and time.

## **Introduction**

A Certification Training Standards (CTS) Guide is developed for each rank in the fire service – fire fighter, driver/operator, fire instructor, fire officer, etc. The CTS Guide lists every responsibility a person is expected to complete and a student performance goal that includes a measurable minimum performance standard. In addition, a comprehensive list of reference resources is provided. The CTS Guide has several valuable uses:

1. It is the foundation for the certification programs recommended for adoption by the SBFS. Any certification program must be based upon job-related knowledge and measurable objectives.
2. It provides measurable minimum performance standards. The validity and reliability of fire service entrance and promotional examinations can be more easily defended when such measurable standards are utilized.
3. It lists a variety of training resources that may be studied in order to master the job. A student can be confident that any eventual testing will be based upon the authoritative resources being studied. It is this fostering of individual confidence and initiative, which at a minimum may become the most important accomplishment of the CTS Guide.

## **Format**

The following is the standardized format for a Certification Training Standards Guide.

### **Title**

The title should be written as concise as possible and provides the first indication that the standard is cognitive, psychomotor, or both. This indication is accomplished by using corresponding verbs. A task title might be, "Describe and Demonstrate the Use of Ropes." This shows that there are both cognitive and psychomotor requirements.

### **Authority**

Each CTS is keyed, when possible, to a subsection of the appropriate National Fire Protection Association (NFPA) Professional Qualifications. Because of this correlation between the CTS Guide and the NFPA standard, it can be said that each fire service position in California's certification system meets or exceeds the corresponding NFPA standard. In order to achieve this and satisfy the desired performance for California fire service personnel, a standard that the NFPA has designated for a particular level (Fire Instructor II for example) may be included in California's Training Instructor requirements. Moreover, in some instances, because of repetition in the NFPA standard, several subsections might be cited for a single CTS.

In other instances, California may have a requirement that has been overlooked or neglected by the NFPA. When there is no NFPA subsection in the standard to cite, the authority requiring the standard, or a performance within the standard, is listed. In these cases, the authority cited is the State Fire Marshal and the requirements are printed in *italics*.

## **Level**

Two levels of learning are used in a CTS Guide. These levels are defined as:

### **Level I: Knowledge**

The ability to recall or recognition of previously learned material (facts, theories, etc.) in essentially the same form as taught. Students will be able to name, match, list, and identify a concept, principle, or object.

### **Level II: Comprehension**

The ability to use information within a limited context, use abstractions in particular situations, and break information into its parts to clarify relationships. Students will be able to describe and demonstrate the use of an identified concept, principle, or object.

## **Performance Goal**

The heart of the CTS Guide is contained in the performance goals. They attempt to specifically measure what a student knows or is capable of doing at the end of the instructional period by defining the amount of technical knowledge required or the skill of the psychomotor performance. The performance goal provides the instructor or testing agency with these guidelines.

1. What the student should be given to accomplish the CTS.
2. What the student should be able to accomplish.
3. How well the student should perform.
4. The authoritative reference resources being employed.

## **Given**

Technically, the performance goal differs from a student behavioral objective (in a lesson plan) because the "Given" or "Condition" sections are not the same. In a behavioral objective, the "Condition" contains what the student is given at the time of testing. In a performance goal, the "Given" contains a block of information necessary for a student to study and accomplish the corresponding performance.

## **Performance**

The "Performance" section of the performance goal lists, in detail, what a student must accomplish in order to satisfy the CTS. Three operative verbs are used in this section:

1. **Identify** indicates a **Level I** cognitive response (written or verbal) is required from the student.
2. **Describe** indicates a **Level II** cognitive response (written or verbal) is required from the student.
3. **Demonstrate** indicates a physical response is required so that the student's psychomotor skills or cognitive product can be judged, and is not necessarily tied to a level of learning.

To cut down on the sheer size of the CTS Guide, the many details included in the "Performance" section precluded the necessity of writing a series of task analyses on closely related subjects. For example, when talking about motivational and coaching techniques, it became possible to write:

1. Describe motivational and coaching techniques, which at a minimum at a minimum **shall** include:
  - Disruptive and unsafe student behavior
  - Learning styles
  - Types of learning disabilities

Generally, but not always, each numbered item in the "Performance" is a job. Sometimes, however, many jobs are included in a single numbered item. In this case, each bullet represents a single job.

**Standard**

The "Standard" section of the performance goal identifies how the student will be evaluated. For cognitive requirements, the standard will be with a minimum 80% accuracy on a written exam. For psychomotor requirements, the standard will be by completing all operations on a performance test. In the cases where the CTS has both psychomotor and cognitive performance goals, the standard will list both the written exam and a performance test.

**Learning Resources**

A list of available authoritative reference resources supporting the performance goal.



## TRAINING INSTRUCTOR

### #1. Describe Instructional Delivery Elements And Methods

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 4.3.3, 4.4.3(A), 4.4.3(B), 4.4.4(A), 4.4.5, 4.4.5(A), 4.4.5(B), and 5.4.2(A)

LEVEL: II

#### PERFORMANCE GOAL

##### **GIVEN:**

1. A summary of the reasons for cognitive and psychomotor training
2. A summary of various teaching methods and techniques, their use and limitations
3. A summary of lesson plan delivery methods using the laws and principles of learning
4. A summary of lesson plan elements, terminology, and definitions
5. A summary of elements in the communication process
6. A summary of communication techniques
7. A summary of learning styles considering student abilities and behaviors
8. A summary of basic coaching and motivational techniques

##### **PERFORMANCE:**

1. Describe the reasons for cognitive and psychomotor training
2. Describe the use and limitations of the various teaching methods and techniques
3. Describe the laws and principles of learning
4. Describe lesson plan elements, terminology, and definitions
5. Describe the elements of the communication process
6. Describe communication techniques
7. Describe adjusting to differences in learning styles, abilities, and behaviors, which at a minimum at a minimum **shall** include:
  - Modifying a lesson plan or materials to meet student needs
8. Describe motivational and coaching techniques, which at a minimum at a minimum **shall** include:
  - Disruptive and unsafe student behavior
  - Learning styles
  - Types of learning disabilities

##### **STANDARD:**

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

## #2. Describe And Demonstrate The Development Of Instructional Materials

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 5.3.2, 5.3.2(A), 5.3.2(B), 6.3.2(A), and the *State Fire Marshal*

LEVEL: II

### PERFORMANCE GOAL

#### **GIVEN:**

1. A summary of the reasons for the development of instructional materials for lesson plans
2. *State Fire Training psychomotor and cognitive lesson plan formats*
3. A summary of the elements of psychomotor and cognitive lesson plans
4. A summary of lesson plan utilization techniques
5. A summary of instructional methods and techniques
6. A summary of the components of learning objectives
7. *A summary of considerations for instructing English learners and students with special needs*
8. A summary of the characteristics of adult learners
9. A summary of the psychology of learning
10. A summary of developing and employing ancillary materials
11. Examples of various target audiences
12. Examples of worksheets, information sheets, and study sheets
13. Examples of student, instructor, and course evaluations

#### **PERFORMANCE:**

1. Describe the elements of the instructional process, which at a minimum at a minimum **shall** include:
  - Application techniques
  - Characteristics of adult learners
  - Components of learning objectives
  - *Considerations for instructing English learners and students with special needs*
  - Four-step method of instruction
  - Evaluation techniques
  - Levels of instruction
  - Reasons for lesson plan development
  - Psychology of learning
  - Sources of references and materials
2. *Describe and demonstrate developing an illustrated lecture cognitive lesson plan*
3. *Describe and demonstrate developing a psychomotor lesson plan*

4. Describe and demonstrate developing and employing ancillary materials, which at a minimum at a minimum *shall* include:
  - Information Sheets
  - Study Sheets
  - Worksheets/Activity Sheets
5. Describe and demonstrate determining lesson plan effectiveness

**STANDARD:**

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

### #3. Describe And Demonstrate The Presentation Of Psychomotor And Cognitive Lesson Plans

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 4.4.3, 4.4.4, 5.4.2, 5.4.2(A), and 5.4.3

LEVEL: II

#### PERFORMANCE GOAL

##### **GIVEN:**

1. A prepared psychomotor and cognitive lesson plan
2. A summary of teaching preparation components
3. A summary of delivery methods
4. Examples of various target audiences

##### **PERFORMANCE:**

1. Describe and demonstrate preparing for and presenting a psychomotor lesson plan with a performance test
2. Describe and demonstrate preparing for and presenting a cognitive lesson plan using an illustrated lecture

##### **STANDARD:**

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

#### REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

#### #4. Describe The Instructor's Role, Responsibilities, And Obligations

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 1.3.4, 1.3.5, 1.3.7, and the *State Fire Marshal*

LEVEL: II

##### PERFORMANCE GOAL

###### **GIVEN:**

1. A summary of the role, responsibilities, and obligations of a training instructor
2. An organizational flowchart of the entity in which the training instructor employed and a summary of the instructors role within that organization

###### **PERFORMANCE:**

1. Describe the role of the training instructor within the organization
2. Describe the qualities, characteristics, and traits of a good training instructor
3. Describe the responsibilities and obligations of the training instructor
4. *Describe the components of ethical conduct, which at a minimum **shall** include:*
  - *Personal ethics origins*
  - *Personal justifications*
  - *Unethical conduct causes*
5. Describe the liability risk factors for the training instructor, which at a minimum **shall** include:
  - Basic affirmative action, equal employment opportunity, and the Americans with Disabilities Act
  - Hazardous training
  - Laws and legal issues
  - Purpose of NFPA 1403 and 1500 as they relate to training
  - Site evaluations for safety compliance

###### **STANDARD:**

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

##### REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

**#5. Describe And Demonstrate The Assembly Of Instructional Materials**

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 4.2.2 and 4.2.2(A)

LEVEL: II

PERFORMANCE GOAL**GIVEN:**

1. A lesson plan
2. A summary of course materials, resources, and equipment needed to deliver the lesson plan

**PERFORMANCE:**

1. Describe and demonstrate assembling course materials needed to deliver a lesson, which may include:
  - A lesson plan
  - All ancillary materials
  - Equipment
  - Procedures for procuring equipment and materials
  - Resources

**STANDARD:**

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

## #6. Describe The Elements Of The Learning Environment

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 4.4.2, 4.4.2(A), and 4.4.2(B)

LEVEL: II

### PERFORMANCE GOAL

#### **GIVEN:**

1. A summary of the use of instructional media and materials
2. A summary of classroom, laboratory, or outdoor learning environment management and safety considerations

#### **PERFORMANCE:**

1. Describe organizing the classroom, laboratory, or outdoor learning environment, which may include:
  - Access
  - Audiovisual equipment
  - Climate control
  - Distractions/noise control
  - Environmental laws and codes
  - Exposures
  - Lighting and light levels
  - Seating
  - Site space
  - Teaching aids
  - Terrain
  - Vehicle and machine noise
  - Vehicle traffic
  - Weather conditions
2. Describe classroom, laboratory, or outdoor learning environment management and safety considerations, which at a minimum **shall** include:
  - Advantages and limitations of audiovisual equipment and teaching aids
  - Classroom/site arrangement
  - Methods and techniques of instruction
  - Difficult/problem students
  - Adjunct instructors
  - Site evaluation for safety compliance

3. Describe laboratory or outdoor learning environment management and safety considerations, which at a minimum *shall* include:
  - Site evaluation for safety compliance
  - Student safety during hazardous training
4. Describe adjusting the presentation of a cognitive lesson plan and psychomotor lesson plan, which may include:
  - Audiovisual distractions
  - Equipment failure
  - Limited resources
  - Presentation location
  - Safety
  - Weather
5. Describe using instructional media and materials

**STANDARD:**

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

**REFERENCE RESOURCES**

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

**#7. Describe The Elements Of A Course Outline**

AUTHORITY: State Fire Marshal

LEVEL: II

PERFORMANCE GOAL

**GIVEN:**

1. A summary of the elements of a course outline
2. Examples of course outlines

**PERFORMANCE:**

1. Describe the elements of a course outline, which at a minimum **shall** include:
  - Course content
  - Course objectives
  - Time frames

**STANDARD:**

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

## #8. Describe And Demonstrate The Review And Adaptation Of Prepared Instructional Materials

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 4.3.2, 4.3.2(A), 4.3.2(B), 4.3.3, 4.3.3(A), 4.3.3(B), 5.3.3, 5.3.3(A), and 5.3.3(B)

LEVEL: II

### PERFORMANCE GOAL

#### **GIVEN:**

1. A summary of prepared instructional materials
2. A summary of materials for a specific topic, target audience, and learning environment
3. A summary of performance test criteria

#### **PERFORMANCE:**

1. Describe and demonstrate reviewing instructional materials, the learning environment, and resources (ancillary components) that need adaptation
2. Describe and demonstrate adapting a prepared cognitive and psychomotor lesson plan so that the needs of the student and the objectives of the lesson plan are achieved, which at a minimum **shall** include:
  - Adjustment of the learning environment
  - Analysis of resources, facilities, and materials
  - Elements of a lesson plan
  - Methods of instruction
  - Organizing the learning environment
  - Recognition of student limitations
  - Selection of instructional aids and methods
  - Types of resource materials (ancillary components)
3. Demonstrate adapting a prepared performance test

#### **STANDARD:**

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

### REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

## #9. Describe And Demonstrate The Use Of Audiovisual Equipment And Materials

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 4.4.6, 4.4.6(A), 4.4.6(B), 4.4.7, 4.4.7(A), and 4.4.7(B)

LEVEL: II

### PERFORMANCE GOAL

#### **GIVEN:**

1. A learning environment
2. Various types of audiovisual equipment and computers
3. Various types of simulators
4. A summary of the procedures for setting up and operating audiovisual equipment and computers
5. A summary of audiovisual media
6. A summary of developing audiovisual materials
7. A summary of resources available for audiovisual printing or packaging
8. A summary of the procedures for utilizing audiovisual materials
9. A summary of transition techniques occurring within and between media
10. A summary of audiovisual equipment cleaning and field level maintenance

#### **PERFORMANCE:**

1. Describe and demonstrate setting-up and operating audiovisual equipment and computers, which at a minimum **shall** include:
  - Safety and electrical precautions
2. Describe the use of simulators as a training device
3. Describe audiovisual media, which at a minimum **shall** include:
  - Americans with Disabilities Act relationship
  - Copyright violation
  - Limitations
  - Restrictions
  - Selection criteria
4. Demonstrate developing audiovisual materials, which may include:
  - Models and mock-ups
  - Overhead transparencies
  - Photographs
  - Presentation software
  - Printed materials
  - Projected and nonprojected
  - Slides

5. Describe resources available for audiovisual printing or packaging
6. Describe and demonstrate using audiovisual materials
7. Describe and demonstrate transition techniques within and between media
8. Describe cleaning and field level maintenance of audiovisual equipment

**STANDARD:**

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

**REFERENCE RESOURCES**

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

## #10. Describe And Demonstrate The Testing Process

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 4.2.3, 4.2.3(A), 4.2.3(B), 4.5.2, 4.5.2(A), 4.5.2(B), 4.5.3, 4.5.3(A), and the *State Fire Marshal*

LEVEL: II

### PERFORMANCE GOAL

#### **GIVEN:**

1. A self-prepared psychomotor and cognitive lesson plan
2. A summary of agency testing policies and procedures
3. A summary of laws related to grading and maintaining confidentiality of scores
4. A summary of oral, written, and performance tests
5. A summary of grading criteria for oral, written, or performance tests
6. *A summary of ethical conduct*
7. A summary of training records, report forms, policies, procedures, and forms
8. Samples of student grading and testing instruments

#### **PERFORMANCE:**

1. Describe oral, written, and performance tests, which at a minimum **shall** include:
  - Elements
  - Formats
  - Purposes of tests
  - Terminology
2. Describe the administration and grading of student test instruments, which at a minimum **shall** include:
  - Agency policies and testing procedures
  - *Ethical conduct*
  - Laws affecting records and disclosure of training information
  - Maintaining confidentiality of scores
  - Other grading systems and scoring methods
  - Rating factors
  - Test security
3. Describe the criteria for selecting the test instrument
4. Describe and demonstrate creating and administering an oral test, which at a minimum **shall** include:
  - Oral questioning techniques
5. Describe and demonstrate creating and administering a written test

6. Describe and demonstrate creating and administering a performance test, which at a minimum **shall** include:
  - *Considerations for establishing time standards*
  - *Liability of time standards*
  - *Purpose of time standards*
  - *Safety considerations in time standards*
7. Describe grading oral, written, and performance tests
8. Describe completing training records and report forms so that required reports are accurate and submitted in accordance with the procedures

**STANDARD:**

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

**REFERENCE RESOURCES**

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

**#11. Describe And Demonstrate The Procedures For Student Feedback**

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 4.5.4, 4.5.4(A), 4.5.4(B), 4.5.5, 4.5.5(A), and 4.5.5(B)

LEVEL: II

PERFORMANCE GOAL**GIVEN:**

1. A summary of reporting procedures and the interpretation of test results
2. A summary of feedback techniques for students

**PERFORMANCE:**

1. Describe reporting test results, which may include:
  - Accurately recording the results
  - Forwarding the forms according to policies and procedures
  - Reporting unusual circumstances
2. Describe and demonstrate providing feedback to students, which at a minimum *shall* include:
  - Clear, relevant, and objective suggestions
  - Evaluation data
  - Timely feedback

**STANDARD:**

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

**#12. Describe And Demonstrate The Methods Of Student Instructor Evaluation**

AUTHORITY: State Fire Marshal

LEVEL: II

PERFORMANCE GOAL

**GIVEN:**

1. A summary of procedures for evaluating student instructors
2. A summary of techniques for completing evaluation forms
3. Samples of evaluation forms

**PERFORMANCE:**

1. Describe and demonstrate procedures for evaluating student instructors
2. Describe areas for instructor improvement, which may include:
  - Changes in instructional style
  - Communication methods
  - Strengths
  - Weaknesses
3. Describe methods for student evaluators to provide feedback to student instructors
4. Describe and demonstrate completing evaluation forms

**STANDARD:**

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

TRAINING SPECIALIST**#1. Describe And Demonstrate The Dynamics Of Small Group Discussions**

AUTHORITY: State Fire Marshal

LEVEL: II

PERFORMANCE GOAL**GIVEN:**

1. A summary of the dynamics of group interaction
2. A summary of small group discussion methods
3. Sample discussion topics

**PERFORMANCE:**

1. Describe the factors that influence group dynamics, which at a minimum **shall** include:
  - Body language
  - Effective communication
  - Effects of time on a group
  - Interpersonal relations
  - Meeting facilitation
  - Nature of small groups
  - Norming, storming, forming, performing
  - Role structure
2. Describe small group discussion methods, which at a minimum **shall** include:
  - Brainstorming
  - Buzz sessions
  - Case studies
  - Guided discussion
  - Nominal technique
  - Problem-solving conferencing
  - Role playing
3. Demonstrate, as a member of a group, conducting a small group discussion using one of the following methods:
  - Case studies
  - Guided discussion
  - Problem-solving conferencing
  - Role playing

**STANDARD:**

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

**REFERENCE RESOURCES**

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

## #2. Describe The Purposes And Principles Of Testing

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 5.5.2 and 5.5.2(A)

LEVEL: II

### PERFORMANCE GOAL

#### **GIVEN:**

1. A summary of testing as a method of improving instruction
2. A summary of testing to support instruction
3. A summary of how to use student test instruments
4. Sample tests

#### **PERFORMANCE:**

1. Describe testing as a method of improving instruction, which may include:
  - Audience characteristics
  - Defining testing
  - Determining what to test
  - Learning objectives
  - Training goals
2. Describe the purpose and principles of testing to support instruction, which at a minimum **shall** include:
  - Determining minimum performance standards
  - Using test instruments to determine if learning objectives were achieved

#### **STANDARD:**

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

### REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

### #3. Describe And Demonstrate The Development Of Test Instruments

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 5.5.2, 5.5.2(A), and 5.5.2(B)

LEVEL: II

#### PERFORMANCE GOAL

##### **GIVEN:**

1. A test planning sheet
2. A summary of the procedures for developing test instruments
3. A summary of test item construction methods

##### **PERFORMANCE:**

1. Describe and demonstrate completing a test planning sheet
2. Describe and demonstrate developing test instruments, which at a minimum **shall** include:
  - Performance
  - Written
3. Describe and demonstrate developing test item construction, which at a minimum **shall** include:
  - Completion
  - Matching
  - Multiple-choice
  - Short answer
  - True-False

##### **STANDARD:**

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

#### REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

#### #4. Describe And Demonstrate The Analysis Of Test Instruments

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 5.5.4, 5.5.4(A), and 5.5.4(B)

LEVEL: II

##### PERFORMANCE GOAL

###### **GIVEN:**

1. A summary of the criteria to determine test validity and reliability
2. A summary of test item analysis techniques
3. A summary of the important considerations when developing psychomotor performance tests
4. Samples of written and psychomotor performance test grading sheets
5. Sample test data and objectives for written and performance tests

###### **PERFORMANCE:**

1. Describe and demonstrate analyzing written and performance tests, which at a minimum **shall** include:
  - Comprehensive
  - Discriminating
  - Reliability
  - Test validity
  - Usability
2. Describe and demonstrate test item analysis techniques
3. Describe and demonstrate methods for objectively evaluating psychomotor performance tests, which at a minimum **shall** include:
  - Proper and adequate instructor orientation
  - Psychomotor performance test rating sheets
4. Describe the important considerations when developing psychomotor performance tests

###### **STANDARD:**

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

##### REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

**#5. Describe And Demonstrate The Development Of Class Evaluations**

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 5.5.3, 5.5.3(A), and 5.5.3(B)

LEVEL: II

PERFORMANCE GOAL**GIVEN:**

1. A summary of the procedures for developing a class evaluation
2. A summary of the methods of providing feedback to the instructor
3. A summary of instructor feedback considerations
4. Sample class evaluations

**PERFORMANCE:**

1. Describe and demonstrate developing a class evaluation
2. Describe methods of providing feedback to the instructor
3. Describe instructor feedback considerations, which may include:
  - Communication techniques
  - Course content
  - Instructional methods
  - Learning environment
  - Student materials

**STANDARD:**

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

**#6. Describe The Record Keeping Components For Instructional Programs**

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 5.2.5, 5.2.5(A), and 5.2.5(B)

LEVEL: II

PERFORMANCE GOAL**GIVEN:**

1. A summary of record keeping considerations
2. A summary of training record keeping systems
3. A summary of record auditing procedures
4. Sample training record keeping systems

**PERFORMANCE:**

1. Describe record keeping considerations, which may include:
  - Departmental policies
  - Disclosure of training of information
  - Laws affecting training records
  - Professional standards applicable to training records
  - Record keeping databases
2. Describe training record keeping systems so that all agency and legal requirements are met
3. Describe record auditing procedures

**STANDARD:**

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

**#7. Describe The Acquisition Procedures For Training Resources**

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 5.2.3, 5.2.3(A), 5.2.3(B), 5.2.4, and 5.2.4(A)

LEVEL: II

PERFORMANCE GOAL**GIVEN:**

1. A summary of a training needs analysis
2. A summary of acquiring training resources
3. A summary of the procedures for formulating budget needs to meet course objectives
4. Sample agency budget policies, purchasing procedures, and budget management

**PERFORMANCE:**

1. Describe a training needs analysis for acquiring instructional materials and equipment, which may include:
  - Budget constraints
  - Current resources
  - Example of an identified need
  - Training goals
2. Describe formulating budget needs according to agency budget policy and current resources to meet course objectives

**STANDARD:**

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

**#8. Describe And Demonstrate The Use Of Various Audiovisual Equipment**

AUTHORITY: State Fire Marshal

LEVEL: II

PERFORMANCE GOAL**GIVEN:**

1. A summary of the types of electronic equipment
2. A summary of the types of presentation software
3. A summary of the elements of digital photography
4. A summary of resources available for audiovisual distribution
5. A summary of the procedures for setting-up and operating video/digital cameras
6. A summary of the procedures for operating video editing equipment
7. A summary of the procedures for connecting a computer to a video/digital camera
8. A review of safety and electrical precautions
9. A summary of common problems related with video/digital equipment set-up and operation
10. A summary of video/digital equipment cleaning and field level maintenance
11. Sample equipment
12. Sample presentation software

**PERFORMANCE:**

1. Describe the various types of electronic equipment, which at a minimum **shall** include:
  - Computer with video capture capabilities
  - Digital camera (still and video)
  - Scanner
  - Video camera
  - Video editing equipment
2. Various types of presentation software, which may include:
  - Flash
  - PowerPoint
3. Describe elements of digital photography, which at a minimum **shall** include:
  - Hardware
  - Image improvement
  - Movement
  - Software
4. Describe the resources available for audiovisual distribution
5. Describe and demonstrate how to set-up and operate video/digital cameras

6. *Describe and demonstrate how to operate video editing equipment*
7. *Describe and demonstrate how to connect a computer to a video/digital camera and capturing video footage*
8. *Describe and demonstrate how to use a scanner, which at a minimum **shall** include:*
  - *Optical character recognition (OCR)*
  - *Pictures*
  - *Slides*
9. *Describe and demonstrate how to use presentation software, which at a minimum **shall** include:*
  - *Adaptation and/or modification*
  - *Distribution*
  - *Troubleshooting*
10. *Describe safety and electrical precautions for video equipment*
11. *Describe the common problems related with video/digital equipment set-up and operation*
12. *Describe the procedures for video/digital equipment cleaning and field level maintenance*
13. *Describe and demonstrate setting-up and operating video/digital cameras and editing equipment*

**STANDARD:**

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

**REFERENCE RESOURCES**

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

## #9. Describe And Demonstrate The Development And Presentation Of An Enhanced Audiovisual Program

AUTHORITY: State Fire Marshal

LEVEL: II

### PERFORMANCE GOAL

#### **GIVEN:**

1. A learning environment
2. A student-prepared computer-generated slide presentation (selected by the group)
3. Various types of video/digital cameras, editing equipment, and computer with video capture capabilities
4. A review of the procedures for setting-up and operating audiovisual equipment, computers, and presentation software
5. A review of audiovisual materials, their limitations, and selection criteria
6. A review of the procedures for utilizing audiovisual materials
7. A review of common problems associated with video/digital equipment set-up and operation
8. A summary of storyboard creation
9. A summary of video scripting
10. A summary of methods of inserting video files into presentation software
11. A review of transition techniques within and between media

#### **PERFORMANCE:**

1. Describe and demonstrate, as a member of a group, developing a videotape to enhance a slide presentation, which at a minimum **shall** include using and following:
  - A storyboard
  - Video scripting
2. Describe and demonstrate, as a member of a group, inserting video files into a student-prepared slide presentation
3. Describe and demonstrate, as a member of a group, presenting an enhanced slide program

#### **STANDARD:**

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

### REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

**#10. Describe New Course Development**

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Section 5.3.2(A), 5.3.2(B), 6.3.7, and the *State Fire Marshal*

LEVEL: II

PERFORMANCE GOAL**GIVEN:**

1. A summary of local, state, and federal laws and regulations that affect California fire service training
2. A summary of course development models
3. Sample resources for course development

**PERFORMANCE:**

1. Describe a process for conducting research to identify lesson topics in the development of a course, which may include referencing:
  - Cataloging systems
  - Computer software
  - Local requirements
  - Federal laws
  - Fire service textbooks
  - Recognized industry standards
  - State laws
  - World wide web
2. Describe the course development process

**STANDARD:**

With a minimum of 80% accuracy on a written exam

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Course Design, NFA
- Fire Service Instructor: Principles and Practice, Jones and Bartlett

**#11. Describe Cataloging Systems (Database) For Training And Lesson Plans**

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 5.2.5 and 6.5.2

LEVEL: II

PERFORMANCE GOAL**GIVEN:**

1. A summary of cataloging systems used for training

**PERFORMANCE:**

1. Describe the purpose of cataloging systems used for training
2. Describe accessing cataloging systems used for training

**STANDARD:**

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

**#12. Describe The Scheduling Of Instructional Sessions**

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 5.2.2, 5.2.2(A), 5.2.5, and 6.2.7

LEVEL: II

PERFORMANCE GOAL**GIVEN:**

1. A summary of the procedures for scheduling instructional sessions
2. A summary of departmental policy and scheduling processes
3. A summary of the procedures for managing records and reports
4. Sample instructional sessions
5. Sample departmental policy that affect training and training schedules

**PERFORMANCE:**

1. Describe scheduling instructional sessions so that the specified sessions are delivered according to department policy, which may include:
  - Facilities
  - Instructional resources
  - Staff
  - Timelines for delivery
2. Describe departmental policy and scheduling processes
3. Describe managing records and reports

**STANDARD:**

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

### #13. Describe And Demonstrate The Development Of Instructional Materials For A Course

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 5.3.2, 5.3.2(A), 5.3.2(B), 6.3.7, 6.3.7(A), and the *State Fire Marshal*

LEVEL: II

#### PERFORMANCE GOAL

##### **GIVEN:**

1. A summary of student needs assessment
2. A summary of the elements for constructing a course outline
3. A summary of techniques for identifying training resource needs
4. A review of audiovisual mediums
5. A review of test instruments
6. *A sample State Fire Training course outline format*
7. Examples of course outlines
8. Examples of various target audiences

##### **PERFORMANCE:**

1. Describe the techniques for conducting a student needs assessment
2. Describe and demonstrate developing a course outline, which at a minimum **shall** include:
  - *Course content*
  - *Course objectives*
  - *Time frames*
3. Describe the selection of two testing processes for the self-prepared course
4. Describe the techniques for identifying training resource needs

##### **STANDARD:**

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

#### REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

## #14. Describe And Demonstrate The Development And Presentation Of A Cognitive Lesson Plan

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 5.4.2, 5.4.2(A), and 5.4.2(B)

LEVEL: II

### PERFORMANCE GOAL

#### **GIVEN:**

1. A review of the delivery methods for a self-prepared cognitive lesson plan
2. A review of cognitive lesson plan development and delivery
3. A summary of transition techniques between audiovisual mediums
4. A summary of transition techniques between different teaching methods
5. A sample State Fire Training cognitive lesson plan format
6. A self-prepared course outline

#### **PERFORMANCE:**

1. Describe and demonstrate developing and presenting a cognitive lesson plan, which at a minimum **shall** include
  - Transitioning between the different mediums
  - Using three different audiovisual mediums
2. Describe and demonstrate developing and presenting a cognitive lesson plan from a self-prepared course outline, which at a minimum **shall** include:
  - Transitioning between the methods and techniques
  - Using multiple teaching methods and techniques

#### **STANDARD:**

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

### REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

**#15. Describe The Safety Standards And Practices For Hazardous Training**

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 5.4.3, 5.4.3(A), and 5.4.3(B)

LEVEL: II

PERFORMANCE GOAL**GIVEN:**

1. A summary of safety rules, regulations, and practices for hazardous training
2. Sample training scenarios with increased hazard exposure training

**PERFORMANCE:**

1. Describe techniques for supervising other instructors and students during hazardous training so that applicable safety standards and practices are followed
2. Describe safety rules, regulations, and practices for hazardous training
3. Describe ICS implementation for hazardous training, which at a minimum **shall** include:
  - Safety plan development

**STANDARD:**

By completing all operations on a performance test and with a minimum of 80% accuracy on a written exam

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

## #16. Describe The Principles Of Audiovisual Media For Instruction

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 4.4.2, 4.4.4, 4.4.6, and 4.4.7

LEVEL: II

### PERFORMANCE GOAL

#### **GIVEN:**

1. A summary of the purpose of a need for instructional technology
2. A summary of the effective and ineffective use of audiovisual media
3. A summary of the principles of instructional design for audiovisual media
4. A summary of various audiovisual media formats
5. A summary of authoring development systems

#### **PERFORMANCE:**

1. Describe the methods that audiovisual materials are employed to improve instruction
2. Describe the principles of using audiovisual materials in the instructional process, which at a minimum **shall** include:
  - Advantages and disadvantages that audiovisual materials have on instruction
  - The effect media use has on instructional design
  - Theories related to the use of audiovisual materials for instruction
3. Describe the effective and ineffective use of audiovisual media in the instructional process
4. Describe the principles of design for audiovisual media, which at a minimum **shall** include:
  - Color association
  - Font utilization
5. Describe the appropriate use of audiovisual media formats, which may include:
  - Computerized
    - ◆ Real media
    - ◆ Mpeg
  - Film
  - Video
6. Describe authoring a presentation production

#### **STANDARD:**

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

**#17. Describe The Current Trends In Audiovisual Media**

AUTHORITY: State Fire Marshal

LEVEL: II

PERFORMANCE GOAL

**GIVEN:**

1. A summary of various types of audiovisual media currently being utilized

**PERFORMANCE:**

1. Describe the current trends in audiovisual media, which at a minimum **shall** include:

- Computer generated
- Copy stand
- Digital
- Interactive
- Simulation
- Teleconferencing
- Video
- Virtual reality

**STANDARD:**

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

**#18. Describe The Legal Issues Affecting Audiovisual Media**

AUTHORITY: *State Fire Marshal*

LEVEL: II

PERFORMANCE GOAL**GIVEN:**

1. *A summary of copyright law*
2. *A summary of media law*

**PERFORMANCE:**

1. *Describe copyright law as it relates to audiovisual media, which at a minimum **shall** include:*
  - *Expression*
  - *Fair use*
  - *Fixation*
  - *Music rights*
  - *Originality*
  - *Ownership*
  - *Registration*
2. *Describe media law as it relates to the Americans Disabilities Act and audiovisual media*

**STANDARD:**

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

## #19. Describe The Components Of Video Production

AUTHORITY: State Fire Marshal

LEVEL: II

### PERFORMANCE GOAL

#### **GIVEN:**

1. A summary of preproduction components
2. A summary of production components
3. A summary of postproduction components

#### **PERFORMANCE:**

1. Describe the preproduction components of video production, which at a minimum **shall** include:
  - Script writing
  - Storyboarding
2. Describe the production components of video production, which at a minimum **shall** include:
  - Camera techniques
  - Lighting
  - Location shooting
  - Sound
  - Studio shooting
3. Describe the postproduction components of video production, which at a minimum **shall** include:
  - Digital editing
  - Distribution
  - Shooting log
  - Titling

#### **STANDARD:**

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

### REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

**#20. Describe The Principles Of Computer-based Training**

AUTHORITY: State Fire Marshal

LEVEL: II

PERFORMANCE GOAL

**GIVEN:**

1. A summary of the principles underlying the use of computers to aid the instructional process

**PERFORMANCE:**

1. Describe the application of computers to instruction, which at a minimum **shall** include:

- Computer aided instruction
- E-Learning/distance learning

**STANDARD:**

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

## #21. Describe Learning Disability Types And Concepts

AUTHORITY: State Fire Marshal

LEVEL: II

### PERFORMANCE GOAL

#### **GIVEN:**

1. A summary of the types of learning disabilities
2. A summary of learning disability concepts
3. A summary of learning disabilities and their impact on training

#### **PERFORMANCE:**

1. Describe types of learning disabilities, which at a minimum **shall** include:
  - Attention
  - Auditory
  - Muscular
  - Processing
  - Social
  - Visual
2. Describe concepts of learning disabilities, which at a minimum **shall** include:
  - Dominance
  - History
  - Impact
  - Instructor responsibility
  - Liability
  - Statistics/trends
  - Student's responsibility
3. Describe the impact learning disabilities have on instructional techniques

#### **STANDARD:**

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

### REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

**#22. Describe The Components Of Instructor Supervision and Management**

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 5.2.6, 5.2.6(A), and 5.2.6(B)

LEVEL: II

PERFORMANCE GOAL**GIVEN:**

1. A summary of methods and styles of instructor supervision
2. A summary of methods and styles of instructor management
3. A summary of procedures for evaluating instructors

**PERFORMANCE:**

1. A summary of methods and styles of instructor supervision, which at a minimum **shall** include:
  - Challenges
  - Leadership elements
  - Responsibilities
2. A summary of methods and styles of instructor management, which at a minimum **shall** include:
  - Functions and skills
3. A summary of procedures for evaluating instructors, which at a minimum **shall** include:
  - A summary of techniques for completing evaluation forms
  - Methods for improvement
  - Sample evaluation forms

**STANDARD:**

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Effective Supervisory Practices, ICMA
- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery

TRAINING OFFICER**#1. Describe And Demonstrate Training Program Record Keeping Systems**

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 6.2.2, 6.2.2(A), and 6.2.2(B)

LEVEL: II

PERFORMANCE GOAL**GIVEN:**

1. A summary of agency policies and procedures
2. A summary of legal requirements
3. A summary of report generation and form development criteria
4. A summary of training record professional standards
5. Sample training record systems

**PERFORMANCE:**

1. Describe a training record system, which at a minimum **shall** include:
  - Agency policies
  - Legal requirements affecting record keeping information disclosure
  - Professional standards addressing training records
  - Record keeping systems
2. Describe and demonstrate administering a training record system containing information, which at a minimum **shall** include:
  - Being readily accessible
  - Capturing concise information
  - Meeting agency needs
  - Meeting legal requirements

**STANDARD:**

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery
- Training Program Management, NFA

## #2. Describe And Demonstrate The Responsibilities Of Training Program Administration

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 6.2.3, 6.2.3(A), 6.2.3(B), 6.2.6, 6.2.6(A), 6.2.6(B), 6.2.7, 6.2.7(A), 6.2.7(B), and the *State Fire Marshal*

LEVEL: II

### PERFORMANCE GOAL

#### **GIVEN:**

1. A summary of training program strategic planning considerations
2. A summary of equipment purchasing specification procedures
3. A summary of budget preparation and development
4. A summary of the procedures for developing recommendations for policies to support the training program and achieving training program goals
5. A summary of the procedure for evaluating data as it relates to agency goals
6. A summary of presentation techniques and report preparation as they relate to training program administration

#### **PERFORMANCE:**

1. Describe summary of training program strategic planning considerations, which at a minimum **shall** include:
  - A safety plan
  - Agency policies
  - Agency procedures
  - Program goals and objectives
2. Describe equipment purchasing procedures as they relate to available department resources and curriculum needs
3. Describe and demonstrate budget development and administration
4. Describe and demonstrate developing recommendations for policies to support the training program, which at a minimum **shall** include:
  - *A code of ethics*
  - A development process
  - A revision process
  - An adoption process
  - Determining the need for a new policy, procedure, or guideline
5. Describe agency procedures to achieve training program goals
6. Describe and demonstrate methods for writing equipment purchasing specifications
7. Describe evaluation methods to select the equipment
8. Describe the evaluation of data as it relates to agency goals

9. Describe and demonstrate presentation skills and report preparation as they relate to training program administration

**STANDARD:**

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery
- Training Program Management, NFA

### #3. Describe And Demonstrate The Functions Of Training Program Staff Management

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 6.2.4, 6.2.4(A), 6.2.4(B), 6.2.5, 6.2.5(A), and 6.2.5(B)

LEVEL: II

#### PERFORMANCE GOAL

##### **GIVEN:**

1. A summary of staff selection criteria
2. A summary of staff evaluation methods and techniques
3. A summary of performance-based instructor evaluation considerations

##### **PERFORMANCE:**

1. Describe agency policies regarding staff selection, which at a minimum **shall** include:
  - Agency goals
  - Instructional requirements
  - Instructional staff capabilities
  - Selection methods
2. Describe instructional staff evaluation methods and techniques, which at a minimum **shall** include:
  - Agency policies
  - Conducting at regular intervals
  - Job requirements
  - Staff schedules
3. Describe and demonstrate constructing a performance-based instructor evaluation plan

##### **STANDARD:**

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

#### REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery
- Training Program Management, NFA

#### #4. Describe And Demonstrate The Instructional Development Process

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 6.3.2, 6.3.2(A), 6.3.2(B), 6.3.3, 6.3.3(A), 6.3.3(B), 6.3.4, 6.3.4(A), 6.3.4(B), 6.3.5, 6.3.5(A), 6.3.5(B), 6.3.6, 6.3.6(A), 6.3.6(B), 6.3.7, and 6.3.7(A)

LEVEL: II

##### PERFORMANCE GOAL

###### **GIVEN:**

1. A summary of the procedures for conducting a needs analysis
2. A summary of the curriculum and program design process
3. A summary of the components and characteristics of course and program goals
4. A summary of the correlation of course goals, course outline, objectives, and JPRs
5. Sample programs, curricula, and safety plans
6. Sample course and program goals
7. Sample needs analyses

###### **PERFORMANCE:**

1. Describe and demonstrate conducting an agency needs analysis
2. Describe and demonstrate designing programs, curricula, and safety plans, which at a minimum **shall** include:
  - Legal mandates
  - Local standards
  - NFPA standards
  - Organizations
3. Describe and demonstrate modifying existing programs, curricula, and safety plans
4. Describe and demonstrate writing program and course goals

###### **STANDARD:**

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

##### REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery
- Training Program Management, NFA

## #5. Describe And Demonstrate The Evaluation Of The Instructional Development Process

AUTHORITY: NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, (2007): Sections 6.5.2, 6.5.2(A), 6.5.2(B), 6.5.3, 6.5.3(A), 6.5.3(B), 6.5.4, 6.5.4(A), and 6.5.4(B)

LEVEL: II

### PERFORMANCE GOAL

#### **GIVEN:**

1. A summary of developing an evaluation plan
2. A summary of effective use of evaluation results
3. A summary of the use of record keeping systems
4. A summary of designing an evaluation plan
5. A summary of constructing evaluation instruments
6. A summary of data acquisition techniques
7. Sample record keeping systems
8. Sample curriculum and program evaluation methods
9. Sample evaluation tools

#### **PERFORMANCE:**

1. Describe and demonstrate a system for acquisition, storage, and dissemination of evaluation results, which at a minimum **shall** include:
  - Agency goals
  - Applicable laws
  - Data acquisition techniques
  - Methods of providing feedback
2. Describe and demonstrate developing a procedure for the evaluation and use of information systems, which at a minimum **shall** include:
  - An analysis process
  - Student feedback
  - Utilizing data for program validation
3. Describe and demonstrate developing a course evaluation plan so that objectives are measured
4. Describe and demonstrate developing a program evaluation plan for course improvement, which may include:
  - Course components
  - Facility
  - Instructor input
  - Student input

**STANDARD:**

By completing all operations on a performance test, completing all assignments and activities, passing all written tests and quizzes with a minimum of 80% accuracy

**REFERENCE RESOURCES**

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery
- Training Program Management, NFA

**#6. Describe Alternate Program Delivery Methods**

AUTHORITY: *State Fire Marshal*

LEVEL: II

PERFORMANCE GOAL

**GIVEN:**

1. *A summary of alternate program delivery methods*

**PERFORMANCE:**

1. *Describe alternate program delivery methods, which at a minimum **shall** include:*
- *E-learning/distance learning*
  - *Internet*
  - *Intranet*
  - *Web-based design*

**STANDARD:**

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery
- Training Program Management, NFA

**#7. Describe Components Of An Assessment Center**

AUTHORITY: State Fire Marshal

LEVEL: II

PERFORMANCE GOAL

**GIVEN:**

1. A summary of an assessment center process
2. A summary of the advantages and disadvantages of the assessment process
3. A summary of the typical exercises used in an assessment center
4. A summary of what is involved in conducting an assessment center

**PERFORMANCE:**

1. Describe an assessment center process
2. Describe the advantages and disadvantages of the assessment center process
3. Describe the typical exercises used in an assessment center
4. Describe what is involved in conducting an assessment center

**STANDARD:**

By completing all assignments and activities, and passing all written tests and quizzes with a minimum of 80% accuracy

REFERENCE RESOURCES

- Fire and Emergency Services Instructor, IFSTA/FPP
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery
- Training Program Management, NFA
- www.empco.net

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- Effective Supervisory Practices, ICMA
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- Fire Service Course Design, NFA
- Fire Service Instructor: Principles and Practice, Jones and Bartlett
- Instructional articles from publications or educational resources such as "Presentation Magazine," cities, counties, districts, or state relating to educational delivery
- Training Program Management, NFA
- [www.empco.net](http://www.empco.net)