OFFICE OF THE STATE FIRE MARSHAL
STATEWIDE TRAINING AND EDUCATION ADVISORY COMMITTEE
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Date: June 20, 2014 Attachment 7

To: Ronny J. Coleman, Chairman
Statewide Training and Education Advisory Committee
C/o State Fire Training

From: R.L. Martin, Fire Service Training Specialist, State Fire Training

Subject/Agenda Action Item: Instructor III Standards and Curriculum

Recommended Actions: Approve the Instructor III Certification Training Standards and Curriculum

Background Information:

This is the second reading of the Instructor III Certification Training Standards (CTS) and Course Plan that was presented at the April 17, 2014 STEAC meeting. Following discussion at the April 17, 2014 meeting, STEAC members did not request any modifications to the CTS or Curricula.

The instructor training courses were designed for fire instructors, and not necessarily company officers. Including this proposed curriculum update; the California Fire Service would get four (4) major editions of the Instructor Training Curricula offered by State Fire Training (SFT). Historically, SFT has concentrated on the Level I Certification with the Level II Certification being updated by the approved instructors who taught the Level II courses. SFT has maintained oversight of these updates along with delivery of the Master Instructor course.

1st Edition - SFM Curriculum: Fire Instructor certification was established in 1981 with two classes along with six additional classes for Fire Officer Certification. The original courses were rolled over from courses that were, at that time, being offered at the State Fire Academy at Asilomar. Fire Instructor 1A and Fire Instructor 1B were virtually unchanged until the late 1980's when a small cadre of subject matter experts was assembled to make some minor updates to the First Edition of Fire Instructor Training curricula.

2nd Edition - SFM Curriculum: In 1995, a cadre assembled for the Second Edition of Fire Instructor 1A and Fire Instructor 1B which was released March of 1996. One of the goals for the 2nd Edition was to confirm curriculum conformance with the National Fire Protection Association (NFPA) 1041 Standard. In addition to edits and updates, it was confirmed that the 2nd Edition not only met, but exceeded the minimum standard of NFPA 1041 for Level I Instructor.

3rd Edition - SFM Curriculum: In 2007, a cadre was convened working out of the Office of the State Fire Marshal's Office in Sacramento to complete updates and cross referencing to the NFPA 1041 Standard for California's Third Edition of the instructor curricula. The cadre of subject matter

experts identified and presented to STEAC for approval to add a third course; titled Training Instructor 1C. The updated curricula were re-titled Training Instructor 1A, Training Instructor 1B and included the new curriculum of Training 1C. The three courses provided instructional techniques on delivering cognitive concepts, psychomotor concepts, and lesson plan writing. The curricula was initially released in January 2009 and re-released in January 2010. This is the current curricula offered to the California Fire Service. These revisions reflected changes in the NFPA Standard 1041; Fire Instructor Professional Qualifications moving away from constructing lesson plans (previously taught in the original Fire Instructor curricula) to adapting lesson plans in the new Training Instructor 1A and 1B curricula. Training Instructor 1C curriculum provided the foundation of learning how to construct a lesson plan, thus going beyond "adapting" lesson plans.

During this 3rd edition curricula update process, the cadre further identified that the Fire Instructor 3 (commonly known as Master Instructor) did not have a direct correlation to NFPA1041. The cadre created a curriculum titled, "Master Instructor Competency Evaluation (2010)". However, it did not come to fruition under the cadre's conceptual design. Today, Master Instructor Competency Evaluation is taught under the original learning objectives of Fire Instructor Level 3 (a.k.a. Master Instructor).

4th Edition - SFM Curriculum: In July 2013, SFT issued a task order for the rewriting of Fire Instructor Certification through a strategic partnership and contract with California State University at Sacramento, Department of Continuing Education. A development cadre, specially assigned to address Level III of NFPA 1041 was formed with four individuals from the fire service who possessed a high level of knowledge, skills and abilities relative to adult learning techniques and instructional program management. The cadre members were: Bruce Fosdike- retired CAL FIRE; Tony Roberts- Deputy Chief from CAL FIRE, Northern Region Operations, Training & Safety Program; Alicia Hamilton- retired Training Specialist from SFT and editor for current curriculum update; and Ron Martin- cadre leader and Training Specialist III from SFT.

A major discovery from reading NFPA 1041 Level III was the focus on instructional program management. There was minimal focus on instructional delivery. SFTs current instructional curricula did not address this training or educational sharing. As discovered in the standard, Training Chiefs, managers, and directors organize and manage organizations' instructional programs in order to ensure that people gain and develop the skills needed to carry out their jobs effectively. These leaders devise and coordinate programs that address the organization's current and future needs. The work involves liaising with other leaders in the organization to identify training needs, drawing up an overall training plan to meet budgetary parameters, working with training staff to develop suitable course content, and evaluating the overall success of the individuals and programs. The Training Chiefs', managers', and directors' job function also involves the ongoing development of staff to maintain their respective skill set to fulfill their potential within the organization; including regular staff appraisals and reviews.

This was definitely a gap in SFT Instructor curricula. Utilizing NFPA 1041, the Development Cadre took on the challenge, did the research, and filled the gap utilizing the Curriculum Development process. The Development Cadre first met in September 2013 and finished their work after two, multi-day meetings concluding in November 2013. During this time the cadre created a CTS for Instructor III with a respective Course Plan.

Once the Development Cadre completed their work, a Validation Cadre was assembled to review and validate the content of their documents. The Validation Cadre included additional members of the fire service from throughout the State. Cadre members included: Richard Beckman- Division Chief of Operations from San Gabriel Fire Department; Liz de Dios- Master Instructor and Captain from City of Richmond Fire Department; Bruce Fosdike- retired Cal Fire; Alicia Hamilton- retired Training Specialist from SFT; Ed Lazar- fire academy instructor at Mount Sac and Captain from Los Angeles County Fire Department; Tony Roberts- Deputy Chief from CAL FIRE Northern Region Operations Training & Safety Program; Demond Simmons- Captain of Fire from Oakland Fire Department; and Ron Martin- cadre leader and Training Specialist III from SFT. This cadre

met for a three-day meeting in January 2014 to review, modify, and approve the work completed by the Development Cadre.

Analysis/Summary of Issue:

Following is an analysis of the major differences between the existing Fire Instructor Certification program and the new proposed Instructor III program.

1. Consistent with the 2009 approval by STEAC and SBFS, the title of the certification job function has been changed from Training Instructor to Instructor I, Instructor II and Instructor III

2. The prerequisite for Instructor to not include Firefighter requirements.

3. The Instructor certification is based entirely on the 2012 edition of the NFPA 1041 Professional Qualifications standard; inclusive of all three levels. In addition, any California laws or mandates specific to the job function, not addressed in the NFPA standards, are included in the new Instructor CTS and will be updated/added in the future as deemed necessary after cadre member(s) review.

4. Following the Homeland Security Presidential Directive-5 definition and requirements for Incident Command System (ICS) training, the cadre agreed that IS-200b, designed for single resources and initial actions, is appropriate for Instructor certification. This course falls in line and builds on the ICS requirements identified for Fire Fighter I and other California Fire Service Certifications.

5. The biggest change is with the educational requirements. There are now three courses identified to meet the job performance requirements listed in the NFPA 1041 standard and in alignment with California Fire Service Training Education System (CFSTES) for Level III:

   - Instructor I – 40 hours
   - Instructor II – 40 hours
   - Instructor III – 36 hours

6. Two other considerations regarding these revised standards and curriculum that will be addressed in the future include an Implementation Plan indicating the time line plan to transition to these changes and addressing instructor qualifications to teach the curriculum.

7. For the purpose of this report, the focus is on the CTS and the curriculum to meet the NFPA 1041 standard, specifically for Level III (a.k.a. Instructional Program Management)

Instructor III

Certification Training Standards Guide
[Month Year]

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

Instructor III

Certification Training Standards Guide
[Month Year]

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This CTS guide utilizes NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, 2012 Edition to provide the qualifications for State Fire Training's Training Officer.

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).

CALIFORNIA STATE FIRE TRAINING

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Cover photo courtesy of Ronald L Martin, Contra Costa County Fire Protection District

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State Fire Training

Mission

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

The California Fire Services 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 fire service

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.

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Acknowledgments

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

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Partners

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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 fire service function within California's certification system meets or exceeds NFPA standards.

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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.

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Instructor III

Section 1: Program Management

1-1: Administer a Training Record System

Authority
NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)
- Paragraph 6.2.2

Given
1. Agency policies and procedures
2. Type of training activity to be documented

Requisite Knowledge and Skills
1. *Apply* agency policies and procedures regarding training record systems
2. *Describe* record-keeping systems
3. *Identify* and *describe* professional standards addressing training records
4. *Describe* legal requirements affecting record-keeping
5. *Explain* disclosure of information
6. Develop forms
7. Generate reports

Job Performance Requirements
Administer a readily accessible training record system that captures concise information and meets all agency and legal requirements.

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1-2: Develop Training Program Policy Recommendations

Authority

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

- Paragraph 6.2.3

Given

1. Agency policies and procedures
2. Agency and training program goals

Requisite Knowledge and Skills

1. *Apply* agency policies and procedures regarding policy recommendations
2. *Describe* training program goals
3. *Illustrate* the format for agency policies
4. Write technical documents

Job Performance Requirements

Develop recommendations for training program policies that achieve training and agency goals.

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1-3: Select Instructional Staff

Authority

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

- Paragraph 6.2.4

Given

1. Agency policies and procedures
2. Instructional requirements
3. Personnel qualifications

Requisite Knowledge and Skills

1. *Apply* agency policies and procedures regarding staff selection
2. *Describe* instructional requirements
3. *Apply* selection methods
4. *Assess* capabilities of instructional staff
5. *Correlate staff selection* with agency and instructional goals
6. Employ evaluation techniques for making staff selections

Job Performance Requirements

Select instructional staff who can achieve agency and instructional goals.

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1-4: Write Specifications for Equipment Purchasing

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)
Paragraph 6.2.6

Given

1. Agency policies and procedures
2. Training goals
3. Curriculum information

Requisite Knowledge and Skills

1. *Describe* equipment purchasing procedures
2. *Evaluate* available *agency* resources
3. *Assess* curriculum needs
4. Use evaluation methods to select the most effective equipment
5. Prepare procurement forms

Job Performance Requirements

Write equipment-purchasing specifications that support curriculum needs.

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1-5: Present Evaluation Findings, Conclusions, and Recommendations

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)
Paragraph 6.2.7

Given

1. Data summaries
2. Target audience

Requisite Knowledge and Skills

1. *Describe* statistical evaluation procedures
2. *Validate* findings, conclusions, and recommendations with agency goals*, policies, and procedures*
3. Employ presentation skills
4. Prepare reports

Job Performance Requirements

Present evaluation findings, conclusions, and recommendations to agency administrator that are unbiased, supported, and reflect agency goals, policies, and procedures.

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Section 2: Instructional Development

2-1: Conduct an Instructional Needs Analysis

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

- Paragraph 6.3.2

Given
1. Agency goals

Requisite Knowledge and Skills
1. *Describe* a needs analysis
2. *Describe* a task analysis
3. *Describe* the development of JPRs
4. *Review* lesson planning
5. *Review* instructional methods for classroom, training ground, and distance learning
6. *Review* characteristics of adult learners
7. *Review* instructional media
8. *Determine the need* for curriculum development
9. *Review* evaluation instrument development
10. Conduct research
11. Conduct a needs and task analysis
12. Conduct committee meetings
13. Organize information into functional groupings
14. Interpret data

Job Performance Requirements
Conduct an agency needs analysis that identifies instructional needs and recommends solutions.

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2-2: Design Programs or Curriculum

Authority

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

- Paragraph 6.3.3

Given

1. Agency goals
2. Needs analysis

Requisite Knowledge and Skills

1. *Describe* instructional design
2. *Describe* adult learning principles
3. *Describe* principles of performance-based education and research
4. *Apply* fire service terminology
5. Write technical documents
6. Select course reference materials

Job Performance Requirements

Utilize adult learning principles to design a performance-based training program or curriculum that includes job-related knowledge and skills, meets time and budget constraints, and supports agency goals.

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2-3: Modify Existing Curriculum

Authority

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

- Paragraph 6.3.4

Given

1. Agency training requirements
2. Audience characteristics
3. Learning objectives
4. Instructional resources
5. Existing curriculum

Requisite Knowledge and Skills

1. *Summarize* instructional design
2. *Summarize* adult learning principles
3. *Summarize* principles of performance-based education and research
4. Write technical documents
5. Select course reference materials

Job Performance Requirements

Modify an existing curriculum to meet agency requirements and achieve the learning objectives.

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2-4: Write Program and Course Goals

Authority

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

- Paragraph 6.3.5

Given

1. JPRs
2. Needs analysis information

Requisite Knowledge and Skills

1. *Describe* components and characteristics of goals
2. *Recognize* the correlation of JPRs to program and course goals
3. Write goal statements

Job Performance Requirements

Write clear, concise, and measurable program and course goals to correlate with agency goals.

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2-5: Write Course Objectives

Authority

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

- Paragraph 6.3.6

Given

1. JPRs

Requisite Knowledge and Skills

1. *Describe* components of objectives
2. *Recognize* the correlation between JPRs and course objectives
3. Write course objectives
4. Correlate course objectives to JPRs

Job Performance Requirements

Write clear, concise, and measurable course objectives that reflect specific tasks.

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2-6: Construct a Course Content Outline

Authority

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

- Paragraph 6.3.7

Given

1. Agency structure
2. Organized functional groupings
3. Reference sources
4. Course objectives

Requisite Knowledge and Skills

1. *Recognize* the correlation between
    - Course goals
    - Course content outline
    - Objectives
    - JPRs
    - Instructor lesson plans
    - Instructional methods

Job Performance Requirements

Construct a course content outline that supports the agency structure and reflects current acceptable practices.

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Section 3: Instructional Delivery

3-1: No JPRS at the Instructor III level

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Section 4: Evaluation and Testing

4-1: Develop a System for the Acquisition, Storage, and Dissemination of Evaluation Results

Authority

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

- Paragraph 6.5.2

Given

1. Agency goals. policies, and procedures

Requisite Knowledge and Skills

1. *Describe* record-keeping systems
2. *Apply* agency goals regarding evaluation results
3. *Describe* data acquisition techniques
4. *Describe* applicable laws
5. *Describe* methods of providing feedback
6. Develop, use, and evaluate information systems

Job Performance Requirements

Develop a system for the acquisition, storage, and dissemination of evaluation results consistent with agency policies and federal, state, and local laws and provides feedback to those affected by the information.

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4-2: Develop Program and Course Evaluation Plans

Authority

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

- Paragraphs 6.5.3 and 6.5.4

Given

1. Agency policies and procedures
2. Course objectives

Requisite Knowledge and Skills

1. *Describe* evaluation techniques and methods
2. *Evaluate* agency resources and constraints
3. *Apply* agency goal regarding evaluation plans
4. Construct evaluation instruments

Job Performance Requirements

1. Create a program evaluation plan that evaluates instructors, course components, facilities, and obtains student input for course improvement.
2. Develop a course evaluation plan that measures objectives and follows agency policies and procedures.

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4-3: Construct a Performance-based Instructor Evaluation Plan

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)
Paragraph 6.2.5

Given

1. Agency policies and procedures
2. Job requirements

Requisite Knowledge and Skills

1. *Describe* evaluation methods
2. *Apply* agency policies and procedures regarding instructor evaluation plans
3. *Evaluate* staff schedules
4. *Describe* job requirements
5. Employ instructor evaluation techniques

Job Performance Requirements

Construct a performance-based instructor evaluation plan that evaluates instructors at regular intervals.

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4-4: Analyze Student Test Instruments

Authority

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

- Paragraph 6.5.5

Given

1. Agency policies and procedures
2. Objectives
3. Test data

Requisite Knowledge and Skills

1. *Describe* test validity
2. *Explain* test reliability
3. *Review* item analysis
4. Exercise item analysis techniques

Job Performance Requirements

Analyze student test instruments to determine validity and make necessary changes.

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State Fire Training Content

Code Key

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

Sources
- [ACRONYM = Title]
- [ACRONYM = Title]
- [ACRONYM = Title]

Certification: Instructor III

CTS	Block	Addition	Justification	Source/Reference
[#-#]	[Code]	[Text]	[Text]	[Text]

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Errata

[Month Year]

Certification:	[Certification Title]		
CTS:	[#-#]	**Block:**	[Given / RKS / JPR]
Change:	[Describe change]		
Task Book Impact:	[None] or [Describe change]		

Certification:			
CTS:		**Block:**	
Change:			
Task Book Impact:			

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CALIFORNIA STATE FIRE TRAINING

Instructional Program Management

Course Plan

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Course Details

Certification: Instructor III

CTS Guide: Instructor III (Month/Year)

Description: This course provides information on planning, developing, and implementing comprehensive programs and curricula. Topics include instructional development, program management, program and instructor evaluation, and test reliability and validity. The curriculum is based on the 2012 edition of *NFPA 1041 Standard for Fire Service Instructor Professional Qualifications*.

Designed For: Fire Officers, Staff Officers, and other fire service managers with experience in fire service training

Prerequisites: Instructional Methodology
Instructional Development

Standard: Complete all activities and formative tests.
Complete all summative tests with a minimum score of 80%.

Hours: Lecture: 24:45
Activities: 9:15
Testing: 2:00

Hours (Total): 36:00

Maximum Class Size: 24

Instructor Level: Credentialed Fire Service Instructor

Instructor/Student Ratio: 1:24

Restrictions: None

SFT Designation: CFSTES

Required Resources

Instructor Resources

To teach this course, instructors need the following:

- *Fire and Emergency Services Instructor, 8th Edition,* IFSTA 2012, ISBN 978-0-87939-441-7
- *Fire Service Instructor: Principles and Practice, 2nd Edition*, Jones & Bartlett Learning, 2014, ISBN: 9781449670832

Copies of local agency policies and procedures, and sample forms where applicable, for the following:

- Needs analysis/assessment
- JPRs
- Task analysis
- Evaluation instruments
- Performance-based training program
- Course implementation
- Program and course goals
- Course objectives
- Course content outline
- Training record-keeping systems
- Applicable laws affecting evaluation results
- Evaluation plan
- Instructor evaluations
- Item analysis
- Training program policy recommendations
- Formats for submitting policy recommendation
- Instructor selection criteria
- Equipment purchasing procedures

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Online Instructor Resources

- None

Student Resources

To participate in this course, students need the textbook as indicated by the instructor:

- *Fire and Emergency Services Instructor, 8thEedition,* IFSTA 2012, ISBN 978-0-87939-441-7
- *Fire Service Instructor: Principles and Practice, 2ndEedition*, Jones & Bartlett Learning, 2014, ISBN: 9781449670832

And the following equipment:

- A notebook computer with presentation or other viewing hardware and/or software

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:

- Standard learning environment or facility
- Writing board or paper conference pads
- Markers, erasers
- Amplification devices
- Projector and screen
- Notebook/Desktop computer or tablet with presentation or other viewing software

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Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
    - Restroom locations
    - Food locations
    - Smoking locations
    - Emergency procedures
2. Identify classroom requirements
    - Start and end times
    - Breaks
    - Electronic device policies
    - Special needs and accommodations
    - Other requirements as applicable
3. Review course syllabus
    - Course objectives
    - Calendar of events
    - Course requirements
    - Student evaluation process
    - Assignments
    - Activities
    - Required student resources
    - Class participation requirements

Discussion Questions

1. What is a formative test?
2. What is a summative test?

Activities

1. Have students complete all required registration forms.
2. Have students introduce themselves.

Topic 1-2: Instructor III Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Instructor III certification track, the courses and requirements for Instructor III certification, and be able to describe the certification task book and testing process.

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Enabling Learning Objectives

1. Identify the different levels of certification in the Instructor III certification track
   - Instructor I
   - Instructor II
   - Instructor III
2. Identify the courses required for Instructor III certification
   - Instructional Program Management
3. Identify any other requirements for Instructor III certification
4. Describe the certification task book process
   - Complete all prerequisites and course work
   - Submit application and fees to request a certification task book
   - Complete all job performance requirements included in the task book
   - Must have identified evaluator verify individual task completion via signature
   - Must have Fire Chief or authorized representative verify task book completion via signature
   - Must be employed by a California Fire Agency in the position prior to submitting completed task book to State Fire Training
5. Describe the certification testing process
   - Complete course work
   - Schedule online certification test
   - Schedule skills evaluation test (if applicable)

Discussion Questions

1. How many levels are there in the Instructor III certification track? What are they?

Activities

1. To be determined by the instructor.

Topic 1-3: Definition of Duty

Terminal Learning Objective

At the end of this topic, a student will be able to identify the duties of an Instructor III.

Enabling Learning Objectives

1. Administer agency policies and procedures for the management of instructional resources, staff, facilities, records, and reports
2. Plan, develop, and implement comprehensive programs and curricula
3. Develop an evaluation plan; collect, analyze, and report data; and utilize data for program validation and student feedback
4. Facilitate a meeting or event to ensure the objectives are met

Discussion Questions

1. What is the difference between program and curricula?
2. What is the importance and purpose of an evaluation plan?
3. What is a facilitator?

Activities

1. To be determined by the instructor.

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Unit 2: Course and Curriculum Development

Topic 2-1: Conduct an Instructional Needs Analysis

Terminal Learning Objective

At the end of this topic, a student, given agency goals, will be able to conduct an agency needs assessment/analysis that identifies instructional needs and recommends solutions.

Enabling Learning Objectives

1. Describe an Instructor III's role in conducting an agency-level needs analysis/assessment
2. Describe the functions and components of a needs analysis/assessment
3. Describe the process or methods for conducting a needs analysis/assessment
4. Describe the development of JPRs
5. Describe a task analysis
6. Determine the need for curriculum development by reviewing
   - Lesson planning
   - Characteristics of adult learners
   - Instructional media
   - Instructional methods for classroom, training ground, and distance learning
   - Evaluation instruments
7. Conduct research
   - Job observation
   - Compliance and regulation
   - Skills/knowledge development and improvement
8. Conduct a needs and task analysis
9. Conduct committee meetings
10. Organize information into functional groupings
11. Interpret data

Discussion Questions

1. Why would you need to conduct a needs analysis?
2. Who in your department is involved in conducting a needs analysis?
3. What is the difference between agency training requests and training needs analyses?
4. What various methods are used to determine individual training needs for the curriculum?
5. How do governmental regulations influence training needs?

Activities

1. Divide the students into groups and provide each group a sample fire service instructional needs analysis. Have each group review the analysis and facilitate a discussion with the rest of the class.

Instructor Notes

1. None

CTS Guide Reference: CTS 2-1

DRAFT

Topic 2-2: Design Programs or Curriculum

Terminal Learning Objective

At the end of this topic, a student given agency goals and a needs analysis will be able to utilize adult learning principles to design a performance-based training program or curriculum that includes job-related knowledge and skills, meets time and budget constraints, and supports agency goals.

Enabling Learning Objectives

1. Describe instructional design for developing a performance-based training program
2. Describe the curriculum development process
3. Describe adult learning principles
4. Describe principles of performance-based education and research
5. Apply fire service terminology
6. Write technical documents
7. Select course reference materials

Discussion Questions

1. What is your agency's curriculum development process and how could you improve it?
2. What are the tasks an Instructor III must perform to design a curriculum?
3. What are some cost-effective methods to develop courses or curriculum?
4. What are some outside resources where current, relevant information about program and curriculum design can be obtained?

Activities

1. To be determined by the instructor.

Instructor Notes

1. "Instructional design" as used in NFPA is described as course or curriculum design in the textbooks

CTS Guide Reference: CTS 2-2

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Topic 2-3: Modify Existing Curriculum

Terminal Learning Objective

At the end of this topic, a student given agency training requirements, audience characteristics, learning objectives, instructional resources, and existing curriculum will be able to modify an existing curriculum to meet agency requirements and achieve the learning objectives.

Enabling Learning Objectives

1. Explain the purpose of modifying existing curriculum
2. Identify the actions to take when planning revisions
3. Describe implementing modified curriculum
4. Write technical documents
5. Select course reference materials

Discussion Questions

1. What factors would create a need to modify an existing curriculum? Provide an example from your agency.

2. When modifying existing curriculum and/or adapting it for your agency's use, what would be some important actions to take?
3. What items should you consider prior to implementing modified curriculum?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 2-3

Topic 2-4: Write Program and Course Goals

Terminal Learning Objective

At the end of this topic, a student given job performance requirements (JPRs) and needs analysis information will be able to write clear, concise, and measurable program and course goals to correlate with agency goals.

Enabling Learning Objectives

1. Describe the components and characteristics of program and course goals
2. Describe writing program and course goals
3. Explain the correlation of JPRs to program and course goals
4. Write program and course goal statements

Discussion Questions

1. What should course goals include?
2. What factors should be considered in preparing a goal statement?
3. Where does cultural diversity fit into your agency's program goals?
4. How do JPRs influence program or course goals?
5. How do course goals and learning objectives differ?

Activities

1. Have students write a course goal that is clear, concise, and measurable on a fire service subject.

Instructor Notes

1. This activity is linked to the activities in Topic 2-5 and Topic 2-6.

CTS Guide Reference: CTS 2-4

Topic 2-5: Write Course Objectives

Terminal Learning Objective

At the end of this topic, a student given JPRs will be able to write clear, concise, and measurable course objectives that reflect specific tasks.

Enabling Learning Objectives

1. Describe the components and characteristics of course objectives
2. Describe writing course objectives
3. Explain the correlation between JPRs and course objectives
4. Write course objectives
5. Correlate course objectives to JPRs

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Discussion Questions

1. Before writing a course objective, how do you determine the level of achievement for the students?
2. What do you need to know relative to the correlation of JPRs to course objectives?

Activities

1. Have students write three (3) course objectives that correlate to the course goal they previously developed in Topic 2-4.

Instructor Notes

1. Other references for this topic include *Instructional Media and the New Technologies of Education*, Robert Heinich, Michael Molenda, and James D. Russell, (Macmillian, 1996) and *Taxonomy of Educational Objectives*, Bloom, 1965

CTS Guide Reference: CTS 2-5

Topic 2-6: Construct a Course Content Outline

Terminal Learning Objective

At the end of this topic, a student given the agency structure, organized functional groups, reference resources, and course objectives will be able to construct a course content outline that supports the agency structure and reflects current acceptable practices.

Enabling Learning Objectives

1. Review curriculum development models
2. Describe the components and organization of a course content outline
3. Describe a course content outline's correlation between
   - Course goals
   - Course content outline
   - Objectives
   - JPRs
   - Instructor lesson plans
   - Instructional methods

Discussion Questions

1. What are some models for curriculum development?
2. What is the purpose of creating a course content outline?
3. How does the course content outline assist the instructor? The student?

Activities

1. Have students write a course content outline that correlates to the course goal and objectives they previously developed in Topics 2-4 and Topic 2-5.

Instructor Notes

1. Provide a sample course outline to assist the students with the activity.

CTS Guide Reference: CTS 2-6

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Unit 3: Managing the Evaluation System

Topic 3-1: Develop Program and Course Evaluation Plans

Terminal Learning Objective

At the end of this topic, a student given agency policies, procedures, and course objectives will be able to

1. Create a program evaluation plan that evaluates instructors, course components, facilities, and obtains student input for course improvement.
2. Develop a course evaluation plan that measures objectives and follows agency policies and procedures.

Enabling Learning Objectives

1. Describe the purpose of evaluation plans
2. Describe the types and categories of evaluation plans
3. Describe the components of a program evaluation plan
4. Describe the components of a course evaluation plan
5. Describe evaluation techniques and methods
6. Evaluate agency resources and constraints
7. Construct evaluation instruments to meet agency goals

Discussion Questions

1. What is the purpose of a program evaluation plan?
2. What data would you use to evaluate a program or course?
3. What are some cost-effective ways to promote a positive student experience?

Activities

1. Divide the students into groups and provide each group a program title. Have each group develop a program and/or course evaluation plan.

Instructor Notes

1. None

CTS Guide Reference: CTS 4-2

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Topic 3-2: Construct a Performance-based Instructor Evaluation Plan

Terminal Learning Objective

At the end of this topic, a student given agency policies, procedures, and job requirements will be able to construct a performance-based instructor evaluation plan that evaluates instructors at regular intervals.

Enabling Learning Objectives

1. Describe the elements of an instructor evaluation
   - Staff schedules
   - Job requirements
   - Agency policies and procedures
2. Describe methods for developing a performance-based instructor evaluation plan
3. Employ instructor evaluation techniques

Discussion Questions

1. How often should an instructor evaluation occur? Why?
2. How can you ensure that your instructor evaluation plan is performance-based?
3. What approaches would you consider after you observe poor behavior in one of your instructors and why?
4. How can instructors obtain or influence honest and objective evaluations?
5. How have you approached poor instructor evaluations, either receiving one yourself or one for your instructional staff?

Activities

1. Have students construct a performance-based instructor evaluation plan.

Instructor Notes

1. None

CTS Guide Reference: CTS 4-3

Topic 3-3: Analyze Student Test Instruments

Terminal Learning Objective

At the end of this topic, a student given agency policies, procedures, objectives, and test data will be able to analyze student test instruments to determine validity and make necessary changes.

Enabling Learning Objectives

1. Describe the process used to evaluate and revise test instruments
2. Describe test validity
3. Explain test reliability
4. Review item analysis
5. Exercise item analysis techniques

Discussion Questions

1. How can you ensure there is validity to your course tests?
2. Should the summative test be presented before or after the course evaluation and why?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 4-4

Topic 3-4: Develop a System for the Acquisition, Storage, and Dissemination of Test Results

Terminal Learning Objective

At the end of this topic, a student given agency goals, policies, and procedures will be able to develop a system for the acquisition, storage, and dissemination of test results consistent with agency policies and federal, state, and local laws and provides feedback to those affected by the information.

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Enabling Learning Objectives

1. Describe record-keeping systems for acquiring, storing, and disseminating test results
2. Describe data acquisition techniques
3. Discuss applicable laws affecting test results
4. Describe methods of providing feedback
5. Develop, use, and evaluate information systems

Discussion Questions

1. Which law has affected your agency the most and why?
2. What would you consider when deciding on a record-keeping system?
3. In your agency, who has legal access to test results?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 4-1

Unit 4: Training Program Management

Topic 4-1: Administer a Training Record System

Terminal Learning Objective

At the end of this topic, a student given agency policies, procedures, and the type of training activity to be documented will be able to administer a readily accessible training record system that captures concise information and meets all agency and legal requirements.

Enabling Learning Objectives

1. Describe training record keeping systems including their purpose, type, and function
2. Identify and describe professional standards addressing training records
3. Describe the influence professional standards have on training records, policies, and compliance
4. Describe legal requirements affecting record keeping and retention
5. Explain disclosure of information
6. Explain the necessity for developing forms for a training record system
7. Develop forms
8. Generate reports

Discussion Questions

1. What roles can training records play in the determination and evaluation of a department's budget, operations, and safety?
2. What agencies could request to view your department's training records and why?
3. What is the difference between a training record system and a training management system?

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Activities

1. Divide the students into groups. Have each group research and compile a list of both public and private training record systems and compare their functions, differences, and any challenges with training delivery and data querying.

Instructor Notes

1. Refer to *NFPA 1401, Recommended Practice for Fire Service Training Reports and Records*

CTS Guide Reference: CTS 1-1

Topic 4-2: Develop Training Program Policy Recommendations

Terminal Learning Objective

At the end of this topic, a student given agency goals, policies, procedures, and training program goals will be able to develop recommendations for training program policies that achieve training and agency goals.

Enabling Learning Objectives

1. Describe the process for developing training program policy recommendations to achieve training and agency goals
2. Illustrate the various formats for submitting policy recommendations
3. Write technical documents

Discussion Questions

1. How can policies avert liability in training programs?
2. What are some internal and external factors that determine when a policy, procedure, or guideline needs to be evaluated?
3. What are some challenges to implementing change to your training program?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 1-2

Topic 4-3: Select Instructional Staff

Terminal Learning Objective

At the end of this topic, a student given agency policies and procedures, instructional requirements, and personnel qualifications will be able to select instructional staff who can achieve agency and instructional goals.

Enabling Learning Objectives

1. Describe staff selection and instructional responsibilities
    - Instructional requirements
    - Selection criteria and methods
    - Recruitment
    - Hiring practices
    - Interviewing
    - Capabilities of instructional staff

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2. Correlate staff selection with agency and instructional goals, including succession planning
3. Describe the need for agreements and insurance for contract instructors
4. Employ evaluation techniques for making staff selections

Discussion Questions

1. What characteristics, qualities, and traits do you look for in your instructional staff?
2. What are some examples of using outside organizations to bolster your instructional staff/cadre?
3. What should an assessment center include for evaluating instructor applicants?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 1-3

Topic 4-4: Write Specifications for Equipment Purchasing

Terminal Learning Objective

At the end of this topic, a student given agency policies and procedures, training goals, and curriculum information will be able to write equipment-purchasing specifications that support curriculum needs.

Enabling Learning Objectives

1. Assess curriculum needs
2. Describe methods used to evaluate agency equipment and available resources used for training delivery
3. Describe equipment purchasing procedures
4. Use evaluation methods to select the most effective equipment
5. Prepare procurement forms

Discussion Questions

1. How can a Joint Powers Authority (JPA) Agreement or an Interagency Training Agreement (ITA) be utilized to obtain needed equipment?
2. What are your agency's equipment procurement requirements?
3. Which regulatory compliance agencies should you consider before making an equipment purchase and why?
4. What are the risks vs. gain associated with using vendor-supplied equipment during training?

Activities

1. Have students identify and present their agency's process for acquiring training resources.

Instructor Notes

1. Consider discussing alternative funding, such as grants and training agreements.

CTS Guide Reference: CTS 1-4

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Topic 4-5: Present Evaluation Findings, Conclusions, and Recommendations

Terminal Learning Objective

At the end of this topic, a student given data summaries and a target audience will be able to present evaluation findings, conclusions, and recommendations to agency administrator that are unbiased, supported, and reflect agency goals, policies, and procedures.

Enabling Learning Objectives

1. Describe statistical evaluation procedures
2. Describe the steps to be taken after reviewing evaluations
3. Validate findings, conclusions, and recommendations with agency goals, policies, and procedures
4. Explain the strategies and process for making program evaluation presentations
5. Employ presentation skills
6. Prepare reports

Discussion Questions

1. What strategy worked best for you when making a recommendation?
2. How do you minimize bias in your findings, conclusions, and recommendations?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 1-5

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Time Table

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	0:45		
Activity 1-1: Class Registration Activity 1-2: Student Introductions		0:45	
Topic 1-2: Certification Process			
Lecture	0:30		
To be determine by the instructor			
Topic 1-3: Definition of Duty			
Lecture	0:30		
To be determined by the instructor			
Unit 1 Totals	**1:45**	**0:45**	**2:30**
Unit 2: Course and Curriculum Development			
Topic 2-1: Conduct an Instructional Need Analysis			
Lecture	2:30		
Activity recommended by SFT		1:45	
Topic 2-2: Design Programs or Curriculum			
Lecture	1:45		
To be determined by the instructor			
Topic 2-3: Modify an Existing Course or Curriculum			
Lecture	1:30		
To be determined by the instructor			
Topic 2-4: Write Program and Course Goals			
Lecture	1:00		
Activity recommended by SFT		1:00	
Topic 2-5: Write Course Objectives			
Lecture	0:45		
Activity recommended by SFT		0:45	
Topic 2-6: Construct a Course Content Outline			
Lecture	1:00		
Activity recommended by SFT		1:00	
Unit 2 Totals	**8:30**	**4:30**	**13:00**

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Segment	Lecture Time	Activity Time	Total Unit Time
Unit 3: Managing the Evaluation System			
Topic 3-1: Develop a System for Acquisition, Storage, and Dissemination of Evaluation Results			
Lecture	1:30		
To be determined by the instructor			
Topic 3-2: Develop Program and Course Evaluation Plans			
Lecture	1:30		
Activities recommended by SFT		1:00	
Topic 3-3: Construct a Performance-based Instructor Evaluation Plan			
Lecture	1:00		
Activity recommended by SFT		1:00	
Topic 3-4: Analyze Student Evaluation Instruments			
Lecture	1:30		
To be determined by the instructor			
Unit 3 Totals	**5:30**	**2:00**	**7:30**
Unit 4: Training Program Management			
Topic 4-1: Administer a Training Record System			
Lecture	2:30		
Activity recommended by SFT		1:00	
Topic 4-2: Develop Training Program Policy Recommendation			
Lecture	2:30		
To be determined by the instructor			
Topic 4-3: Select Instructional Staff			
Lecture	1:30		
To be determined by the instructor			
Topic 4-4: Write Specifications for Equipment Purchasing			
Lecture	1:30		
Activity recommended by SFT		1:00	
Topic 4-5: Present Evaluation Findings, Conclusions, and Recommendations			
Lecture	1:00		
To be determined by the instructor			
Unit 4 Totals	**9:00**	**2:00**	**11:00**

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Segment	Lecture Time	Activity Time	Total Unit Time
Lecture, Activity, and Unit Totals:	**24:45**	**9:15**	**36:00**

Course Totals

Total Lecture Time (LT)	24:45
Total Activity Time (AT)	9:15
Total Testing Time (TT)	2:00
Total Course Time	**36:00**

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