



**OFFICE OF THE STATE FIRE MARSHAL
STATEWIDE TRAINING AND EDUCATION ADVISORY COMMITTEE
DEPARTMENT OF FORESTRY AND FIRE PROTECTION**

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Date: April 10, 2012

**To: Ronny J. Coleman, Chairman
c/o State Fire Training
1131 S. Street,
Sacramento, California 95811**

From: Mark Romer, Training Specialist State Fire Training

Subject/Agenda Action Item: Reference Manual for Training Instructor 1 Series of Courses

Recommended Actions:

STEAC approve the Jones and Bartlett, Fire Service Instructor Principles and Practices as a secondary reference manual for use in the Training Instructor 1 series of courses

Background Information:

In 2008 STEAC approved the course information and required materials for the training instructor series. When these series courses were adopted the 7th edition IFSTA Fire and Emergency services Instructor manual was also adopted as the reference manual for this program. Recently NFPA updated the standard for instructor qualifications (1041) subsequently IFSTA has updated their Instructor manual to the 8th ed. meeting the latest standard. The availability of the 7th ed. manual will end in August thus leaving State Fire Training and its instructor's and students without a reference manual. Starting in July a task order through Sacramento State will start the updating of the certification training standard for the training instructor series but this process will take us well beyond August.

Analysis/Summary of Issue:

For State Fire Training to ensure an uninterrupted delivery of the Training Instructor series of courses we need to look at other reference manuals. Jones and Bartlett has provide us with correlation guide which ties each lesson plan in the series to a specific page within their manual (see attached documents). These correlation documents ensure that there is complete coverage of all materials within the program.

One of the identified strategic goals of the mission alignment team and the 20/20 plan is to move towards publisher developed reference manuals and to identify multiple manuals to meet the needs of our programs as well as our instructors and students. Adopting this manual is in alignment with these goals.

My Recommendation is that STEAC approve the Jones and Bartlett, Fire Service Instructor Principles and Practices as a secondary reference manual for use in the Training Instructor 1 series of courses

Respectfully submitted

**Mark Romer
Fire Service Training Specialist
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Fire Service Instructor
Principles & Practices
NFPA 1041 Job Performance Requirements
California State Fire Training System
Correlation Guide



Course: Training Instructor 1A: Cognitive Lesson Delivery (2009)

Course Objectives: To provide the student with:

- a) A variety of methods and techniques for training in accordance with the latest concepts in career education.
- b) Information to select, adapt, organize, and utilize instructional materials appropriate for teaching cognitive lessons.
- c) Criteria and methods to evaluate teaching and learning efficiency.
- d) An opportunity to apply major principles of learning through teaching demonstrations.

Content	Chapter / Content Start Pages
1-1 Orientation And Administration	Local CA Coverage
2-1 Fire And Emergency Services Instruction As It Relates To Cognitive Training	Chapter 1 Chapter 3
2-2 Principles Of Learning	Chapter 4 p. 58
2-3 Defining Levels Of Instruction	Chapter 1 P. 6
2-4 Components Of Learning Objectives	Chapter 6 P. 93
2-5 Employing The Four-step Method Of Instruction As It Relates To Cognitive Training	Chapter 6 p. 98
2-6 Assembling And Reviewing Instructional Materials As They Relate To Cognitive Training	Chapter 6 p. 102
2-7 Adapting Cognitive Lesson Materials	Chapter 6 p. 103
2-8 Legal And Ethical Considerations As They Relate To Cognitive Training	Chapter 2 <i>All chapters</i>
2-9 Methods of Instructional Delivery	Chapter 3 Chapter 7
2-10 Presentation Techniques For Cognitive Training	Chapter 5 Chapter 6
2-11 Managing The Learning Environment for Cognitive Training	Chapter 7
2-12 Selecting And Using Audiovisual Media Equipment	Chapter 8
2-13 Effective Interpersonal Communications	Chapter 5 p. 80
2-14 Student Attitudes And Behaviors	Chapter 4 Chapter 5
2-15 Procedure Used For Evaluating Student Teaching Presentations	Chapter 11
3-1 Introduction To And Administration Of Oral And Written Tests	Chapter 10

3-2 Student Progress And Testing Feedback	Chapter 11 p. 186, 198

Suggested Course Outcomes

Upon completion of this course the student will be able to:

1. Differentiate between cognitive and psychomotor lesson plans and verbally communicate the differences.
2. Demonstrate the ability to communicate effectively through oral presentations and group discussion.
3. Demonstrate active listening skills while observing and evaluating peers during student teaching demonstrations.
4. Adapt existing lesson plans based upon student needs.
5. Evaluate self and peers utilizing objective written criteria.
6. Formulate goals and strategies for future teaching assignments.



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Correlation Guide



Course: Training Instructor 1B: Psychomotor Lesson Delivery (2009)

Course Objectives: To provide the student with:

- a) A variety of methods and techniques for training in accordance with the latest concepts in career education.
- b) Information to select, adapt, organize, and utilize instructional materials appropriate for teaching psychomotor lessons.
- c) Criteria and methods to evaluate teaching and learning efficiency.
- d) An opportunity to apply major principles of learning through teaching demonstrations

Content	Chapter / Content Start Pages
1-1 Orientation And Administration	Local CA Coverage
2-1 Fire and Emergency Services Instruction As It Relates To Psychomotor Training	Chapter 4
2-2 Employing The Four-step Method Of Instruction As It Relates To Psychomotor Training	Chapters 1 & 3
2-3 Presenting Psychomotor Instruction	Chapters 5, 7 & 9
2-4 Safety Considerations For Psychomotor Instruction	Chapter 9
2-5 Managing The Learning Environment for Psychomotor Training	Chapter 7
2-6 Adapting Psychomotor Lesson Materials	Chapter 6
2-7 Selecting And Using Training Aids	Chapters 8 & 12
2-8 Assembling And Reviewing Instructional Materials As They Relate To Psychomotor Training	Chapter 6
2-9 Procedure Used For Evaluating Student Teaching Presentations	Chapters 10 & 11
2-10 Legal And Ethical Considerations As They Relate To Psychomotor Training	Chapter 2 <i>All chapters</i>
3-1 Introduction To And Administration Of Performance Tests	Chapter 10
3-2 Student Progress And Testing Feedback	Chapter 10

Suggested Course Outcomes

Upon completion of this course the student will be able to:

1. Adapt an existing fire service psychomotor lesson plan and present the lesson to a student audience.
2. Analyze reasons for bias, value differences, and opposing opinions, and develop a strategy to teach about these to a fire service audience.
3. Analyze fire service deaths and injuries as they occur in the training and education environment, and develop a plan for the prevention and elimination of deaths and injuries in the training and education environment.
4. Prepare and deliver a psychomotor lesson plan to the student audience.
5. Evaluate and assess self and other student performance during student teaching demonstrations and verbally communicate the results.



Fire Service Instructor
Principles & Practices
NFPA 1041 Job Performance Requirements
California State Fire Training System
Correlation Guide



Course: Training Instructor 1C: Instructional Development Techniques (2009)

Course Objectives: To provide the student with:

- a) A variety of methods and techniques for developing lesson plans and tests in accordance with the latest concepts in career education.
- b) Information to develop cognitive and psychomotor lesson plans and related supplemental materials.
- c) Various testing instruments to evaluate teaching and learning efficiency.
- d) An opportunity to develop, receive feedback, and finalize instructional materials and deliver a teaching demonstration.

Content	Chapter / Content Start Pages
1-1 Orientation And Administration	Local CA Coverage
2-1 Reasons For Lesson Plan Development	Chapter 6
2-2 Sources Of References And Materials	Chapter 6
2-3 Determining Levels Of Instruction	Chapter 3
2-4 Employing The Four-step Method Of Instruction	Chapters 3, 4, 7
2-5 Teaching English Learners And Students With Special Needs	Chapter 2
3-1 Elements Of A Course Outline	Chapter 6
3-2 Components Of Cognitive And Psychomotor Lesson Plans	Chapter 6
3-3 Developing Behavioral Objectives	Chapter 6
3-4 Developing A Cognitive Lesson Plan (SFT Format)	Local CA
3-5 Developing A Psychomotor Lesson Plan (SFT Format)	Local CA
3-6 Developing And Employing Ancillary Components	Chapter 6, 8
3-7 Employing Audiovisual Media And Props	Chapter 8
3-8 Transition Techniques Within And Between Media	Chapter 8
3-9 Audiovisual Equipment Cleaning And Field Level Maintenance	Chapter 8

3-10 Developing Audiovisual Media	Chapter 8
3-11 Procedures For Evaluating Student Instructor Performance	Chapter 10, Appendix A
4-1 Purpose, Selection Criteria, And Elements Of Test Instruments	Chapter 10
4-2 Methods Of Test Planning	Chapter 10, Appendix A, ITK
4-3 Creating Oral, Written, And Performance Tests	Chapter 10, Appendix A
4-4 Methods Of Administering And Grading Test Instruments (Oral and Written)	Chapter 10, Appendix A

Suggested Course Outcomes

Upon completion of this course the student will be able to:

1. Evaluate instructional resources, teaching methodologies, and evaluation instruments
2. Construct and evaluate student learning outcomes utilized in lesson planning and curriculum development
3. Develop written lesson plans with detail and accuracy.
4. Communicate verbally with clarity, and engage in active listening with other students and student audience