



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

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Date: December 27, 2013

Attachment 8

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

From: Jim Eastman, Fire Service Training Specialist, State Fire Training

Subject/Agenda Action Item: Fire Instructor I and II Standards and Curriculum

Recommended Actions: Discussion/Information

Background Information:

The California Fire Service has seen many evolutions of training and education. Development of fire service training was initiated under the State Department of Education. Evolving through the years, fire training that initiated during the 1930's under a single person quickly expanded to a team that was confirmed both by the State Fire Marshal and the State Department of Education.

Soon, the first fire service instructor's conference was held initially in two locations in California and was quickly deemed supportive if the conference were to be located in Fresno being located in central California. This would become known as the Instructors' Workshop incorporating initially four instructor training classes. Later, this program would develop into the Fresno Training Officers' Workshop with a lively history leaving and returning to Fresno.

Throughout this history, the Old Block Program was established where California Fire Service Training became formalized within the State Fire Training (SFT) utilizing the "Red Books" in concert with California and the International Fire Service Training Academy (IFSTA). A baseline was quickly established for instructor training with roots in vocational education during this era from the 1960's through the 1980's especially under a working agreement with conformance to the standards set by the University of California, Los Angeles (UCLA) known as the "60 Hour Clock Course" for training vocational education instructors. The agreement between SFT and the Department of Education, Bureau of Industrial Education was to utilize this proven program – the "60 Hour Clock Course" in the fire service instructor curriculum.

The instructor training courses that were included in the original eight courses were courses designed for fire instructors, and not necessarily company officers. Including this proposed curriculum update, the California Fire Service would experience four (4) major editions of the Instructor Training Curriculum offered by SFT. Historically, SFT has concentrated on the Level I of Certification with the Level II Certification being updated by the approved instructors. SFT has maintained oversight for these updates along with delivery of the Master Instructor Program.

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1st Edition - SFM Curriculum. Fire Instructor certification was established in 1981 with two classes along with six remaining classes for Fire Officer Certification. The original courses were rolled over from courses that were currently being offered at the State Fire Academy at Asilomar. Fire Instructor 1A and Fire Instructor 1B was virtually unchanged until the late 80's when a small cadre was put together to make some minor updates to the First Edition of Instructor Training Curriculum.

2nd Edition - SFM Curriculum. In 1995, a cadre was put together 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 the minimum standard, but it was documented that it exceeded the requirements 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 curriculum. At this time it was identified to add a third course, Fire Instructor 1C, to the reformatted Fire Instructor 1A and Fire Instructor 1B. It was initially released in January 2009 and rereleased in January 2010 and is the current curriculum offered to the California Fire Service at this time. These revisions reflected changes in the NFPA Standard 1041, Fire Instructor Professional Qualifications moving away from writing lesson plans to adapting lesson plans in Fire Instructor 1A and Fire Instructor 1B. It was deemed at the time to add Fire Instructor 1C curriculum for the purpose of writing lesson plans going beyond "adapting" lesson plans.

4th Edition - SFM Curriculum. In July 2013, SFT issued a task order for the rewriting of Fire Instructor Certification through our contract with Sacramento State University, Department of Continuing Education. A Development Cadre was formed with six fire service personnel representing organizations from around the state. The members of the cadre were: Bob Buell, Fire Technology Coordinator Chabot College; Battalion Chief/Paramedic Matt O'Donnell, Ebbetts Pass Fire District; Consultant Mary Jennings, California Fire Fighter Joint Apprenticeship Committee; Education and Training Director Taral Brideau, California Fire Fighter Joint Apprenticeship Committee (CFFJAC); Fire Division Chief Jim Brown, Monterey Fire Department; and Assistant Fire Chief Tom Forster, Plumas Eureka Fire Department. The Development Cadre first met in September 2013 and finished their work after two, multi-day meetings concluding in October 2013. During this time the cadre created a Certification Training Standard (CTS) for Fire Instructor I and Fire Instructor II with respective Course Plans.

Once the Development Cadre finished their work, a Validation Cadre was formed to review and validate the content of the documents created by the Development Cadre. The Validation Cadre included additional members of the fire service from throughout the state along with representatives from the community colleges. Cadre members included: Chief Coordinator William Melendez, El Camino College Fire Academy; Fire Chief (Retired) Michael Ridley, Wilton Fire Protection District; Division Chief, Operations Richard Beckman, San Gabriel Fire Department; Captain Matt Brown, Santa Clara County Fire Department; Training Officer Mike Thomas, Fremont Fire Department; and Assistant Chief John Wagner, Sacramento Metropolitan Fire Department. This cadre met for a three-day meeting in November 2013 to review and approve the work completed by the Development Cadre.

Analysis/Summary of Issue:

Following is an analysis of the major differences between the old Fire Instructor Certification program and the new proposed Instructor 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 Fire Instructor I and Fire Instructor II.

2. The prerequisite for Fire Instructor to not include Firefighter requirements.
3. The Fire Instructor certification is based entirely on the 2012 edition of the NFPA 1041 Professional Qualifications standard for Fire Instructor Level I and Fire Instructor Level II. In addition any laws or mandates specific to California, not addressed in the NFPA standards, are to be 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 two 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):
 - Fire Instructor I – 40 hours
 - Fire Instructor II – 40 hours
6. Along with the changes noted above, an additional training level has been identified and communicated with cadre members to make for a recommendation to STEAC. After streamlining curriculum to match NFPA Standard 1041, an training level has been identified to incorporate remaining training from current existing courses into modules of training under alignment with the Fire Service Training Education Program (FSTEP). This would incorporate a philosophy of “re-use, rather than lose” remaining curriculum that would not be covered in the NFPA Standard 1041. More importantly, is the advantage to create “continuing education” opportunities that can be developed in an instructor looking to excel in the mastery of professional educational development. Currently, the cadre is supporting the term “SFT - Credentialed Instructor” for this level of instructional development.
7. Two other considerations regarding these revised standards and curriculum that will be addressed in the future include a timeline plan to implement these changes and addressing instructor qualifications to teach the revised courses. For the purpose of this report we are focusing on the standards and the curriculum to meet those standards.

Fire Service Instructor I

Certification Training Standards Guide [Month Year]



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

Fire Service Instructor I

Certification Training Standards Guide [Month Year]

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

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



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Cover photo courtesy of Tom Forster

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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.

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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innovative ideas, and forward-thinking services. This collaboration is made possible through an interagency agreement between CAL FIRE and Sacramento State.

{The development and publication of this CTS guide was funded by [source] from [organization]. State Fire Training is grateful to [organization] for its financial contribution toward the completion of this project.}

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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.

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.

Fire Service Instructor I

Section 1: General

1-1: Definitions of Duty

Authority

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

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

Given

1. The definitions of duty for the Fire Service Instructor I

Requisite Knowledge and Skills

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

Job Performance Requirements

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

Section 2: Program Management

2-1: Assembling Course Materials

Authority

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

- Paragraph 4.2.2

Given

1. A specific topic

Requisite Knowledge and Skills

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

Job Performance Requirements

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

2-2: Preparing Resource Requests

Authority

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

- Paragraph 4.2.3

Given

1. Training goals
2. Current resources

Requisite Knowledge and Skills

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

Job Performance Requirements

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

2-3: Scheduling Instructional Sessions

Authority

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

- Paragraph 4.2.4

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

2-4: Completing and Submitting Training Records

Authority

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

- Paragraph 4.2.5

Given

1. Policies and procedures
2. Forms

Requisite Knowledge and Skills

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

Job Performance Requirements

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

Section 3: Instructional Development

3-1: Determining Needed Adaptations

Authority

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

- Paragraph 4.3.2

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

3-2: Adapting Lesson Plans

Authority

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

- Paragraph 4.3.3

Given

1. Course materials
2. An assignment

Requisite Knowledge and Skills

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

Job Performance Requirements

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

Section 4: Instructional Delivery

4-1: Organizing the Learning Environment

Authority

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

- Paragraph 4.4.2

Given

1. A facility
2. An assignment

Requisite Knowledge and Skills

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

Job Performance Requirements

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

4-2: Presenting Lessons

Authority

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

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

4-3: Adjusting Presentations for Changing Circumstances

Authority

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

- Paragraph 4.4.4

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

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4-4: Maintaining a Safe and Positive Learning Environment

Authority

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

- Paragraph 4.4.5

Given

1. The instructional environment

Requisite Knowledge and Skills

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

Job Performance Requirements

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

4-5: Operating Instructional Audiovisual Equipment

Authority

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

- Paragraph 4.4.6

Given

1. A learning environment
2. Equipment

Requisite Knowledge and Skills

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

Job Performance Requirements

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

4-6: Utilizing Audiovisual Materials

Authority

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

- Paragraph 4.4.7

Given

1. Prepared topical media
2. Equipment

Requisite Knowledge and Skills

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

Job Performance Requirements

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

Section 5: Evaluation and Testing

5-1: Administering and Conducting Tests

Authority

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

- Paragraph 4.5.2

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

5-2: Grading and Securing Student Examinations

Authority

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

- Paragraph 4.5.3

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

5-3: Reporting Test Results

Authority

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

- Paragraph 4.5.4

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

5-4: Providing Evaluation Feedback to Students

Authority

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

- Paragraph 4.5.5

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirements

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

5-5: Evaluating Student Instructor Lesson Demonstrations

Authority

Office of the State Fire Marshal

Given

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

Requisite Knowledge and Skills

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

Job Performance Requirement

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

State Fire Training Content

Code Key

Blocks

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

Sources

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

Certification: Fire Service Instructor I

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

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:			

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

[Month Year]

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

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



Fire Service Instructor I

Course Plan

Course Details

Certification:	Fire Service Instructor I
CTS Guide:	Fire Service Instructor I Certification Training Standards Guide [(Month, Year)]
Description:	This course provides the skills and knowledge needed for the entry level professional instructor to perform his or her duties safely, effectively, and competently. The curriculum is based on the 2012 edition of <u>NFPA 1041 Standard for Fire Service Instructor Professional Qualifications</u> . At the end of this course, candidates for Fire Service Instructor I certification will be able to teach and deliver instruction from a prepared lesson plan utilizing instructional aids and evaluation instruments. The Instructor I will also be able to adapt a lesson plan and complete the reporting requirements to the local jurisdiction.
Designed For:	Personnel preparing for a college level fire instructor, Company Officer, or SFT Certified Training Instructor position
Prerequisites:	None, but the following courses are recommended: Introduction to the Incident Command System (IS-100.B), FEMA or National Incident Management System (IS-700.A), FEMA
Standard:	Complete all group activities and formative tests. Pass all individual activities without omitting critical criteria as identified on the activity sheet. Complete all summative tests with a minimum score of 80%.
Hours:	Lecture and group activities: 14:30 Individual activities (assignments) 3:30 Individual activities (Teaching demonstrations): 20:00 considering 1 hour per student; includes teaching demonstration and feedback Testing: 2:00

Instructor I

Hours (Total): 40:00 @20 students; 44:00 @ 24 students

Maximum Class Size: 20 (24 with activity management); 16 students per lab section. Letter for approval.

Instructor Level: SFT Credentialed Fire Service Instructor. The primary instructor should meet SFT Fire Service Instructor II qualifications or higher; in addition, the primary instructor must have completed an FSTEP course that surveys these areas: testing, audiovisual presentations, e-learning delivery and learning management systems, and group dynamics. Secondary instructors (skills evaluators) should meet Fire Service Instructor I qualifications or higher.

Instructor/Student Ratio: 1:20 (1:24), plus additional skills evaluators as needed to maintain 1:16 ratio for psychomotor teaching demonstrations.

Restrictions: None

SFT Designation: CFSTES

DRAFT

Required Resources

Instructor Resources

To teach this course, instructors need one of the following:

- *Fire and Emergency Services Instructor*, 8th edition, IFSTA 2012, ISBN 9780879394417
- *Fire Service Instructor: Principles and Practice*, 2nd edition, Jones & Bartlett Learning, 2014, ISBN: 9781449670832
- Important points not already covered in the above texts are called out in bullet points below the enabling learning objective (ELO) in each topic.

Copies of local agency policies and procedures for the following, and sample forms, such as:

- Procurement of materials and equipment
- Scheduling instructional sessions
- Training records
- Organizing and adapting the learning environment
- Online learning safety standards, practices, and risk management
- Skills checklists
- Evaluation and testing
- Reporting test results
- Reporting unusual testing circumstances

Online Instructor Resources

- Textbook downloadable resources on publisher websites
- NFPA 901, Standard Classifications for Incident Reporting and Fire Protection Data
- CAL-OSHA Title 8 chapter 3.2, Reporting Work Connected Fatalities and Serious Injuries

The following instructor resources are available online at <http://osfm.fire.ca.gov/training/traininginstructor.php>:

- Cognitive Lesson Plan Format
- Psychomotor Lesson Plan Format
- Sample completed lesson plans:

Student Resources

To participate in this course, students need textbooks, as identified by the instructor:

- *Fire and Emergency Services Instructor*, 8th edition, IFSTA 2012, ISBN 9780879394417
- *Fire Service Instructor: Principles and Practice*, 2nd edition, Jones & Bartlett Learning, 2014, ISBN: 9781449670832

Students may be asked to supply:

- Their own laptop or tablet with presentation or other viewing hardware and/or software

- Other devices as needed for distance learning

Facilities, Equipment, and Personnel

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

- Standard learning environment or facility, which may include:
- Writing board or paper easel chart
- Markers, erasers
- Amplification devices
- Projector and screen
- Laptop or tablet with presentation or other viewing software
- Access to a computer lab for some sessions
- Access to an outdoor facility for some sessions
- Equipment as needed for student-led demonstrations or psychomotor lessons such as appliances, extinguishers, hose, hand tools, ladders, power tools, protective equipment/clothing, rope, salvage equipment, simulation materials.

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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? What is a summative test?

Activities

1. Have students complete all required registration forms.

Topic 1-2: Fire Service Instructor I Certification Process

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify the different levels of certification in the Fire Service Instructor certification track

Instructor I

- Fire Service Instructor I
 - Fire Service Instructor II
 - Fire Service Instructor III
2. Identify the courses required for Fire Service Instructor I
 - [Course #A]
 - [Course #B]
 - [Course #C]
 3. Identify any other requirements for Fire Service Instructor I
 4. Describe the capstone task book process
 - Complete all prerequisites and course work
 - Submit application and fees to request capstone 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 capstone testing process
 - Complete coursework
 - Schedule online capstone test
 - Schedule skills evaluation test

Discussion Questions

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

Activities

1. To be determined by the instructor.

Topic 1-3: Definitions of Duty

Terminal Learning Objective

At the end of this topic, a student, given the definitions of duty, will be able to define the role of the Fire Service Instructor I with regard to program management, instructional development, instructional delivery, and evaluation and testing.

Enabling Learning Objectives

1. Describe program management
 - The management of basic resources and the records and reports essential to the instructional process
2. Describe instructional development
 - The review and adaptation of prepared instructional materials
 - The Instructor I should not alter the content or the lesson objectives in this process
3. Describe instructional delivery
 - The delivery of instructional sessions utilizing prepared course materials
4. Describe evaluation and testing

Instructor I

- The administration and grading of student evaluation instruments
- Primarily deals with student evaluation; however, the Instructor I could be required to conduct program evaluations according to policies and procedures.

Discussion Questions

1. What is the basic definition of a Fire Service Instructor I?
2. What are the restrictions of a Fire Service Instructor I regarding testing?

Activities

1. To be determined by the instructor.

Unit 2: Instructional Development

Topic 2-1: Determining Needed Adaptations

Terminal Learning Objective

At the end of this topic, a student, given materials for a specific topic, materials for a specific target audience, and materials for a specific learning environment, will be able to review instructional materials and determine which elements of the lesson plan, learning environment, and resources need adaptation.

Enabling Learning Objectives

1. Recognize student characteristics, needs, and cultural diversity
 - Need for specially designed academic instruction in English (SDAIE)
 - Visual, Oral, Reading-Writing, or Kinesthetic (VORK) styles
 - Student exceptionalities
 - Members of the public
2. Describe methods of instruction
3. Identify types of resource materials
4. Identify aspects of an organized learning environment
5. Identify policies and procedures for adapting instruction or the learning environment
6. Analyze resources, facilities, and materials
 - Facility conditions such as working equipment and schedule of HVAC and power operations

Discussion Questions

1. Under what conditions would you choose to adapt your method of instruction or your instructional materials?
2. What factors of a learning environment can and cannot be adapted?
3. What is the difference between adapting and modifying a lesson plan?

Activities

1. Activity 2-1a: Reviewing and Adapting a Cognitive Lesson Plan (Group Activity 2-7-1 from Training Instructor 1A)
2. Activity 2-1b: Reviewing and Adapting a Psychomotor Lesson Plan (Group Activity 2-7-1 from Training Instructor 1B)

Instructor I

Instructor Notes

1. Ask civilians or other non-fire service personnel taking this course to bring a lesson plan from their own discipline and adapt it to fit within a 15 minute time frame.

CTS Guide Reference: CTS 3-1

Topic 2-2: Adapting Lesson Plans

Terminal Learning Objective

At the end of this topic, a student, given course materials and an assignment, will be able to adapt a prepared lesson plan to meet the needs of the student and the objectives of the lesson plan.

Enabling Learning Objectives

1. Analyze the components of a lesson plan
2. Select instructional aids and methods to support the lesson plan
3. Identify aspects of an organized learning environment
4. Demonstrate instructor preparation and organizational skills
 - Preparation includes developing an awareness, prior to the beginning of the course, of the following aspects:
 - learning environment
 - capability of facilities
 - type of equipment available
 - target audience

Discussion Questions

1. How might you adapt an outdoor learning environment to address safety?
2. What aspects should you consider when analyzing components of a lesson plan?

Activities

1. Adapting a Cognitive Lesson Plan (Individual Activity 2-7-2 from Training Instructor 1A)
2. Adapting a Psychomotor Lesson Plan (Individual Activity 2-7-2 from Training Instructor 1B)

Instructor Notes

1. Components of a lesson plan and presentation methods are covered in both recommended textbooks.

CTS Guide Reference: CTS 3-2

Unit 3: Instructional Delivery

Topic 3-1: Organizing the Learning Environment

Terminal Learning Objective

At the end of this topic, a student, given a facility and an assignment, will be able to organize the classroom, laboratory, or outdoor learning environment, taking the following elements into consideration: lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety.

Enabling Learning Objectives

1. Describe classroom management and current safety practices

- Compliance with agency's Injury Illness Prevention Program
 - CA Health and Safety Code, Division 12
 - Cal/OSHA
 - NFPA safety standards such as 1403 Standard on Live Fire Training Evolutions, 1584 Standard on the Rehabilitation Process For Members During Emergency Operations and Training Exercises, 1983 Standard on Life Safety Rope and Equipment for Emergency Services
 - Consider all existing NFPA professional qualifications
 - Considerations for psychomotor lessons:
 - Protective equipment
 - Modeling good safety practices during demonstrations
 - Guided practice
 - Additional instructors to ensure safety
 - Techniques to maximize student application time
 - Rules and procedures for use of personal electronic devices
2. Identify advantages and limitations of audiovisual equipment and teaching aids
 3. Determine the classroom arrangement that best fits the lesson, learning environment, and student needs
 4. Determine which methods and techniques of instruction best fit the lesson, learning environment, and student needs
 5. Select instructional media and teaching aids that best fit the lesson, learning environment, and student needs

Discussion Questions

1. How can you minimize distractions in the learning environment?
2. How can uninhibited use of personal electronic devices affect the learning environment, test security, etc?
3. What are some safety concerns you can foresee in a cognitive setting such as the classroom?
4. How do your choices of instructional methods affect how you organize the learning environment?

Activities

1. To be determined by the instructor.

Instructor Notes

1. IFSTA text covers safety considerations for presenting psychomotor lessons in depth.

CTS Guide Reference: CTS 4-1

Topic 3-2: Presenting Lessons

Terminal Learning Objective

At the end of this topic, a student, given a prepared lesson plan that indicates the cognitive presentation methods and a lesson plan that indicates the psychomotor learning methods, will be able to present prepared lessons using the cognitive and psychomotor methods

indicated by the lesson plans to achieve stated objectives and enable students to achieve learning outcomes, following applicable safety standards and practices and addressing risks.

Enabling Learning Objectives

1. Describe laws and principles of learning
2. Describe methods and techniques of instruction
3. Describe lesson plan components
4. Describe elements of the communication process
5. Define lesson plan terminology
6. Identify impact of cultural differences on instructional delivery
7. Employ safety rules, regulations, and practices
8. Mitigate training hazards
9. Identify elements, benefits, and limitations of distance learning
10. Identify distance learning delivery methods
 - online learning
 - blended e-learning
 - web-based instruction
 - computer-based training
 - interactive television
 - podcasts
11. Describe the instructor's role in distance learning
12. Demonstrate oral and nonverbal communication techniques for classroom or distance learning presentation
13. Demonstrate methods and techniques of instruction
14. Utilize lesson plans in an instructional setting

Discussion Questions

1. What risks are involved in various models of distance learning?
2. How can you use verbal and nonverbal cues to communicate respect for your audience?

Activities

1. Have students present one cognitive lesson and one psychomotor lesson.

Instructor Notes

1. Activity time is based on number of students, allowing 60 minutes' lesson demonstration time per student (30 min cognitive and 30 min psychomotor).
2. Elements of the communication process are covered in both recommended textbooks.

CTS Guide Reference: CTS 4-2

Topic 3-3: Adjusting Presentations for Changing Circumstances

Terminal Learning Objective

At the end of this topic, a student, given a lesson plan and changing circumstances in the class environment, will be able to adjust presentation methods to maintain class continuity and to achieve learning outcomes, without altering the content of the lesson or the lesson objectives.

Instructor I

Enabling Learning Objectives

1. Describe methods of dealing with changing circumstances in the learning environment
 - Equipment failure
 - Weather
 - Audio and visual distractions
 - Safety
 - Limited resources
 - Presentation location

Discussion Questions

1. What would you do if the power went out during your slide presentation?
2. What is your local agency's procedure for weather emergencies, such as tornado or earthquake?

Activities

1. To be determined by the instructor.

Instructor Notes

1. none

CTS Guide Reference: CTS 4-3

Topic 3-4: Maintaining a Safe and Positive Learning Environment

Terminal Learning Objective

At the end of this topic, a student, given the instructional environment, will be able to adjust to differences in learning styles, abilities, cultures, and behaviors, in order to accomplish lesson objectives, address disruptive behavior, and maintain a safe and positive learning environment.

Enabling Learning Objectives

1. Describe motivation and coaching techniques
 - Factors that can influence the learning process and need for motivation or coaching include:
 - Attitude
 - Experience
 - Knowledge
 - Education
 - Personality
 - Physical condition (fatigue, illness, etc.)
 - Unsafe behavior
 - Motivation
 - Competing demands for time
2. Describe learning styles
3. Describe types of learning disabilities and methods for meeting students' needs
4. Describe methods of dealing with disruptive and unsafe behavior
 - Harassment
 - Abuse

Instructor I

- Discrimination
 - Disruption of training
 - Horseplay
 - Lack of respect for others
5. Employ basic coaching and motivational techniques
 6. Demonstrate corrective techniques to manage disruptive behaviors
 7. Adapt lesson plans or materials to specific instructional situations

Discussion Questions

1. How can you prevent behavior problems in the learning environment before they occur?
2. What are some ways you can help students feel safe in the learning environment?
3. How would you adapt your lesson plan to increase active participation?

Activities

1. To be determined by the instructor.

Instructor Notes

1. none

CTS Guide Reference: CTS 4-4

Topic 3-5: Operating Instructional Audiovisual Equipment

Terminal Learning Objective

At the end of this topic, a student, given a learning environment and equipment, will be able to operate audiovisual equipment and demonstration devices so that the equipment functions properly.

Enabling Learning Objectives

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

Discussion Questions

1. Why is it important to rehearse the audiovisual setup prior to class?
2. What do you need to teach students in an online course to ensure they can receive the content, submit work, and participate at the desired level?

Activities

1. To be determined by the instructor.

Instructor Notes

1. none

CTS Guide Reference: CTS 4-5

Topic 3-6: Utilizing Audiovisual Materials

Terminal Learning Objective

At the end of this topic, a student, given prepared topical media and equipment, will be able to utilize audiovisual materials, presenting intended objectives clearly and transitioning smoothly between media and other parts of the presentation, and return audiovisual media to storage.

Enabling Learning Objectives

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

Discussion Questions

1. What kind of transitions might you use during a presentation to help students stay alert and attentive?
2. What are the benefits and disadvantages of using Power Point in the classroom?

Activities

1. To be determined by the instructor.

Instructor Notes

1. none

CTS Guide Reference: CTS 4-6

Unit 4: Evaluation and Testing

Topic 4-1: Administering and Conducting Tests

Terminal Learning Objective

At the end of this topic, a student, given a lesson plan, evaluation instruments, and the evaluation procedures of the agency, will be able to administer oral, written, and performance tests in a manner that eliminates bias and discrimination, conduct tests following correct procedures, and maintain the security of test materials.

Enabling Learning Objectives

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

Discussion Questions

1. What are some methods of eliminating bias in testing?
2. What are your local agency procedures for conducting tests?
3. What are some privacy concerns to consider in relation to test results?

Instructor I

Activities

1. To be determined by the instructor.

Instructor Notes

1. Suggested resource for skills checklist: *Cognitive Lesson Plan Adaptation Checklist* from Instructor 1A Student Supplement, 2010

CTS Guide Reference: CTS 5-1

Topic 4-2: Grading and Securing Student Examinations

Terminal Learning Objective

At the end of this topic, a student, given class answer sheets, skills checklists, and appropriate answer keys, will be able to grade student oral, written, or performance tests accurately and secure student examinations and grades properly.

Enabling Learning Objectives

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

Discussion Questions

1. What are some ways to eliminate bias while scoring performance tests?
2. What are your local agency's policies for exam security?
3. What are your local agency's policies for retaining records of test results?

Activities

1. To be determined by the instructor.

Instructor Notes

1. IFSTA text covers grading methods in depth.

CTS Guide Reference: CTS 5-2

Topic 4-3: Reporting Test Results

Terminal Learning Objective

At the end of this topic, a student, given a set of test answer sheets or skills checklists, a report form, and policies and procedures for reporting, will be able to report test results by recording them accurately, forwarding test result forms according to procedure, and reporting any unusual circumstances in testing or test results.

Enabling Learning Objectives

1. Describe reporting procedures
2. Interpret test results
 - Determine number who passed and failed
3. Demonstrate communication techniques for submitting test results
 - Procedures for communicating with the agency that collects test results
4. Provide basic coaching as feedback to the organization regarding test results

Discussion Questions

1. What procedures should you follow for reporting test results?
2. How do you interpret test results to the AHJ?

Instructor I

3. What is the purpose of giving feedback to the organization offering the course?

Activities

1. To be determined by the instructor.

Instructor Notes

1. none

CTS Guide Reference: CTS 5-3

Topic 4-4: Providing Evaluation Feedback to Students

Terminal Learning Objective

At the end of this topic, a student, given evaluation data from oral, written, and performance tests, will be able to provide student evaluation feedback that is timely, objective, clear, relevant, and specific enough for the student to make efforts to modify behavior, and will include suggestions for additional study or behavior modification based on the data.

Enabling Learning Objectives

1. Describe reporting procedures
2. Interpret test results
 - Identify areas requiring additional study or remediation
3. Demonstrate communication skills for providing student feedback
4. Provide basic coaching
 - Document remediation or other coaching discussion

Discussion Questions

1. How would you coach a student who narrowly failed a test in your class?
2. How do you present test results in way that allows students to use the data to improve their learning?

Activities

1. To be determined by the instructor.

Instructor Notes

1. none

CTS Guide Reference: CTS 5-4

Topic 4-5 Evaluating Student Instructor Lesson Demonstrations

Terminal Learning Objective

At the end of this topic, a student, given a recent student instructor demonstration and an evaluation form, will be able to evaluate other student instructor presentations to provide constructive feedback that identifies strengths and weaknesses of the teaching demonstration.

Enabling Learning Objectives

1. Observe a teaching demonstration

Instructor I

2. Document strengths and weaknesses of student instructor performance according to established criteria
3. Facilitate a review and discussion of the teaching demonstration, including instructor style
 - Consider flow of presentation
 - Consider whether teaching style and audience learning styles are well matched

Discussion Questions

1. What is the purpose of providing oral and written feedback to the student instructor?
2. What is the value of peer evaluation versus instructor evaluation?
3. What is the purpose of facilitating a discussion regarding a teaching demonstration?

Activities

1. Evaluating a Student Instructor's Cognitive Teaching Demonstration as a Primary Evaluator (Individual Activity 3-11-1, Training Instructor 1C)
2. Evaluating a Student Instructor's Psychomotor Teaching Demonstration as a Primary Evaluator (Individual Activity 3-11-3, Training Instructor 1C)

Instructor Notes

1. More information about teaching styles can be found in *Teaching With Style* (Grasha, 1996).

Unit 5: Program Management

Topic 5-1: Assembling Course Materials

Terminal Learning Objective

At the end of this topic, a student, given a specific topic, will be able to assemble course materials by obtaining the lesson plan and all resources and equipment needed to deliver the lesson.

Enabling Learning Objectives

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

Discussion Questions

1. What are some good sources for finding lesson plans?
2. What selection criteria do you use to determine the validity of your lesson plan?
3. What factors determine the resources necessary for delivering a lesson?

Activities

1. Have students generate a list of materials needed for their student teaching demonstration and note the source(s) for each item.

Instructor Notes

1. none

CTS Guide Reference: CTS 2-1

Topic 5-2: Preparing Resource Requests

Terminal Learning Objective

At the end of this topic, given training goals and current resources, a student will be able to prepare requests for resources by identifying and documenting the resources required to meet training goals.

Enabling Learning Objectives

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

Discussion Questions

1. Where can you obtain instructional resources and equipment?
2. What is the process for requesting instructional resources in your agency?

Activities

1. Have students explain how to request instructional resources or facilities through the proper channels.

Instructor Notes

1. Students will be asked to complete forms in the Task Book.

CTS Guide Reference: CTS 2-2

Topic 5-3: Scheduling Instructional Sessions

Terminal Learning Objective

At the end of this topic, a student, given a training assignment, department scheduling procedures, instructional resources, facilities, and a timeline for delivery, will be able to schedule instructional sessions to deliver specified lessons according to department procedure.

Enabling Learning Objectives

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

Discussion Questions

1. What factors do you need to consider when scheduling training sessions?
2. What type of training sessions might you schedule as an Instructor I?

Activities

1. To be determined by the instructor.

Instructor Notes

1. none

Instructor I

CTS Guide Reference: CTS 2-3

Topic 5-4: Completing and Submitting Training Records

Terminal Learning Objective

At the end of this topic, a student, given policies and procedures and forms, will be able to complete training records and report forms accurately and submit them in accordance with procedures.

Enabling Learning Objectives

1. Identify types of records and reports required
2. Describe policies and procedures for processing records and reports
 - Agency timeline for completing the required reports
 - NFPA 901, Standard Classifications for Incident Reporting and Fire Protection Data
 - CAL-OSHA Title 8 chapter 3.2, Reporting Work Connected Fatalities and Serious Injuries
 - Ethical and legal implications of incomplete or falsified records
3. Write basic training reports and complete training records

Discussion Questions

1. What are the potential consequences of failing to complete training records accurately?
2. What information do you need to document a training session?
3. What is the difference between an individual's privacy as an employee and as a college student?

Activities

1. Have students discuss and list different types of training reporting systems.

Instructor Notes

1. Writing reports and records will be covered in the task book.

CTS Guide Reference: CTS 2-4

Time Table

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	00:30		
Activity 1-1: Recommended by SFT		00:15	
Topic 1-2: Fire Service Instructor I Certification Process			
Lecture	00:30		
Activity 1-2: To be determined by instructor		00:00	
Topic 1-3: Definitions of Duty			

Instructor I

Segment	Lecture Time	Activity Time	Total Unit Time
Lecture	00:30		
Activity 1-3: To be determined by instructor		00:00	
Unit 1 Totals	1:30	00:15	1:45
Unit 2: Instructional Development			
Topic 2-1: Determining Needed Adaptations			
Lecture	00:30		
Activity 2-1: Reviewing and Adapting Lesson Plans		00:30	
Topic 2-2: Adapting Lesson Plans			
Lecture	00:60		
Activity 2-2: Adapting Lesson Plans		00:60	
Unit 2 Totals	1:30	1:30	3:00
Unit 3: Instructional Delivery			
Topic 3-1: Organizing the Learning Environment			
Lecture	00:30		
Activity 3-1: To be determined by instructor		00:00	
Topic 3-2: Presenting Lessons			
Lecture	4:00		
Activity 3-2: Presenting Cognitive and Psychomotor Lesson Plans		20:00	
Topic 3-3: Adjusting Presentations for Changing Circumstances			
Lecture	00:30		
Activity 3-3: To be determined by instructor		00:00	
Topic 3-4: Maintaining a Safe and Positive Learning Environment			
Lecture	00:30		
Activity 3-4: To be determined by instructor		00:00	
Topic 3-5: Operating Instructional Audiovisual Equipment			
Lecture	00:30		
Activity 3-5: To be determined by instructor		00:00	
Topic 3-6: Utilizing Audiovisual Materials			
Lecture	00:30		

Instructor I

Segment	Lecture Time	Activity Time	Total Unit Time
Activity 3-6: To be determined by instructor		00:00	
Unit 3 Totals	6:30	20:00	26:30
Unit 4: Evaluation and Testing			
Topic 4-1: Administering and Conducting Tests			
Lecture	1:00		
Activity 4-1: To be determined by instructor		0:00	
Topic 4-2: Grading and Securing Student Examinations			
Lecture	00:30		
Activity 4-2: To be determined by instructor		00:00	
Topic 4-3: Reporting Test Results			
Lecture	00:30		
Activity 4-3: to be determined by instructor		00:00	
Topic 4-4: Providing Evaluation Feedback to Students			
Lecture	1:00		
Activity 4-4: To be determined by instructor		0:00	
Topic 4-5: Evaluating Student Instructor Lesson Presentations			
Lecture	0:30		
Activity 4-5: Evaluating a Student Instructor's Cognitive and Psychomotor Teaching Demonstrations as a Primary Evaluator		0:30	
Unit 4 Totals	3:30	0:30	4:00
Unit 5: Program Management			
Topic 5-1: Assembling Course Materials			
Lecture	00:30		
Group Activity 5-1: Recommended by SFT		00:30	
Topic 5-2: Preparing Resource Requests			
Lecture	00:15		
Group Activity 5-2: Recommended by SFT		00:15	
Topic 5-3: Scheduling Instructional Sessions			
Lecture	00:15		

Instructor I

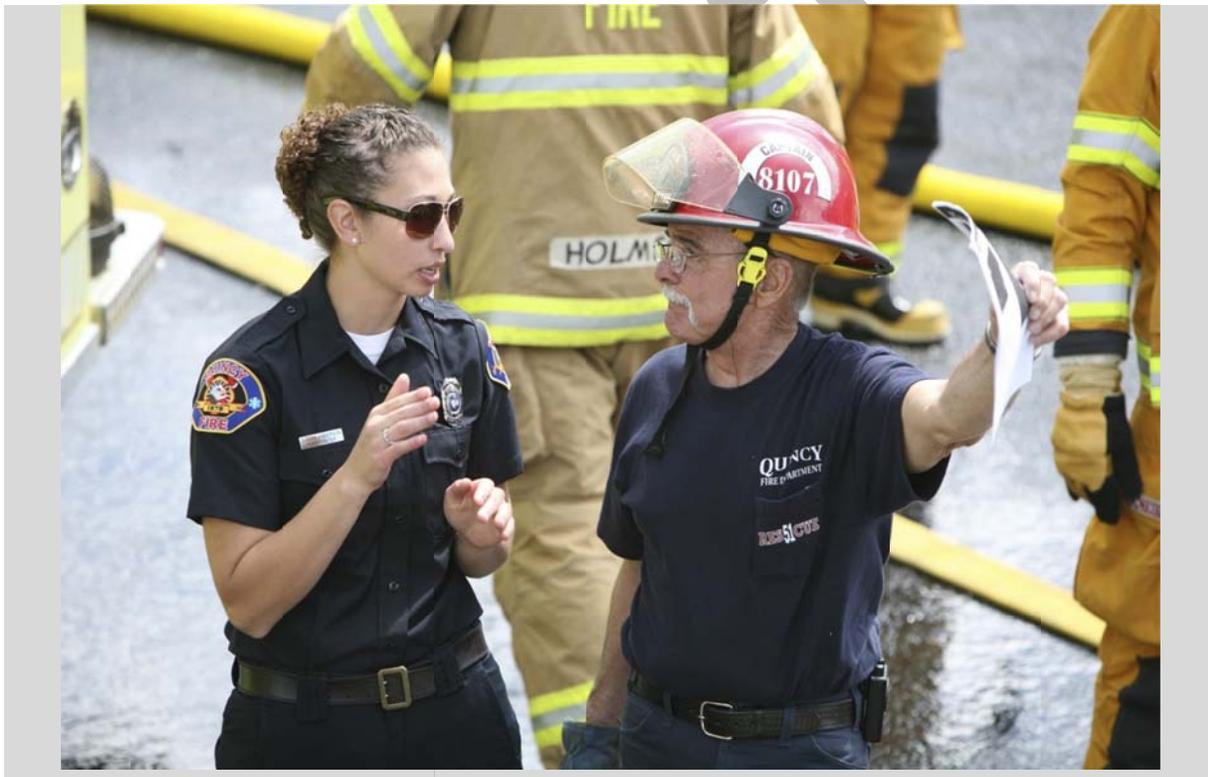
Segment	Lecture Time	Activity Time	Total Unit Time
Activity 5-3: To be determined by instructor		00:00	
Topic 5-4: Completing and Submitting Training Records			
Lecture	00:30		
Group Activity 5-4: Recommended by SFT		00:30	
Unit 5 Totals	1:30	1:15	2:45
Lecture, Activity, and Unit Totals:	14:30	23:30	38:00

Course Totals

Total Lecture Time (LT)	14:30
Total Activity Time (AT)	23:30
Total Testing Time (TT)	2:00
Total Course Time	40:00
With 24 Students – need to manage additional 4 hours of activity	

Fire Service Instructor II

Certification Training Standards Guide [Month Year]



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

Fire Service Instructor II

Certification Training Standards Guide [Month Year]

This CTS guide utilizes NFPA 1041 Standard for Fire Service Instructor II Professional Qualifications (2012) and NFPA 1403 Standard on Live Fire Training Evolutions (2012) to provide the qualifications for State Fire Training's Fire Service Instructor II certification.

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



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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.

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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DRAFT

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.

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.

Fire Service Instructor II

Section 1: General

1-1: Definitions of Duty

Authority

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

- Paragraph 5.2.1
- Paragraph 5.3.1
- Paragraph 5.4.1
- Paragraph 5.5.1

Given

1. The definitions of duty for Fire Service Instructor II

Requisite Knowledge and Skills

1. Identify the duties of a Fire Service Instructor II
 - Program management: the management of instructional resources, staff, facilities, and records and reports (5.2.1)
 - Instructional development: the development of instructional materials for specific topics (5.3.1)
 - Instructional delivery: conducting classes using a lesson plan (5.4.1)
 - Evaluation and testing: the development of student evaluation instruments to support instruction and the evaluation of test results (5.5.1)

Job Performance Requirements

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

Section 2: Program Management

2-1: Scheduling Instructional Sessions

Authority

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

- Paragraph 5.2.2

Given

1. Departmental scheduling policy
2. Instructional resources
3. Staff
4. Facilities
5. Timeline for delivery

Requisite Knowledge and Skills

1. *Describe* departmental policy *as it relates to course scheduling*
2. *Describe* departmental scheduling processes
3. *Determine level of supervision for scheduling training*
4. *Describe* resource management *for scheduling courses*

Job Performance Requirements

Schedule instructional sessions to ensure delivery of specified sessions according to departmental policy.

2-2: Formulating Budget Needs

Authority

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

- Paragraph 5.2.3

Given

1. Training goals
2. Agency budget policy
3. Current resources

Requisite Knowledge and Skills

1. *Describe agency training budget policy*
2. *Describe resource management for analyzing needs and resources*
3. *Analyze needs*
4. *Determine sources of instructional materials and equipment*
5. *Conduct resource analysis*
6. *Complete required forms*

Job Performance Requirements

Formulate budget needs by identifying and documenting the resources required to meet training goals.

2-3: Acquiring Training Resources

Authority

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

- Paragraph 5.2.4

Given

1. Identified need *for training resources*

Requisite Knowledge and Skills

1. *Describe agency policies for acquiring training resources*
2. *Describe purchasing procedures*
3. *Describe training resource budget management*
4. *Complete required forms*

Job Performance Requirements

Acquire and obtain training resources within established timelines and budget constraints, and according to agency policy.

2-4: Coordinating Record-Keeping

Authority

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

- Paragraph 5.2.5

Given

1. Training forms
2. Department policy
3. Training activity

Requisite Knowledge and Skills

1. *Describe* record-keeping processes
2. *Describe* departmental policies *for record keeping*
3. *Cite* laws affecting records and disclosure of training information
4. *Cite* professional standards applicable to training records
5. *Identify* data used for *training records*
6. *Perform* training record-auditing procedures

Job Performance Requirements

Coordinate training record-keeping in a way that meets all agency and legal requirements.

2-5: Evaluating Instructors

Authority

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

- Paragraph 5.2.6

Given

1. Evaluation form
2. Department policy
3. JPRs (Job performance requirements)

Requisite Knowledge and Skills

1. *Describe* personnel evaluation methods
2. *Describe* supervision techniques
3. *Describe* agency policy for evaluating instructors
4. *Describe* effective instructional methods and techniques
5. *Provide* coaching to improve instruction
6. *Apply* observation techniques
7. *Complete* evaluation forms

Job Performance Requirements

Evaluate instructors to identify areas of strengths and weaknesses and recommend changes in instructional style and communication methods, providing opportunity for instructor feedback to the evaluator.

Section 3: Instructional Development

3-1: Creating Lesson Plans

Authority

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

- Paragraph 5.3.2

Given

1. A topic
2. Audience characteristics
3. *Agency-specific* standard lesson plan format

Requisite Knowledge and Skills

1. *Describe* elements of a lesson plan
2. *Describe* components of learning objectives
3. *Describe* methods and techniques of instruction
4. *Describe* principles of adult learning
5. *Describe* techniques for eliminating bias in instructional materials
6. *Select* types and application of instructional media
7. *Select* evaluation techniques
8. *Identify* sources of references and materials
9. *Perform* basic research
10. *Use* JPRs to develop *enabling learning* objectives
11. *Assess* student needs
12. *Develop* instructional media
13. *Apply* outlining techniques
14. *Apply* evaluation techniques
15. *Analyze* resource needs

Job Performance Requirements

Create a lesson plan that addresses JPRs or learning objectives for the topic and includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

3-2: Modifying Lesson Plans

Authority

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

- Paragraph 5.3.3

Given

1. A topic
2. Audience characteristics
3. Lesson plan

Requisite Knowledge and Skills

1. *Describe* elements of a lesson plan
2. *Describe* components of learning objectives
3. *Describe* methods and techniques of instruction
4. *Describe* principles of adult learning
5. *Describe* techniques for eliminating bias in instructional materials
6. *Select* types and application of instructional media
7. *Select* evaluation techniques
8. *Identify* sources of references and materials
9. *Perform* basic research
10. *Use* JPRs to *modify enabling learning* objectives
11. *Assess* student needs
12. *Modify* instructional media
13. *Apply* outlining techniques
14. *Apply* evaluation techniques
15. *Analyze* resource needs

Job Performance Requirements

Modify an existing lesson plan to address the JPRs or learning objectives for the topic; include learning objectives, the lesson outline, course materials, instructional aids, and an evaluation plan.

Section 4: Instructional Delivery

4-1: Conducting Classes and Conference Sessions

Authority

1. NFPA 1041 Standard for Fire Service Instructor II Professional Qualifications (2012)
 - Paragraph 5.4.2
2. Office of the State Fire Marshal

Given

1. Topic
2. Target audience

Requisite Knowledge and Skills

1. *Describe* use and limitations of teaching methods and techniques
2. Transition between different teaching methods
3. *Conduct small group discussions*

Job Performance Requirements

Conduct a class using a lesson plan that the instructor has prepared, using multiple teaching methods and techniques to achieve lesson objectives.

4-2: Supervising Training Activities

Authority

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

- Paragraph 5.4.3

Given

1. A training scenario with increased hazard exposure

Requisite Knowledge and Skills

1. *Describe* safety rules, regulations, and practices for training scenarios with increased hazard exposure
2. *Describe* the Incident Command System (ICS)
3. *Apply* leadership techniques
4. *Implement* the ICS

Job Performance Requirements

Supervise other instructors and students during training to ensure that all participants follow applicable safety standards and practices and meet instructional goals.

Section 5: Evaluation and Testing

5-1: Developing Student Evaluation Instruments

Authority

1. NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)
 - Paragraph 5.5.2
 - Paragraph 5.5.3
2. Office of the State Fire Marshal

Given

1. Learning objectives
2. Audience characteristics
3. Training goals

Requisite Knowledge and Skills

1. *Describe* effective instructional methods and techniques (5.5.2)
2. *Determine* evaluation methods (5.5.2)
3. *Describe principles of test validity* (5.5.3)
4. *Describe the components of evaluation forms* (5.5.2)
5. *Develop a test planning sheet or test blueprint*
6. *Construct* evaluation items (5.5.2)
7. *Assemble* evaluation instruments (5.5.2)

Job Performance Requirements

Develop student evaluation instruments that determine whether the student has achieved the learning objectives; evaluate relevant performance in an objective, reliable, and verifiable manner; and are bias-free to any audience or group.

5-2: Developing a Class Evaluation Instrument

Authority

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

- Paragraph 5.5.3

Given

1. Agency policy
2. Evaluation goals

Requisite Knowledge and Skills

1. *Determine* evaluation methods
2. *Develop valid* evaluation forms

Job Performance Requirements

Develop a class evaluation instrument that gives students the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.

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: Fire Service Instructor II

CTS	Block	Addition	Justification	Source/Reference
4-1	RKS	Conduct small group discussions	To support JPR	Adapted from NFPA 1041 annex 5.4.2B
5-1	RKS	Describe the principles of test validity	To support the JPR	Adapted from NFPA 1041 5.5.3
5-1	RKS	Develop a test planning sheet or test blueprint	To support JPR	OSFM

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:			

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

[Month Year]

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

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



Fire Service Instructor II

Course Plan

Course Details

Certification:	Fire Service Instructor II
CTS Guide:	Fire Service Instructor II Certification Training Standards Guide [(Month, Year)]
Description:	This course provides the skills and knowledge needed for the intermediate level professional instructor to perform his or her duties safely, effectively, and competently. The curriculum is based on the 2012 edition of <u>NFPA 1041 Standard for Fire Service Instructor Professional Qualifications</u> and <u>NFPA 1403 Standard on Live Fire Training Evolutions (2012)</u> . At the end of this course, candidates for Fire Service Instructor II certification will be able to develop lesson plans and evaluation instruments, teach and deliver instruction, and evaluate and coach other instructors. The Fire Service Instructor II will also be able to analyze resources and formulate a program budget.
Designed For:	Personnel preparing for a college level fire instructor, Company Officer, or SFT Certified Training Instructor position
Prerequisites:	Fire Service Instructor I Introduction to the Incident Command System (IS-100.B), FEMA or National Incident Management System (IS-700.A), FEMA
Standard:	Complete all group activities and formative tests. Pass all individual activities without omitting critical criteria as identified on the activity sheet. Complete all summative tests with a minimum score of 80%.
Hours:	Lecture and group activities: 12:15 Individual activities (assignments): 5:45 Individual activities (Teaching demonstrations): 20:00 considering 1 hour per student; includes teaching demonstration and feedback

Instructor II

Testing: 2:00

Hours (Total): 40:00 @20 students; 44:00 @ 24 students

Maximum Class Size: 20 (24 with activity management); 16 students per lab section. Letter for approval.

Instructor Level: SFT Credentialed Fire Service Instructor. The primary instructor should meet SFT Fire Service Instructor III qualifications or higher. Alternatively, the primary instructor can meet Fire Service Instructor II qualifications but must also have completed an intensive FSTEP course in testing as well as an FSTEP course that surveys the areas of testing, audiovisual presentations, e-learning delivery and learning management systems, and group dynamics. Secondary instructors (skills evaluators) should meet Fire Service Instructor I qualifications or higher.

Instructor/Student Ratio: 1:24, plus additional skills evaluators as needed to maintain 1:16 ratio for psychomotor teaching demonstrations.

Restrictions: None

SFT Designation: CFSTES

Required Resources

Instructor Resources

To teach this course, instructors need one of 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
- Important points not already covered in the above texts are called out in bullet points below the enabling learning objective (ELO) in each topic.

Copies of local agency policies and procedures for the following, and sample forms, such as:

- Needs analysis
- Purchasing
- Scheduling policy
- Budget policy
- Training records
- Record auditing procedures
- Instructor testing and evaluation
- Test blueprint or planning sheet
- Classroom evaluation
- Online learning safety standards, practices, and risk management

Online Instructor Resources

- Textbook downloadable resources on publisher websites
- Field Operations Guide, ICS 420-1, FEMA
http://www.usfa.fema.gov/downloads/pdf/publications/field_operations_guide.pdf

The following instructor resources are available online at
<http://osfm.fire.ca.gov/training/traininginstructor.php>:

- Cognitive Lesson Plan Format
- Psychomotor Lesson Plan Format

Student Resources

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

- *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

Students may be asked to supply:

- Their own laptop or tablet with presentation or other viewing hardware and/or software

- Other devices as needed for distance learning

Facilities, Equipment, and Personnel

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

- Standard learning environment or facility, which may include:
- Writing board or paper easel chart
- Markers, erasers
- Amplification devices
- Projector and screen
- Laptop or tablet with presentation or other viewing software
- Access to a computer lab for some sessions
- Access to an outdoor facility for some sessions
- Equipment as needed for student-led demonstrations or psychomotor lessons such as appliances, extinguishers, hose, hand tools, ladders, power tools, protective equipment/clothing, rope, salvage equipment, simulation materials.

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? What is a summative test?

Activities

1. Have students complete all required registration forms.

Topic 1-2: Fire Service Instructor II Certification Process

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify the different levels of certification in the Fire Service Instructor II certification track

Instructor II

- Fire Service Instructor I
 - Fire Service Instructor II
 - Fire Service Instructor III
2. Identify the courses required for Fire Service Instructor II
 - [Course #A]
 - [Course #B]
 - [Course #C]
 3. Identify any other requirements for Fire Service Instructor II
 4. Describe the capstone task book process
 - Complete all prerequisites and course work
 - Submit application and fees to request capstone 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 capstone testing process
 - Complete coursework
 - Schedule online capstone test
 - Schedule skills evaluation test

Discussion Questions

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

Activities

1. To be determined by the instructor.

Topic 1-3: Definitions of Duty

Terminal Learning Objective

At the end of this topic, a student, given the definitions of duty, will be able to define the role of the Fire Service Instructor II with regard to program management, instructional development, instructional delivery, and evaluation and testing.

Enabling Learning Objectives

1. Describe program management
 - The management of instructional resources, staff, facilities, and records and reports
2. Describe instructional development
 - The development of instructional materials for specific topics
3. Describe instructional delivery
 - Conducting classes using a lesson plan
4. Describe evaluation and testing

Instructor II

- The development of student evaluation instruments to support instruction and the evaluation of test results

Discussion Questions

1. What is the major difference between a Fire Service Instructor I and II?
2. What are responsibilities of the Fire Service Instructor II regarding testing?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 1-1

Unit 2: Instructional Development

Topic 2-1: Creating Lesson Plans

Terminal Learning Objective

At the end of this topic, a student, given a topic, audience characteristics, and an agency-specific standard lesson plan format, will be able to create a lesson plan that addresses JPRs or learning objectives for the topic and includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

Enabling Learning Objectives

1. Describe elements of a lesson plan
2. Describe components of learning objectives
3. Describe methods and techniques of instruction
 - Determine methods of delivery that best fit the content
4. Describe principles of adult learning
 - Apply instructional strategies to meet learning styles of each audience
5. Describe techniques for eliminating bias in instructional materials
 - Identify elements of instructional materials that can bias the success of some students over others
 - Identify elements of potential bias inherent in specific agency equipment
6. Select types and application of instructional media
 - Recommend two forms of media to be utilized during instructional delivery
 - State how the chosen instructional media supports the learning objectives
7. Select evaluation techniques
8. Identify sources of references and materials
9. Perform basic research
 - Identify materials to support the learning objective
10. Use JPRs to develop enabling learning objectives
11. Assess student needs
 - Use pre-tests
 - Consider audience characteristics such as new recruits vs. general public
 - Assess students' prior knowledge of equipment, procedures, and features
 - Provide reasonable accommodations for all students

12. Develop instructional media
 - Use instructional media to support learning objectives
 - Comply with U.S. copyright law and respect intellectual property rights
13. Apply outlining techniques
14. Apply evaluation techniques
15. Analyze resource needs
 - Determine number of handouts, equipment, software licenses needed
 - Match instructional delivery time with number of students and skill being taught to determine sufficiency of resources

Discussion Questions

1. What factors should you consider when creating the lesson plan in order to ensure that you can deliver the learning objective within the allocated time?
2. How does the evaluation step influence the overall lesson plan?
3. What intellectual property rights could be violated in course delivery?

Activities

1. Cognitive Lesson Plan Development (Individual Activity 3-4-1 in Training Instructor 1C)
2. Psychomotor Lesson Plan Development (Individual Activity 3-5-1 in Training Instructor 1C)

Instructor Notes

1. Lesson plans must include multiple methods of presentation.

CTS Guide Reference: CTS 3-1

Topic 2-2: Modifying Lesson Plans

Terminal Learning Objective

At the end of this topic, a student, given a topic, audience characteristics, and a lesson plan, will be able to modify an existing lesson plan to address the JPRs or learning objectives for the topic; and include learning objectives, the lesson outline, course materials, instructional aids, and an evaluation plan.

Enabling Learning Objectives

1. Describe elements of a lesson plan
2. Describe components of learning objectives
3. Describe methods and techniques of instruction
4. Describe principles of adult learning
5. Describe techniques for eliminating bias in instructional materials
6. Select types and application of instructional media
7. Select evaluation techniques
8. Identify sources of references and materials
9. Perform basic research
 - Identify reason for lesson modification (e.g., AHJ policy)
 - Identify materials to support the modified learning objective
10. Use JPRs to modify enabling learning objectives
11. Assess student needs

Instructor II

12. Modify instructional media
13. Apply outlining techniques
14. Apply evaluation techniques
15. Analyze resource needs

Discussion Questions

1. What factors influence the need to modify a lesson plan?
2. How might you modify instructional media to meet student needs?
3. How can you locate additional references and materials for lesson modification?

Activities

1. Have students modify a prepared lesson plan for specified audiences.

Instructor Notes

1. A Fire Service Instructor II can modify, or make basic or fundamental changes to the lesson plans, including altering objectives. A Fire Service Instructor I can adapt a lesson plan for local conditions but not alter lesson objectives. (JBL p. 136)

CTS Guide Reference: CTS 3-2

Unit 3: Instructional Delivery

Topic 3-1: Conducting Classes and Conference Sessions

Terminal Learning Objective

At the end of this topic, a student, given a topic and a target audience, will be able to conduct a class using a lesson plan that the instructor has prepared, using multiple teaching methods and techniques to achieve lesson objectives.

Enabling Learning Objectives

1. Describe use and limitations of teaching methods and techniques
2. Transition between different teaching methods
3. Conduct small group discussions
 - Problem-solving
 - Facilitating consensus

Discussion Questions

1. How would you recognize when you need to implement an alternative method of instruction?
2. What techniques can an instructor employ to keep a small group discussion focused?
3. What media tools could you utilize when leading a small group discussion?

Activities

1. Have students compare and contrast instructional techniques used for leading discussion in small groups vs. a lecture presentation.
2. Cognitive Teaching Demonstration (Individual Activity 3-4-2 from Training Instructor 1C)
3. Psychomotor Teaching Demonstration (Individual Activity 3-5-2 from Training Instructor 1C)

Instructor Notes

1. Conducting small group discussions is covered in depth in the IFSTA text.

CTS Guide Reference: CTS 4-1

Topic 3-2: Supervising Training Activities

Terminal Learning Objective

At the end of this topic, a student, given a training scenario with increased hazard exposure, will be able to supervise other instructors and students during training to ensure that all participants follow applicable safety standards and practices and meet instructional goals.

Enabling Learning Objectives

1. Describe safety rules, regulations, and practices for training scenarios with increased hazard exposure
 - Consider limitations based on safety equipment being utilized such as age, condition, etc.
 - Applicable codes and regulations include:
 - CAL-OSHA
 - NFPA
 - Manufacturer's guidelines
 - State Fire Training instructor-student ratios, instructor qualifications, site approval, etc.
2. Describe the Incident Command System (ICS)
3. Apply leadership techniques
 - Plan and coordinate all training activities
 - Monitor activities to ensure safe practices
 - Inspect training structure integrity prior to each fire
 - Assign instructors to specific functional and teaching tasks
 - Brief instructors on responsibilities
 - Assign coordinating personnel
 - Ensure adherence to safety practices by all persons within the training area
4. Implement the ICS

Discussion Questions

1. What components of the ICS do you use for all hazards?
2. What components of the ICS would you implement for unique scenarios?
3. What equipment limitations are acceptable in training environments?

Activities

1. Have students assign ICS positions based on simulated scenarios in the ICS Field Operations Guide 420-1.

Instructor Notes

1. Ensure adherence to safety practices by all persons within the training area.

CTS Guide Reference: CTS 4-2

Unit 4: Evaluation and Testing

Topic 4-1: Developing Student Evaluation Instruments

Terminal Learning Objective

At the end of this topic, a student, given learning objectives, audience characteristics, and training goals, will be able to develop student evaluation instruments that determine whether the student has achieved the learning objectives; evaluate relevant performance in an objective, reliable, and verifiable manner; and are bias-free to any audience or group.

Enabling Learning Objectives

1. Describe effective instructional methods and techniques
2. Determine which evaluation methods are the best measures of the desired learning outcome
3. Describe principles of test validity
4. Describe the components of evaluation forms
5. Develop a test planning sheet or test blueprint
6. Construct evaluation items
7. Assemble evaluation instruments
 - Use test bank items if available
 - Verify that test bank items are valid
 - Field test new items according to AHJ procedure

Discussion Questions

1. How does test planning facilitate comprehensive evaluation?
2. What is the process for field testing a new item?

Activities

1. Have students complete a test planning sheet.
2. Have students write different types of test items (e.g. essay, multiple choice) to measure specific learning objectives for cognitive domain levels 1, 2, and 3 at a minimum.
3. Given a sample item analysis for a cognitive test and skill sheet, have students interpret the test results.

Instructor Notes

1. Verify that answers to the test questions generated during the Activity can be found in assigned student references.
2. More information about test validity can be found in *Standards for educational and psychological testing* (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999).
3. More information about test blueprints, item banks, and field testing can be found in texts such as *Developing and Validating Test Items* (Haladayna & Rodriguez, 2013, Routledge).

CTS Guide Reference: CTS 5-1

Topic 4-2: Developing a Class Evaluation Instrument

Terminal Learning Objective

At the end of this topic, a student, given agency policy and evaluation goals, will be able to develop a class evaluation instrument that gives students the ability to provide feedback to

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the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.

Enabling Learning Objectives

1. Determine which evaluation methods are the best measure of student feedback to the instructor
2. Develop valid evaluation forms
 - Questions are worded clearly
 - Evaluation questions cover elements of the course
 - Includes feedback about facilities, drill ground, or learning environment
 - Provides actionable feedback for the instructor about instruction and materials

Discussion Questions

1. What kinds of actionable feedback should an instructor solicit in a class evaluation?
2. What types of rating scales can be used to evaluate aspects of the course (e.g., content, design, instructor, environment)?

Activities

1. To be determined by the instructor.

Instructor Notes

1. none

CTS Guide Reference: CTS 5-2

Unit 5: Program Management

Topic 5-1: Scheduling Instructional Sessions

Terminal Learning Objective

At the end of this topic, a student, given departmental scheduling policy, instructional resources, staff, facilities, and a timeline for delivery, will be able to schedule instructional sessions to ensure delivery of specified sessions according to departmental policy.

Enabling Learning Objectives

1. Describe departmental policy as it relates to course scheduling
2. Describe departmental scheduling processes
3. Describe level of supervision for scheduling training
 - Supervision techniques related to the training being scheduled
 - Active vs. passive supervision depending on courses being scheduled
 - Evaluate level of instructors' expertise with instructor-student ratio needed to deliver courses
4. Describe resource management for scheduling courses

Discussion Questions

1. What are some supervision considerations for scheduling courses?
2. What are some resource management principles to consider when scheduling courses?
3. What challenges do firefighter shift schedules present for scheduling courses?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 2-1

Topic 5-2: Formulating Budget Needs

Terminal Learning Objective

At the end of this topic, a student, given training goals, agency budget policy, and current resources, will be able to formulate budget needs by identifying and documenting the resources required to meet training goals.

Enabling Learning Objectives

1. Describe agency training budget policy
2. Describe resource management for analyzing needs and resources
3. Analyze needs
4. Determine sources of instructional materials and equipment
5. Conduct resource analysis
 - Costs for outside resources
 - Scheduling internal resources
6. Complete required forms
 - Identify AHJ forms required

Discussion Questions

1. What are some low cost alternatives for utilizing training resources that your department does not own?
2. How do you identify what resources are available in your department?

Activities

1. To be determined by the instructor.

Instructor Notes

1. none

CTS Guide Reference: CTS 2-2

Topic 5-3: Acquiring Training Resources

Terminal Learning Objective

At the end of this topic, a student, given identified need for training resources, will be able to acquire and obtain training resources within established timelines and budget constraints, and according to agency policy.

Enabling Learning Objectives

1. Describe agency policies for acquiring training resources
2. Describe purchasing procedures
3. Describe training resource budget management principles
4. Complete required forms

Discussion Questions

1. What are the required forms in your agency for acquiring training resources?
2. What is your agency's standard timeline and deadlines for acquiring training resources?

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3. How do you adjust to an emergent need for training or equipment outside of the standard budget planning process?

Activities

1. To be determined by the instructor.

Instructor Notes

1. none

CTS Guide Reference: CTS 2-3

Topic 5-4: Coordinating Record-Keeping

Terminal Learning Objective

At the end of this topic, a student, given training forms, department policy, and a training activity, will be able to coordinate training record-keeping in a way that meets all agency and legal requirements.

Enabling Learning Objectives

1. Describe record-keeping processes
2. Describe departmental policies for record keeping
3. Cite laws affecting records and disclosure of training information
4. Cite professional standards applicable to training records
5. Identify data used for training records
6. Perform training record-auditing procedures
 - Daily procedures
 - Checks required before applying for funding
 - Checks for duplicate records
 - Accuracy of training codes
 - To determine need for make-up training
 - To determine need for new equipment training

Discussion Questions

1. What are the procedures for keeping training records in your agency (e.g., personal data to include or exclude, number of years records are retained)?
2. What forms do you need to be familiar with for the various training certifications?
3. How often are your records audited?

Activities

1. To be determined by the instructor.

Instructor Notes

1. The IFSTA textbook covers record-auditing procedures in depth.

CTS Guide Reference: CTS 2-4

Topic 5-5: Evaluating Instructors

Terminal Learning Objective

At the end of this topic, a student, given an evaluation form, department policy, and JPRs (job performance requirements), will be able to evaluate instructors to identify areas of

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strengths and weaknesses and recommend changes in instructional style and communication methods, providing opportunity for instructor feedback to the evaluator.

Enabling Learning Objectives

1. Describe personnel evaluation methods
2. Describe supervision techniques
3. Describe agency policy for evaluating instructors
4. Describe effective instructional methods and techniques
5. Apply observation techniques
6. Provide coaching to improve instruction
7. Complete evaluation forms

Discussion Questions

1. What personnel evaluation methods does your agency use?
2. How can coaching develop instructors' skills?

Activities

1. Have students role-play a coaching scenario.
2. Evaluating a Student Instructor's Cognitive Teaching Demonstration as the Primary Evaluator (Individual activity 3-11-1 from Training Instructor 1C)
3. Evaluating a Student Instructor's Psychomotor Teaching Demonstration as the Primary Evaluator (Individual activity 3-11-3 from Training Instructor 1C)

Instructor Notes

1. none

CTS Guide Reference: CTS 2-5

Instructor II

Time Table

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	00:30		
Activity 1-1: Recommended by SFT		00:15	
Topic 1-2: Fire Service Instructor II Certification Process			
Lecture	00:15		
Activity 1-2: To be determined by instructor		00:00	
Topic 1-3: Definitions of Duty			
Lecture	00:30		
Activity 1-3: To be determined by instructor		00:00	
Unit 1 Totals	1:15	00:15	1:30
Unit 2: Instructional Development			
Topic 2-1: Creating Lesson Plans			
Lecture	1:00		
Activity 2-1: Cognitive and Psychomotor Lesson Plan Development		2:00	
Topic 2-2: Modifying Lesson Plans			
Lecture	00:30		
Activity 2-2: Recommended by SFT		00:30	
Unit 2 Totals	1:30	2:30	4:00
Unit 3: Instructional Delivery			
Topic 3-1: Conducting Classes and Conference Sessions			
Lecture	3:00		
Activity 3-1: Cognitive and Psychomotor Teaching Demonstrations		1:00 per student = 20:00	
Topic 3-2: Supervising Training Activities			
Lecture	01:00		
Activity 3-2: Recommended by SFT		00:30	
Unit 3 Totals	4:00	20:30	24:30
Unit 4: Evaluation and Testing			

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Segment	Lecture Time	Activity Time	Total Unit Time
Topic 4-1: Developing Student Evaluation Instruments			
Lecture	1:30		
Activity 4-1: Test Item Analysis; other activities recommended by SFT		1:30	
Topic 4-2: Developing a Class Evaluation Instrument			
Lecture	1:00		
Activity 4-2: To be determined by instructor		00:00	
Unit 4 Totals	2:30	1:30	4:00
Unit 5: Program Management			
Topic 5-1: Scheduling Instructional Sessions			
Lecture	00:30		
Activity 5-1: To be determined by instructor		00:00	
Topic 5-2: Formulating Budget Needs			
Lecture	00:30		
Activity 5-2: To be determined by instructor		00:00	
Topic 5-3: Acquiring Training Resources			
Lecture	00:30		
Activity 5-3: To be determined by instructor		00:00	
Topic 5-4: Coordinating Record-Keeping			
Lecture	00:30		
Activity 5-4: To be determined by instructor		00:00	
Topic 5-5: Evaluating Instructors			
Lecture	1:00		
Activity 5-5: Evaluating a Student Instructor's Teaching Demonstrations; other activities recommended by SFT		1:00	
Unit 5 Totals	3:00	1:00	4:00
Lecture, Activity, and Unit Totals	12:15	25:45	38:00

Course Totals

Total Lecture Time (LT)	12:15
Total Activity Time (AT)	25:45
Total Testing Time (TT)	2:00
Total Course Time	40:00
With 24 Students – need to manage additional 4 hours of activity	

DRAFT