Date: May 22, 2014

To: State Board of Fire Services

From: Jim Eastman, Fire Service Training Specialist III

SUBJECT/AGENDA ACTION ITEM:
Approval of Fire Instructor I & II Standards and Curriculum

Recommended Actions:
Discussion / Action
Seeking SBFS approval of the new Fire Instructor I & II curriculum materials

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

Throughout this history, the “Old Block Program” was established where California Fire Service Training became formalized within 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 during this era with roots in vocational education, from the 1960’s through the 1980’s. This training was further enhanced by a working agreement with the University of California, Los Angeles (UCLA) and conformance to the standards they set, known as the “60 Hour Clock Course” for training vocational education instructors. The working agreement between SFT and the Department of Education, Bureau of Industrial Education utilized 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 Fire Officer Certification courses were 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 Level I 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.

1st Edition - SFM Curriculum: Fire Instructor certification was established in 1981 includes two classes and the 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 were virtually unchanged until the late 80's when a small cadre was put together to make some minor updates to the First Edition of the 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 in 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 in Sacramento to complete updates and cross referencing to the NFPA 1041 Standard, for California's Third Edition of the instructor curriculum. At that time it was determined that a third course, Fire Instructor 1C, should be added to the reformatted Fire Instructor 1A and Fire Instructor 1B. Initially released in January 2009 and re-released in January 2010, this is the current curriculum offered to the California Fire Service. These revisions reflected changes in NFPA Standard 1041, Fire Instructor Professional Qualifications, moving participants 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 the 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 Instructor I and Instructor II with respective course plans. This was completed with the editor, Susan Herman and the Cadre Leader, Jim Eastman.

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. Again, this was completed with the editor, Susan Herman and the Cadre Leader, Jim Eastman.

**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.

### Summary of Major Differences – Fire Instructor (old) verses Instructor (new)

<table>
<thead>
<tr>
<th>OLD</th>
<th>NEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Change: Fire Instructor</td>
<td>Title Change: Instructor</td>
</tr>
<tr>
<td>Prerequisite for fire fighter</td>
<td>Remove prerequisite</td>
</tr>
<tr>
<td>Based on “60-Hour Clock Course”</td>
<td>Based on NFPA 1041, Professional Qualifications Standard for Fire Instructor Level I and II (with appropriate California laws and mandates)</td>
</tr>
<tr>
<td></td>
<td>Homeland Security Presidential Directive that includes ICS training (IS-200b)</td>
</tr>
<tr>
<td></td>
<td>Additional classes per NFPA 1041 and CFSTES – Instructor I – 40 hours, Instructor II – 40 hours</td>
</tr>
<tr>
<td></td>
<td>“re-use, rather than lose” – remaining items from “old” certification not included in NFPA 1041 to be used as part of “continuing education” through the Fire Service Training Education Program (FSTEP)</td>
</tr>
</tbody>
</table>

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

2. Eliminate the prerequisite requiring experience as a fire fighter to obtain Instructor Certification.

3. The 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. Currently, the next NFPA update for this standard is scheduled in 2019. In addition any laws or mandates specific to California and 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 with 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 the California Fire Service Training Education System (CFSTES):
   - Instructor I – 40 hours
   - Instructor II – 40 hours

6. After streamlining the certification curriculum to match NFPA Standard 1041, the Cadre recommended incorporating remaining content from current Instructor courses into modules of training to be available for delivery through the Fire Service Training Education Program (FSTEP). This would incorporate a philosophy of “re-use, rather than lose” remaining valuable curriculum that is not required for certification as set forth in NFPA Standard 1041. More importantly is the advantage to create “continuing education” opportunities for instructors looking to excel in the mastery of professional educational development and delivery. Work on this project will be scheduled in the future.

The following curriculum related documents are included for consideration by the SBFS:
   - Instructor I Certification Training Standards Guide (CTS)
   - Instructional Methodology Course Plan
   - Instructor I Certification Task Book
   - Instructor II Certification Training Standards Guide (CTS)
   - Instructional Development Course Plan
   - Instructor II Certification Task Book
   - Instructor I, II, & III Certification Implementation Guide
Instructor I

Certification Training Standards Guide
[Month Year]

California Department of Forestry and Fire Protection
Office of the State Fire Marshal
State Fire Training
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 Instructor I certification.

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

Published by State Fire Training
1131 S Street, Sacramento, CA 95811
(916) 445-8200

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

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

Mission

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

The California Fire 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 s.

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

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

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

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

**CAL FIRE**

- **Ken Pimlott**  
  *Director, CAL FIRE*

- **Tonya Hoover**  
  *State Fire Marshal*

- **Mike Richwine**  
  *Assistant State Fire Marshal*

- **Vacant**  
  *Chief, State Fire Training*

- **Ron Coleman**  
  *Chair, STEAC*

**Cadre Leadership**

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

- **Susan Herman**  
  *Cadre Editor*
  *Sacramento State*

**Cadre Members**
Acknowledgments

Richard Beckman
Division Chief, Operations, San Gabriel Fire Department

Taral Brideau
Education and Training Director, California Fire Fighter Joint Apprenticeship Committee

Jim Brown
Fire Division Chief, Monterey Fire Department

Matt Brown
Captain, Santa Clara County Fire Department

Bob Buell
Fire Technology Coordinator, Chabot College

Tom Forster
Assistant Fire Chief, Plumas Eureka Fire Department

Mary Jennings
Consultant, California Fire Fighter Joint Apprenticeship Committee

Bill Melendez
Chief Coordinator, El Camino College Fire Academy

Matt O’Donnell
Battalion Chief/Paramedic, Ebbetts Pass Fire District

Michael Ridley
Fire Chief (Retired), Wilton Fire Protection District

Mike Thomas
Training Officer, Fremont Fire Department

John Wagner
Assistant Chief, Sacramento Metropolitan Fire Department

Partners

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

{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.}
How to Read a CTS Guide

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

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

Within the CTS guide, it is impossible to capture the different policies and procedures of each organization in the California fire service. Individuals aspiring to meet State Fire Training’s certification training standards must do so in accordance with the codes, standards, regulations, policies, and standard operating procedures applicable within their own departments or jurisdictions.

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

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

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

Authority
The CTS guide references each standard with one or more paragraphs of the corresponding National Fire Protection Association (NFPA) Professional Qualifications. This ensures that each function within California's certification system meets or exceeds NFPA standards.
When California requirements exceed the NFPA standard, the CTS guide cites the Office of the State Fire Marshal as the authority and prints the corresponding information in *italics*.

**Given**

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

**Requisite Knowledge and Skills**

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

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

**Job Performance Requirements**

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

**Content**

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

**State Fire Training Content**

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

**Errata**

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

Section 1: General

1-1: Definitions of Duty

Authority
NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)
- Paragraph 4.2.1
- Paragraph 4.3.1
- Paragraph 4.4.1
- Paragraph 4.5.1

Given
1. The definitions of duty for the Instructor I

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

Job Performance Requirements
Define the role of the Instructor I with regard to program management, instructional development, instructional delivery, and evaluation and testing.
Section 2: Program Management

2-1: Assembling Course Materials

Authority
NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)
   • Paragraph 4.2.2

Given
1. A specific topic

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

Job Performance Requirements
Assemble course materials by obtaining the lesson plan and all resources and equipment needed to deliver the lesson.
2-2: Preparing Resource Requests

Authority
NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)
  • Paragraph 4.2.3

Given
1. Training goals
2. Current resources

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

Job Performance Requirements
Prepare requests for resources by identifying and documenting the resources required to meet training goals.
2-3: Scheduling Instructional Sessions

Authority
NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)
- Paragraph 4.2.4

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

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

Job Performance Requirements
Schedule instructional sessions to deliver specified lessons according to department procedure.
2-4: Completing and Submitting Training Records

Authority
NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)
- Paragraph 4.2.5

Given
1. Policies and procedures
2. Forms

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

Job Performance Requirements
Complete training records and report forms accurately and submit them in accordance with procedures.
Section 3: Instructional Development

3-1: Determining Needed Adaptations

Authority
NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)
• Paragraph 4.3.2

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

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

Job Performance Requirements
Review instructional materials and determine which elements of the lesson plan, learning environment, and resources need adaptation.
3-2: Adapting Lesson Plans

Authority
NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)
- Paragraph 4.3.3

Given
1. Course materials
2. An assignment

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

Job Performance Requirements
Adapt a prepared lesson plan to meet the needs of the student and the objectives of the lesson plan.
Section 4: Instructional Delivery

4-1: Organizing the Learning Environment

Authority
NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)
- Paragraph 4.4.2

Given
1. A facility
2. An assignment

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

Job Performance Requirements
Organize the classroom, laboratory, or outdoor learning environment, taking the following elements into consideration: lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety.
4-2: Presenting Lessons

Authority
   - Paragraph 4.4.3
2. Office of the State Fire Marshal

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

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

Job Performance Requirements
Present prepared lessons using the cognitive and psychomotor methods indicated by the lesson plans to achieve stated objectives and enable students to achieve learning outcomes, following applicable safety standards and practices, and addressing risks.
4-3: Adjusting Presentations for Changing Circumstances

Authority
NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)
- Paragraph 4.4.4

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

Requisite Knowledge and Skills
1. Describe methods of dealing with changing circumstances in the learning environment

Job Performance Requirements
Adjust presentation methods to maintain class continuity and achieve learning outcomes, without altering the content of the lesson or the lesson objectives.
4-4: Maintaining a Safe and Positive Learning Environment

Authority
NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)
- Paragraph 4.4.5

Given
1. The instructional environment

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

Job Performance Requirements
Adjust to differences in learning styles, abilities, cultures, and behaviors, in order to accomplish lesson objectives, address disruptive behavior, and maintain a safe and positive learning environment.
4-5: Operating Instructional Audiovisual Equipment

Authority
NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)
- Paragraph 4.4.6

Given
1. A learning environment
2. Equipment

Requisite Knowledge and Skills

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

Job Performance Requirements
Operate audiovisual equipment and demonstration devices so that the equipment functions properly.
4-6: Utilizing Audiovisual Materials

Authority
NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)
- Paragraph 4.4.7

Given
1. Prepared topical media
2. Equipment

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

Job Performance Requirements
Utilize audiovisual materials, presenting intended objectives clearly and transitioning smoothly between media and other parts of the presentation; and return audiovisual media to storage.
Section 5: Evaluation and Testing

5-1: Administering and Conducting Tests

Authority
NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)
- Paragraph 4.5.2

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

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

Job Performance Requirements
Administer oral, written, and performance tests in a manner that eliminates bias and discrimination; conduct tests following correct procedures; and maintain the security of test materials.
5-2: Grading and Securing Student Examinations

Authority
NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)
• Paragraph 4.5.3

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

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

Job Performance Requirements
Grade student oral, written, or performance tests accurately; and secure student examinations and grades properly.
5-3: Reporting Test Results

Authority
NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)
- Paragraph 4.5.4

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

Requisite Knowledge and Skills
1. Describe reporting procedures
2. Interpret test results
3. Demonstrate communication skills for submitting test results
4. Provide basic coaching

Job Performance Requirements
Report test results by recording them accurately, forwarding test result forms according to procedure, and reporting any unusual circumstances in testing or test results.
5-4: Providing Evaluation Feedback to Students

Authority
NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)
  • Paragraph 4.5.5

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

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

Job Performance Requirements
Provide student evaluation feedback that is timely, objective, clear, relevant, and specific enough for the student to make efforts to modify behavior; include suggestions for additional study or behavior modification based on the data.
5-5: Evaluating Student Instructor Lesson Demonstrations

Authority
Office of the State Fire Marshal

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

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

Job Performance Requirement
Evaluate other student instructor presentations to provide constructive feedback that identifies strengths and weaknesses of the teaching demonstration.
## State Fire Training Content

### Code Key

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

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

### Certification: Instructor I

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

[Month Year]

<table>
<thead>
<tr>
<th>Certification:</th>
<th>[Certification Title]</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTS:</td>
<td>[#-#]</td>
</tr>
<tr>
<td>Block:</td>
<td>[Given / RKS / JPR]</td>
</tr>
<tr>
<td>Change:</td>
<td>[Describe change]</td>
</tr>
<tr>
<td>Task Book Impact:</td>
<td>[None] or [Describe change]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Certification:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CTS:</td>
<td>Block:</td>
</tr>
<tr>
<td>Change:</td>
<td></td>
</tr>
<tr>
<td>Task Book Impact:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Certification:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CTS:</td>
<td>Block:</td>
</tr>
<tr>
<td>Change:</td>
<td></td>
</tr>
<tr>
<td>Task Book Impact:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Certification:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CTS:</td>
<td>Block:</td>
</tr>
<tr>
<td>Change:</td>
<td></td>
</tr>
<tr>
<td>Task Book Impact:</td>
<td></td>
</tr>
</tbody>
</table>
Instructional Methodology
Course Plan

Course Details

Certification: Instructor I

CTS Guide: 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 NFPA 1041 Standard for Fire Service Instructor Professional Qualifications. At the end of this course, candidates for 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

[Month Year]
Instructor I

Hours (Total): 40:00 based on 20 students

Maximum Class Size: 20; 16 students per lab section.

Instructor Level: SFT Credentialed Instructor. The primary instructor should meet SFT 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. Assistant instructors (skills evaluators) should meet Instructor I qualifications or higher.

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

Restrictions: None. Instructor must submit letter for approval of conditions outside the parameters of normal classroom instruction, e.g. class size exceeds 20, compressed course delivery, distance learning format.

SFT Designation: CFSTES
**Required Resources**

**Instructor Resources**

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

- 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:


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: Instructor I Certification Process

Terminal Learning Objective
At the end of this topic, a student will be able to identify different levels in the Instructor certification track, the courses and requirements for 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 Instructor certification track
   - Instructor I
Instructor I

- Instructor II
- Instructor III

2. Identify the courses required for Instructor I
   - Instructional Methodology

3. Identify any other requirements for 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 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 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
   - 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 an Instructor I?
2. What are the restrictions of an 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
2. Activity 2-1b: Reviewing and Adapting a Psychomotor Lesson Plan

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:
     o learning environment
     o capability of facilities
     o type of equipment available
     o 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. Activity 2-2a: Adapting a Cognitive Lesson Plan
2. Activity 2-2b: Adapting a Psychomotor Lesson Plan

Instructor Notes
1. Components of a lesson plan and presentation methods are covered in 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
• Describe safety practices specific to NFPA professional qualification(s) currently held
• Considerations for psychomotor lessons:
  o Protective equipment
  o Modeling good safety practices during demonstrations
  o Guided practice
  o 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. Activity 3-2a: Presenting a Cognitive Lesson
2. Activity 3-2b: Presenting a 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 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.

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:
     o Attitude
     o Experience
     o Knowledge
     o Education
     o Personality
     o Physical condition (fatigue, illness, etc.)
     o Unsafe behavior
     o Motivation
     o 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
   - 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?

Activities
1. To be determined by the instructor.

Instructor Notes
1. Suggested resource for skills checklist: Psychomotor Lesson Materials Checklist from Activity 2-1b.

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?
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
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. Activity 4-5a: Evaluating a Student Instructor’s Cognitive Teaching Demonstration as a Primary Evaluator
2. Activity 4-5b: Evaluating a Student Instructor’s Psychomotor Teaching Demonstration as a Primary Evaluator

**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

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
Instructor Notes

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

CTS Guide Reference: CTS 2-4

Time Table

<table>
<thead>
<tr>
<th>Segment</th>
<th>Lecture Time</th>
<th>Activity Time</th>
<th>Total Unit Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: Introduction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic 1-1: Orientation and Administration</td>
<td>Lecture 00:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 1-1: Recommended by SFT</td>
<td>00:15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic 1-2: Instructor I Certification Process</td>
<td>Lecture 00:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 1-2: To be determined by instructor</td>
<td>00:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic 1-3: Definitions of Duty</td>
<td>Lecture 00:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 1-3: To be determined by instructor</td>
<td>00:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 1 Totals</strong></td>
<td>1:30</td>
<td>00:15</td>
<td>1:45</td>
</tr>
<tr>
<td><strong>Unit 2: Instructional Development</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic 2-1: Determining Needed Adaptations</td>
<td>Lecture 00:20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 2-1: Reviewing and Adapting Lesson Plans</td>
<td>00:40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic 2-2: Adapting Lesson Plans</td>
<td>Lecture 00:60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 2-2: Adapting Lesson Plans</td>
<td>00:60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Activities
1. NFPA 901, *Standard Classifications for Incident Reporting and Fire Protection Data*
2. CAL-OSHA Title 8 chapter 3.2, *Reporting Work Connected Fatalities and Serious Injuries*
3. Ethical and legal implications of incomplete or falsified records

3. Write basic training reports and complete training records
<table>
<thead>
<tr>
<th>Segment</th>
<th>Lecture Time</th>
<th>Activity Time</th>
<th>Total Unit Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 2 Totals</strong></td>
<td>1:30</td>
<td>1:30</td>
<td>3:00</td>
</tr>
<tr>
<td><strong>Unit 3: Instructional Delivery</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic 3-1: Organizing the Learning Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 3-1: To be determined by instructor</td>
<td>00:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic 3-2: Presenting Lessons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>4:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 3-2: Presenting Cognitive and Psychomotor Lesson Plans</td>
<td></td>
<td>20:00</td>
<td></td>
</tr>
<tr>
<td>Topic 3-3: Adjusting Presentations for Changing Circumstances</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>00:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 3-3: To be determined by instructor</td>
<td>00:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic 3-4: Maintaining a Safe and Positive Learning Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>00:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 3-4: To be determined by instructor</td>
<td>00:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic 3-5: Operating Instructional Audiovisual Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>00:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 3-5: To be determined by instructor</td>
<td>00:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic 3-6: Utilizing Audiovisual Materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>00:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 3-6: To be determined by instructor</td>
<td>00:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 3 Totals</strong></td>
<td>6:30</td>
<td>20:00</td>
<td>26:30</td>
</tr>
<tr>
<td><strong>Unit 4: Evaluation and Testing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic 4-1: Administering and Conducting Tests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>1:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 4-1: To be determined by instructor</td>
<td>0:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic 4-2: Grading and Securing Student Examinations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>00:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 4-2: To be determined by instructor</td>
<td>0:00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Segment

<table>
<thead>
<tr>
<th>Topic 4-3: Reporting Test Results</th>
<th>Lecture</th>
<th>Activity</th>
<th>Total Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>00:30</td>
<td>00:00</td>
<td></td>
</tr>
<tr>
<td>Activity 4-3: to be determined by instructor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic 4-4: Providing Evaluation Feedback to Students</th>
<th>Lecture</th>
<th>Activity</th>
<th>Total Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>1:00</td>
<td>0:00</td>
<td></td>
</tr>
<tr>
<td>Activity 4-4: To be determined by instructor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic 4-5: Evaluating Student Instructor Lesson Presentations</th>
<th>Lecture</th>
<th>Activity</th>
<th>Total Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>0:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 4-5: Evaluating a Student Instructor’s Cognitive and Psychomotor Teaching Demonstrations as a Primary Evaluator</td>
<td>0:30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Unit 4 Totals

| Unit 4 Totals | 3:30 | 0:30 | 4:00 |

## Unit 5: Program Management

<table>
<thead>
<tr>
<th>Topic 5-1: Assembling Course Materials</th>
<th>Lecture</th>
<th>Activity</th>
<th>Total Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>00:30</td>
<td>00:30</td>
<td></td>
</tr>
<tr>
<td>Activity 5-1: Recommended by SFT</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic 5-2: Preparing Resource Requests</th>
<th>Lecture</th>
<th>Activity</th>
<th>Total Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>00:15</td>
<td>00:15</td>
<td></td>
</tr>
<tr>
<td>Activity 5-2: Recommended by SFT</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic 5-3: Scheduling Instructional Sessions</th>
<th>Lecture</th>
<th>Activity</th>
<th>Total Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>00:15</td>
<td>00:00</td>
<td></td>
</tr>
<tr>
<td>Activity 5-3: To be determined by instructor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic 5-4: Completing and Submitting Training Records</th>
<th>Lecture</th>
<th>Activity</th>
<th>Total Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>00:30</td>
<td>00:30</td>
<td></td>
</tr>
<tr>
<td>Activity 5-4: Recommended by SFT</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Unit 5 Totals

| 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 |

[Month Year]
<table>
<thead>
<tr>
<th>Total Activity Time (AT)</th>
<th>23:30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Testing Time (TT)</td>
<td>2:00</td>
</tr>
<tr>
<td>Total Course Time</td>
<td>40:00</td>
</tr>
</tbody>
</table>
Instructor I

Certification Task Book
[Month Year]

Revised [Month Year]

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

Certification Task Book
[Month Year]

Revised [Month Year]

Candidate:  Click here to enter text.

SFT ID Number:  Click here to enter text.

Fire Agency:  Click here to enter text.

Issued By:  Click here to enter text.

Issue Date:  Click here to enter text.

This Certification Task Book includes the certification training standards included in the Instructor I CTS Guide ([Month Year]) which is based on NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012).

Published by:
State Fire Training, 1131 S Street, Sacramento, CA 95811
(916) 445-8200

Cover photo courtesy of Jim Eastman, Sacramento Metro Fire Department (Retired)
The State Fire Training certification task book is a performance-based document. It lists the Experience, Rank or Position, and Job Performance requirements for certification.

Each certification task book focuses on a single State Fire Training job function certification. A certification task book identifies the minimum requirements necessary to perform the duties of that certification. Completion of a certification task book verifies that the candidate has the required experience, holds the required rank or position, and has demonstrated the job performance requirements necessary to obtain that certification.

The candidate is the individual pursuing certification.

All candidates shall:

- Complete a block on the Signature Verification page with an original wet-ink signature.
- Complete the Experience, Rank, and Job Performance Requirements.
- Accurately record and maintain the certification task book.
- Sign and date the Candidate verification statement under the Authorities with an original wet-ink signature.
- Retain a copy of the completed certification task book.
- Submit the completed certification task book to State Fire Training.

An evaluator is any individual who verifies that the candidate can satisfactorily execute a job performance requirement. A qualified evaluator is designated by the candidate's fire chief (or authorized designee) and shall possess the equivalent or higher-level certification. If no such evaluator is present within the organization, the fire chief (or authorized designee) shall designate an individual with more experience than the candidate and a demonstrated ability to execute the job performance requirements. A certification task book may have more than one evaluator.

All evaluators shall:

- Complete a block on the Signature Verification page with an original wet-ink signature.
- Review and understand the candidate's certification task book requirements and responsibilities.
Purpose and Process

- Verify the candidate’s successful completion of one or more job performance requirements through observation or review.
- Sign all appropriate lines in the certification task book with an original wet-ink signature to record demonstrated performance of tasks.

Fire Chief Responsibilities

The fire chief (or authorized designee) is the individual who reviews and confirms the completion of a candidate’s certification task book.

The fire chief (or authorized designee) shall:
- Designate qualified evaluators.
- Complete a block on the Signature Verification page with an original wet-ink signature.
- Review the candidate’s certification task book requirements and responsibilities.
- Verify the candidate has obtained the appropriate signatures to verify successful completion of each job performance requirement.
- Sign the fire chief verification statement under Authorities with an original wet-ink signature. If signing as an authorized designee, verify that your signature is on file with State Fire Training.

Completion Process

When you receive your certification task book:

1. Thoroughly review the Experience, Rank, and Job Performance Requirements segments to make sure that you understand them.
2. Confirm who will evaluate your job performance requirements with your fire agency.
3. Complete the Experience segment, if applicable.
4. Complete the Rank or Position segment.
5. Complete each requirement in the Job Performance Requirements segment and ensure that an evaluator signs and dates each one to verify completion.
6. Ask your fire chief (or authorized designee) to verify certification task book completion by signing the appropriate paragraph under Authorities.
7. Make a copy of the completed certification task book to retain with your personal records.
8. Mail the original certification task book to State Fire Training (see address below).

After receipt and review of your completed certification task book, State Fire Training will authorize the certification task book and mail your certificate to you. State Fire Training retains the completed, authorized original certification task book in your career file.
If State Fire Training determines that your certification task book is incomplete State Fire Training will return your certification task book with a checklist indicating what needs to be completed.

**Do not submit this certification task book until you have:**
- Completed the Experience segment
- Fulfilled the Rank or Position segment
- Completed Job Performance Requirements
- Obtained all required signatures

**State Fire Training Mailing Address**

Office of the State Fire Marshal  
State Fire Training  
Attn: Certification Section  
1131 S Street  
Sacramento, CA 95811

**Completion Timeframe**

State Fire Training aims to update certification task books on a five-year cycle. A certification task book in process is valid until State Fire Training issues a new certification task book for the same job function certification.

If a candidate does not complete a certification task book before the release of a new version, State Fire Training will send the candidate a task book revision supplement identifying any revisions or new requirements. The candidate must fulfill all requirements included in the revision supplement and submit the revision supplement with the original task book.
Task Book Requirements

Experience

The candidate meets the following requirements for experience.

☐ Have a minimum of one (1) year full-time, paid experience in a California fire department, scheduling instructional sessions and assembling materials, adapting prepared lesson plans, delivering fire service training, and administering classroom tests.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Agency</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please attach additional pages if more space is needed to document experience.

A minimum of 80 hours teaching/training experience within a fire service-related program (with feedback).

<table>
<thead>
<tr>
<th>Course / Subject</th>
<th>Hour(s)</th>
<th>Date(s)</th>
<th>Location (Institution/Agency)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please attach additional pages if more space is needed to document experience.

[Month Year]
State Fire Training confirms that there are no rank or position requirements for this job function certification.
Job Performance Requirements

All job performance requirements must be performed in accordance with the standards of the authority having jurisdiction (AHJ) or the National Fire Protection Association (NFPA), whichever is more restrictive.

4.2 Program Management

1. Assembling Course Materials (4.2.2) Assemble course materials, given a specific topic, so that the lesson plan and all materials, resources, and equipment needed to deliver the lesson are obtained.

   Date Completed ___________________________ Evaluator Verification ___________________________

2. Preparing Resource Requests (4.2.3) Prepare requests for resources, given training goals and current resources, so that the resources required to meet training goals are identified and documented.

   Date Completed ___________________________ Evaluator Verification ___________________________

3. Scheduling Instructional Sessions (4.2.4) Schedule single instructional sessions, given a training assignment, department scheduling procedures, instructional resources, facilities, and timeline for delivery, so that the specified sessions are delivered according to department procedure.

   Date Completed ___________________________ Evaluator Verification ___________________________

4. Completing and Submitting Training Records (4.2.5) Complete training records and report forms, given policies and procedures and forms, so that required reports are accurate and submitted in accordance with the procedures.

   Date Completed ___________________________ Evaluator Verification ___________________________

4.3 Instructional Development

5. Determining Needed Adaptations (4.3.2) Review instructional materials, given the materials for a specific topic, target audience, and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified.
6. **Adapting Lesson Plans (4.3.3)** Adapt a prepared lesson plan, given course materials and an assignment, so that the needs of the student and the objectives of the lesson plan are achieved.

---

7. **Organizing the Learning Environment (4.4.2)** Organize the classroom, laboratory, or outdoor learning environment, given a facility and an assignment, so that lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety are considered.

---

8. **Presenting Lessons (4.4.3; OSFM)** Present prepared cognitive and psychomotor lessons, given a prepared lesson plan that specifies the presentation method(s), so that the method(s) indicated in the plan are used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed.

---

9. **Adjusting Presentations for Changing Circumstances (4.4.4)** Adjust presentation, given a lesson plan and changing circumstances in the class environment, so that class continuity and the objectives or learning outcomes are achieved.

---

10. **Maintaining a Safe and Positive Learning Environment (4.4.5)** Adjust to differences in learning styles, abilities, cultures, and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe and positive learning environment is maintained.
11. **Operating Instructional Audiovisual Equipment (4.4.6)** Operate audiovisual equipment and demonstration devices, given a learning environment and equipment, so that the equipment functions properly.

   Date Completed ________________________  Evaluator Verification ____________________________

12. **Utilizing Audiovisual Materials (4.4.7)** Utilize audiovisual materials, given prepared topical media and equipment, so that the intended objectives are clearly presented, transitions between media and other parts of the presentation are smooth, and media are returned to storage.

   Date Completed ________________________  Evaluator Verification ____________________________

### 4.5 Evaluation and Testing

13. **Administering and Conducting Tests (4.5.2)** Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and evaluation procedures of the agency, so that bias or discrimination is eliminated, the testing is conducted according to procedures, and the security of the materials is maintained.

   Date Completed ________________________  Evaluator Verification ____________________________

14. **Grading and Securing Student Examinations (4.5.3)** Grade student oral, written, or performance tests, given class answer sheets or skills checklists and appropriate answer keys, so the examinations are accurately graded and properly secured.

   Date Completed ________________________  Evaluator Verification ____________________________

15. **Reporting Test Results (4.5.4)** Report test results, given a set of test answer sheets or skills checklists, a report form, and policies and procedures for reporting, so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported.

   Date Completed ________________________  Evaluator Verification ____________________________

16. **Providing Evaluation Feedback to Students (4.5.5)** Provide evaluation feedback to students, given evaluation data, so that the feedback is timely; specific enough
for the student to make efforts to modify behavior; and objective, clear, and relevant; also include suggestions based on the data.

17. **Evaluating Student Instructor Lesson Demonstrations (OSFM)** Evaluate other student instructor presentations, given a recent student instructor demonstration and an evaluation form, to provide constructive feedback that identifies strengths and weaknesses of the teaching demonstration.
Authorities

Candidate

Candidate: __________________________________________________________

Candidate’s Printed Name

I, the undersigned, am the person applying for certification. I hereby certify under penalty of perjury under the laws of the State of California, that completion of all experience, rank, and job performance requirements made herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documents may be cause for rejection or revocation.

_____________________________________________  ____________________
Candidate’s Signature                          Date

Candidate’s Fire Chief

Candidate’s Fire Chief: ________________________________

Fire Chief’s (or Authorized Designee’s) Printed Name

I, the undersigned, am the person authorized to verify the candidate’s experience, rank, and job performance requirements. I hereby certify under penalty of perjury under the laws of the State of California, that completion of all experience, rank, and job performance requirements made herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documents may be cause for rejection.

______________________________  ____________________
Fire Chief’s (or Authorized Representative’s) Signature  Date
Review and Approval

This section is for State Fire Training use only.

**State Fire Training Review**

I have reviewed this certification task book and verify that it is:

- [ ] Complete
- [ ] Incomplete

(See attached form for required revisions or corrective action.)

___________________________________________________
State Fire Training Representative’s Signature

___________________________________________________
State Fire Training Representative’s Signature

Date
The following individuals have the authority to verify portions of this certification task book using the signature or initials recorded below.

<table>
<thead>
<tr>
<th>Name:</th>
<th>__________________________________________ (print)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Title:</td>
<td>__________________________________________        (print)</td>
</tr>
<tr>
<td>Organization:</td>
<td>__________________________________________        (print)</td>
</tr>
<tr>
<td>Signature:</td>
<td>__________________________________________        (sign)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
<th>__________________________________________ (print)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Title:</td>
<td>__________________________________________        (print)</td>
</tr>
<tr>
<td>Organization:</td>
<td>__________________________________________        (print)</td>
</tr>
<tr>
<td>Signature:</td>
<td>__________________________________________        (sign)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
<th>__________________________________________ (print)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Title:</td>
<td>__________________________________________        (print)</td>
</tr>
<tr>
<td>Organization:</td>
<td>__________________________________________        (print)</td>
</tr>
<tr>
<td>Signature:</td>
<td>__________________________________________        (sign)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
<th>__________________________________________ (print)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Title:</td>
<td>__________________________________________        (print)</td>
</tr>
<tr>
<td>Organization:</td>
<td>__________________________________________        (print)</td>
</tr>
<tr>
<td>Signature:</td>
<td>__________________________________________        (sign)</td>
</tr>
</tbody>
</table>
Signature Verification

Name: ______________________________________ (print)
Job Title: ______________________________________ (print)
Organization: ______________________________________ (print)
Signature: ______________________________________ (sign)

Name: ______________________________________ (print)
Job Title: ______________________________________ (print)
Organization: ______________________________________ (print)
Signature: ______________________________________ (sign)

Name: ______________________________________ (print)
Job Title: ______________________________________ (print)
Organization: ______________________________________ (print)
Signature: ______________________________________ (sign)

Name: ______________________________________ (print)
Job Title: ______________________________________ (print)
Organization: ______________________________________ (print)
Signature: ______________________________________ (sign)

Name: ______________________________________ (print)
Job Title: ______________________________________ (print)
Organization: ______________________________________ (print)
Signature: ______________________________________ (sign)
<table>
<thead>
<tr>
<th>Name:</th>
<th>____________________________ (print)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Title:</td>
<td>____________________________ (print)</td>
</tr>
<tr>
<td>Organization:</td>
<td>____________________________ (print)</td>
</tr>
<tr>
<td>Signature:</td>
<td>____________________________ (sign)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
<th>____________________________ (print)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Title:</td>
<td>____________________________ (print)</td>
</tr>
<tr>
<td>Organization:</td>
<td>____________________________ (print)</td>
</tr>
<tr>
<td>Signature:</td>
<td>____________________________ (sign)</td>
</tr>
</tbody>
</table>
Instructor II

Certification Training Standards Guide
[Month Year]

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

Certification Training Standards Guide

[Month Year]

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

Published by State Fire Training
1131 S Street, Sacramento, CA 95811
(916) 445-8200

Cover photo courtesy of Tom Forster, Plumas Eureka Fire Department
# Table of Contents

State Fire Training ............................................................................................................................... 1
Acknowledgments................................................................................................................................. 2
How to Read a CTS Guide..................................................................................................................... 5
Instructor II................................................................................................................................................ 7
  Section 1: General.................................................................................................................................. 7
  1-1: Definitions of Duty...................................................................................................................... 7
Section 2: Program Management .......................................................................................................... 8
  2-1: Scheduling Instructional Sessions ............................................................................................ 8
  2-2: Formulating Budget Needs ....................................................................................................... 9
  2-3: Acquiring Training Resources.................................................................................................. 10
  2-4: Coordinating Record-Keeping.................................................................................................. 11
  2-5: Evaluating Instructors ............................................................................................................ 12
Section 3: Instructional Development ................................................................................................. 13
  3-1: Creating Lesson Plans ............................................................................................................. 13
  3-2: Modifying Lesson Plans ......................................................................................................... 14
Section 4: Instructional Delivery ......................................................................................................... 15
  4-1: Conducting Classes and Conference Sessions ........................................................................ 15
  4-2: Supervising Training Activities .............................................................................................. 16
Section 5: Evaluation and Testing ....................................................................................................... 17
  5-1: Developing Student Evaluation Instruments .......................................................................... 17
  5-2: Developing a Class Evaluation Instrument ............................................................................. 18
State Fire Training Content................................................................................................................... 19
Errata...................................................................................................................................................... 20
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.

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

**CAL FIRE**

**Ken Pimlott**  
*Director, CAL FIRE*

**Tonya Hoover**  
*State Fire Marshal*

**Mike Richwine**  
*Assistant State Fire Marshal*

**Vacant**  
*Chief, State Fire Training*

**Ron Coleman**  
*Chair, STEAC*

**Cadre Leadership**

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

**Susan Herman**  
*Cadre Editor*  
*Sacramento State*

**Cadre Members**
Acknowledgments

Richard Beckman
Division Chief, Operations, San Gabriel Fire Department

Taral Brideau
Education and Training Director, California Fire Fighter Joint Apprenticeship Committee

Jim Brown
Fire Division Chief, Monterey Fire Department

Matt Brown
Captain, Santa Clara County Fire Department

Bob Buell
Fire Technology Coordinator, Chabot College

Tom Forster
Assistant Fire Chief, Plumas Eureka Fire Department

Mary Jennings
Consultant, California Fire Fighter Joint Apprenticeship Committee

Bill Melendez
Chief Coordinator, El Camino College Fire Academy

Matt O’Donnell
Battalion Chief/Paramedic, Ebbetts Pass Fire District

Michael Ridley
Fire Chief (Retired), Wilton Fire Protection District

Mike Thomas
Training Officer, Fremont Fire Department

John Wagner
Assistant Chief, Sacramento Metropolitan Fire Department

Partners

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

{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.}
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.
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 Instructor II

Requisite Knowledge and Skills
1. Identify the duties of an 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 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 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
   - 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 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
   • 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: Instructor II

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

[Month Year]

<table>
<thead>
<tr>
<th>Certification:</th>
<th>[Certification Title]</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTS:</td>
<td>[#-#]</td>
</tr>
<tr>
<td>Block:</td>
<td>[Given / RKS / JPR]</td>
</tr>
<tr>
<td>Change:</td>
<td>[Describe change]</td>
</tr>
<tr>
<td>Task Book Impact:</td>
<td>[None] or [Describe change]</td>
</tr>
</tbody>
</table>

[Month Year]

<table>
<thead>
<tr>
<th>Certification:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTS:</td>
</tr>
<tr>
<td>Block:</td>
</tr>
<tr>
<td>Change:</td>
</tr>
<tr>
<td>Task Book Impact:</td>
</tr>
</tbody>
</table>

[Month Year]

<table>
<thead>
<tr>
<th>Certification:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTS:</td>
</tr>
<tr>
<td>Block:</td>
</tr>
<tr>
<td>Change:</td>
</tr>
<tr>
<td>Task Book Impact:</td>
</tr>
</tbody>
</table>

[Month Year]
Instructional Development

Course Plan

Course Details

Certification: Instructor II

CTS Guide: 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 NFPA 1041 Standard for Fire Service Instructor Professional Qualifications and NFPA 1403 Standard on Live Fire Training Evolutions (2012). At the end of this course, candidates for Instructor II certification will be able to develop lesson plans and evaluation instruments, teach and deliver instruction, and evaluate and coach other instructors. The 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: Instructional Methodology

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

Testing: 2:00
Instructor II

Hours (Total): 40:00 based on 20 students

Maximum Class Size: 20; 16 students per lab section.

Instructor Level: SFT Credentialed Instructor. The primary instructor should meet SFT Instructor III qualifications or higher. Alternatively, the primary instructor can meet 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. Assistant instructors (skills evaluators) should meet Instructor I qualifications or higher.

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

Restrictions: None. Instructor must submit letter for approval of conditions outside the parameters of normal classroom instruction, e.g. class size exceeds 20, compressed course delivery, distance learning format.

SFT Designation: CFSTES
Required Resources

Instructor Resources

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

The following instructor resources are available online at http://osfm.fire.ca.gov/training/traininginstructor.php:
- Cognitive Lesson Plan Format
- Psychomotor Lesson Plan Format
- Test Analysis tool and questionnaire

Student Resources

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

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: Instructor II Certification Process

Terminal Learning Objective
At the end of this topic, a student will be able to identify different levels in the Instructor certification track, the courses and requirements for 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 Instructor II certification track
   - Instructor I
Instructor II

- Instructor II
- Instructor III

2. Identify the courses required for Instructor II
   - Instructional Development
3. Identify any other requirements for 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 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 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
   - The development of student evaluation instruments to support instruction and the evaluation of test results

Discussion Questions
1. What is the major difference between an Instructor I and II?
2. What are responsibilities of the 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
Instructor II

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. Activity 2-1a: Cognitive Lesson Plan Development
2. Activity 2-1b: Psychomotor Lesson Plan Development

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
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. An Instructor II can modify, or make basic or fundamental changes to the lesson plans, including altering objectives. An 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. Activity 3-1a: Cognitive Teaching Demonstration
3. Activity 3-1b: Psychomotor Teaching Demonstration

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:
     o CAL-OSHA
     o NFPA
     o Manufacturer’s guidelines
     o 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. Activity 4-1a: Test Planning Sheet
2. Activity 4-1b: Test Item Construction
3. Activity 4-1c: Test Analysis

**Instructor Notes**
1. Verify that answers to the test questions generated during Activity 4.1b can be found in assigned student references.
2. Activities 4-1a and 4-1c use Microsoft® Excel® documents that must be opened and manipulated on a computer or other device with spreadsheet software.
3. A simple SUM formula is used in the Test Planning Sheet. For the Test Analysis tool, review the basic calculations involved in analyzing a group of test scores, if necessary.
5. More information about test planning sheets (also called blueprints), item banks, and field testing can be found in texts such as *Developing and Validating Test Items* (Haladaya & 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 the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.
Instructor II

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?
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 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. Activity 5-5a: Evaluating a Student Instructor’s Cognitive Teaching Demonstration as the Primary Evaluator
3. Activity 5-5b: Evaluating a Student Instructor’s Psychomotor Teaching Demonstration as the Primary Evaluator

Instructor Notes
1. none

CTS Guide Reference: CTS 2-5
## Time Table

<table>
<thead>
<tr>
<th>Segment</th>
<th>Lecture Time</th>
<th>Activity Time</th>
<th>Total Unit Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: Introduction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic 1-1: Orientation and Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>00:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 1-1: Recommended by SFT</td>
<td>00:15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic 1-2: Instructor II Certification Process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>00:15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 1-2: To be determined by instructor</td>
<td>00:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic 1-3: Definitions of Duty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>00:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 1-3: To be determined by instructor</td>
<td>00:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 1 Totals</strong></td>
<td>1:15</td>
<td>00:15</td>
<td>1:30</td>
</tr>
<tr>
<td><strong>Unit 2: Instructional Development</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic 2-1: Creating Lesson Plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>1:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 2-1: Cognitive and Psychomotor Lesson Plan Development</td>
<td>2:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic 2-2: Modifying Lesson Plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>00:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 2-2: Recommended by SFT</td>
<td>00:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 2 Totals</strong></td>
<td>1:30</td>
<td>2:30</td>
<td>4:00</td>
</tr>
<tr>
<td><strong>Unit 3: Instructional Delivery</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic 3-1: Conducting Classes and Conference Sessions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>3:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 3-1: Cognitive and Psychomotor Teaching Demonstrations</td>
<td>1:00 per student = 20:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic 3-2: Supervising Training Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>01:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 3-2: Recommended by SFT</td>
<td>00:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 3 Totals</strong></td>
<td>4:00</td>
<td>20:30</td>
<td>24:30</td>
</tr>
<tr>
<td><strong>Unit 4: Evaluation and Testing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic 4-1: Developing Student Evaluation Instruments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Segment</td>
<td>Lecture Time</td>
<td>Activity Time</td>
<td>Total Unit Time</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------------</td>
<td>---------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Lecture</td>
<td>1:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 4-1: Test Planning; Test Item Construction; Test Analysis</td>
<td></td>
<td>1:30</td>
<td></td>
</tr>
<tr>
<td>Topic 4-2: Developing a Class Evaluation Instrument</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>1:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 4-2: To be determined by instructor</td>
<td></td>
<td>00:00</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 4 Totals</strong></td>
<td><strong>2:30</strong></td>
<td><strong>1:30</strong></td>
<td><strong>4:00</strong></td>
</tr>
</tbody>
</table>

**Unit 5: Program Management**

| Topic 5-1: Scheduling Instructional Sessions                           |              |               |                 |
| Lecture                                                                |              |               |                 |
| Activity 5-1: To be determined by instructor                           |              | 00:00         |                 |
| Topic 5-2: Formulating Budget Needs                                    |              |               |                 |
| Lecture                                                                |              |               |                 |
| Activity 5-2: To be determined by instructor                           |              | 00:00         |                 |
| Topic 5-3: Acquiring Training Resources                                |              |               |                 |
| Lecture                                                                |              |               |                 |
| Activity 5-3: To be determined by instructor                           |              | 00:00         |                 |
| Topic 5-4: Coordinating Record-Keeping                                  |              |               |                 |
| Lecture                                                                |              |               |                 |
| Activity 5-4: To be determined by instructor                           |              | 00:00         |                 |
| Topic 5-5: Evaluating Instructors                                      |              |               |                 |
| Lecture                                                                |              |               |                 |
| 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**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Activity</td>
<td>12:15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Unit Totals</td>
<td></td>
<td>25:45</td>
<td>38:00</td>
</tr>
</tbody>
</table>

**Course Totals**

<table>
<thead>
<tr>
<th>Total Lecture Time (LT)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12:15</td>
</tr>
<tr>
<td>Total Activity Time (AT)</td>
<td>25:45</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Total Testing Time (TT)</strong></td>
<td>2:00</td>
</tr>
<tr>
<td><strong>Total Course Time</strong></td>
<td>40:00</td>
</tr>
</tbody>
</table>
Instructor II

Certification Task Book
[Month Year]

Revised [Month Year]

Candidate:  Click here to enter text.

SFT ID Number:  Click here to enter text.

Fire Agency:  Click here to enter text.

Issued By:  Click here to enter text.

Issue Date:  Click here to enter text.

This Certification Task Book includes the certification training standards included in the Instructor II CTS Guide ([Month Year]) which is based on NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012).

Published by:
State Fire Training, 1131 S Street, Sacramento, CA  95811
(916) 445-8200

Cover photo courtesy of Tom Forster, Plumas Eureka Fire Department
Table of Contents

Purpose and Process .................................................................................................................. 1
Task Book Requirements ........................................................................................................ 4
   Experience .......................................................................................................................... 4
   Rank or Position ............................................................................................................... 5
   Job Performance Requirements ....................................................................................... 6
Authorities ............................................................................................................................. 9
Review and Approval ............................................................................................................ 10
Signature Verification ............................................................................................................. 11
Purpose and Process

The State Fire Training certification task book is a performance-based document. It lists the Experience, Rank or Position, and Job Performance requirements for certification.

Purpose

Each certification task book focuses on a single State Fire Training job function certification. A certification task book identifies the minimum requirements necessary to perform the duties of that certification. Completion of a certification task book verifies that the candidate has the required experience, holds the required rank or position, and has demonstrated the job performance requirements necessary to obtain that certification.

Responsibilities

Candidate Responsibilities

The candidate is the individual pursuing certification.

All candidates shall:

- Complete a block on the Signature Verification page with an original wet-ink signature.
- Complete the Experience, Rank, and Job Performance Requirements.
- Accurately record and maintain the certification task book.
- Sign and date the Candidate verification statement under the Authorities with an original wet-ink signature.
- Retain a copy of the completed certification task book.
- Submit the completed certification task book to State Fire Training.

Evaluator Responsibilities

An evaluator is any individual who verifies that the candidate can satisfactorily execute a job performance requirement. A qualified evaluator is designated by the candidate's fire chief (or authorized designee) and shall possess the equivalent or higher-level certification. If no such evaluator is present within the organization, the fire chief (or authorized designee) shall designate an individual with more experience than the candidate and a demonstrated ability to execute the job performance requirements. A certification task book may have more than one evaluator.

All evaluators shall:

- Complete a block on the Signature Verification page with an original wet-ink signature.
- Review and understand the candidate's certification task book requirements and responsibilities.
Purpose and Process

- Verify the candidate’s successful completion of one or more job performance requirements through observation or review.
- Sign all appropriate lines in the certification task book with an original wet-ink signature to record demonstrated performance of tasks.

Fire Chief Responsibilities

The fire chief (or authorized designee) is the individual who reviews and confirms the completion of a candidate's certification task book.

The fire chief (or authorized designee) shall:

- Designate qualified evaluators.
- Complete a block on the Signature Verification page with an original wet-ink signature.
- Review the candidate's certification task book requirements and responsibilities.
- Verify the candidate has obtained the appropriate signatures to verify successful completion of each job performance requirement.
- Sign the fire chief verification statement under Authorities with an original wet-ink signature. If signing as an authorized designee, verify that your signature is on file with State Fire Training.

Completion Process

When you receive your certification task book:

1. Thoroughly review the Experience, Rank, and Job Performance Requirements segments to make sure that you understand them.
2. Confirm who will evaluate your job performance requirements with your fire agency.
3. Complete the Experience segment, if applicable.
4. Complete the Rank or Position segment.
5. Complete each requirement in the Job Performance Requirements segment and ensure that an evaluator signs and dates each one to verify completion.
6. Ask your fire chief (or authorized designee) to verify certification task book completion by signing the appropriate paragraph under Authorities.
7. Make a copy of the completed certification task book to retain with your personal records.
8. Mail the original certification task book to State Fire Training (see address below).

After receipt and review of your completed certification task book, State Fire Training will authorize the certification task book and mail your certificate to you. State Fire Training retains the completed, authorized original certification task book in your career file.
If State Fire Training determines that your certification task book is incomplete State Fire Training will return your certification task book with a checklist indicating what needs to be completed.

Do not submit this certification task book until you have:
- Completed the Experience segment
- Fulfilled the Rank or Position segment
- Completed Job Performance Requirements
- Obtained all required signatures

State Fire Training Mailing Address

Office of the State Fire Marshal
State Fire Training
Attn: Certification Section
1131 S Street
Sacramento, CA 95811

Completion Timeframe

State Fire Training aims to update certification task books on a five-year cycle. A certification task book in process is valid until State Fire Training issues a new certification task book for the same job function certification.

If a candidate does not complete a certification task book before the release of a new version, State Fire Training will send the candidate a task book revision supplement identifying any revisions or new requirements. The candidate must fulfill all requirements included in the revision supplement and submit the revision supplement with the original task book.
Task Book Requirements

Experience

The candidate meets the following requirements for experience.

☐ Have a minimum of one (1) year full-time, paid experience in a California fire department, formulating budget needs, evaluating instructors, creating lesson plans, delivering fire service training, and developing evaluation instruments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Agency</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please attach additional pages if more space is needed to document experience.

An additional 80 hours for a total of 160 hours teaching/training experience with a fire service-related program (with feedback).

<table>
<thead>
<tr>
<th>Course / Subject</th>
<th>Hour(s)</th>
<th>Date(s)</th>
<th>Location (Institution/Agency)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please attach additional pages if more space is needed to document experience.

[Month Year]
Rank or Position

State Fire Training confirms that there are no rank or position requirements for this job function certification.
Job Performance Requirements

All job performance requirements must be performed in accordance with the standards of the authority having jurisdiction (AHJ) or the National Fire Protection Association (NFPA), whichever is more restrictive.

5.2 Program Management

1. **Scheduling Instructional Sessions (5.2.2)** Schedule instructional sessions, given department scheduling policy, instructional resources, staff, facilities, and timeline for delivery, so that the specified sessions are delivered according to department policy.

   
   Date Completed ___________________________ Evaluator Verification ___________________________

2. **Formulating Budget Needs (5.2.3)** Formulate budget needs, given training goals, agency budget policy, and current resources, so that the resources required to meet training goals are identified and documented.

   
   Date Completed ___________________________ Evaluator Verification ___________________________

3. **Acquiring Training Resources (5.2.4)** Acquire training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to agency policy.

   
   Date Completed ___________________________ Evaluator Verification ___________________________

4. **Coordinating Record-Keeping (5.2.5)** Coordinate training record-keeping, given training forms, department policy, and training activity, so that all agency and legal requirements are met.

   
   Date Completed ___________________________ Evaluator Verification ___________________________

5. **Evaluating Instructors (5.2.6)** Evaluate instructors, given an evaluation form, department policy, and JPRs, so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the evaluator.

   
   Date Completed ___________________________ Evaluator Verification ___________________________
5.3 Instructional Development

6. **Creating Lesson Plans (5.3.2)** Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the JPRs or learning objectives for the topic are addressed, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

   Date Completed  Evaluator Verification

7. **Modifying Lesson Plans (5.3.3)** Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so that the JPRs or learning objectives for the topic are addressed and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

   Date Completed  Evaluator Verification

5.4 Instructional Delivery

8. **Conducting Classes and Conference Sessions (5.4.2; OSFM)** Conduct a class using a lesson plan that the instructor has prepared and that involves the utilization of small group discussion and other teaching methods and techniques, given a topic and a target audience, so that the lesson objectives are achieved.

   Date Completed  Evaluator Verification

9. **Supervising Training Activities (5.4.3)** Supervise other instructors and students during training, given a training scenario with increased hazard exposure, so that applicable safety standards and practices are followed, and instructional goals are met.

   Date Completed  Evaluator Verification

5.5 Evaluation and Testing
10. **Developing Student Evaluation Instruments (5.5.2; OSFM)** Develop student evaluation instruments using a test planning sheet or test blueprint, given learning objectives, audience characteristics, and training goals, so that the evaluation instrument determines if the student has achieved the learning objectives; the instrument evaluates relevant performance in an objective, reliable, and verifiable manner; and the evaluation instrument is bias-free to any audience or group.

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Evaluator Verification</th>
</tr>
</thead>
</table>

11. **Developing a Class Evaluation Instrument (5.5.3)** Develop a class evaluation instrument, given agency policy and evaluation goals, so that students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Evaluator Verification</th>
</tr>
</thead>
</table>
Authorities

Candidate

Candidate: ____________________________________________

Candidate’s Printed Name

I, the undersigned, am the person applying for certification. I hereby certify under penalty of perjury under the laws of the State of California, that completion of all experience, rank, and job performance requirements made herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documents may be cause for rejection or revocation.

______________________________________________

Candidate’s Signature

Date

Candidate’s Fire Chief

Candidate’s Fire Chief: _____________________________________

Fire Chief’s (or Authorized Designee’s) Printed Name

I, the undersigned, am the person authorized to verify the candidate’s experience, rank, and job performance requirements. I hereby certify under penalty of perjury under the laws of the State of California, that completion of all experience, rank, and job performance requirements made herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documents may be cause for rejection.

______________________________________________

Fire Chief’s (or Authorized Representative’s) Signature

Date
Review and Approval

This section is for State Fire Training use only.

State Fire Training Review

I have reviewed this certification task book and verify that it is:

☐ Complete
☐ Incomplete

(See attached form for required revisions or corrective action.)

________________________________  ____________________________
State Fire Training Representative’s Signature  Date

Certification Issued

I verify that the candidate has met all requirements for this job function certification.

________________________________  ____________________________
State Fire Training Representative’s Signature  Date
# Signature Verification

The following individuals have the authority to verify portions of this certification task book using the signature or initials recorded below.

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
<th>(print)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Title:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signature:</td>
<td></td>
<td>(sign)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
<th>(print)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Title:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signature:</td>
<td></td>
<td>(sign)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
<th>(print)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Title:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signature:</td>
<td></td>
<td>(sign)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
<th>(print)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Title:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signature:</td>
<td></td>
<td>(sign)</td>
</tr>
</tbody>
</table>
Signature Verification

Name: __________________________________________ (print)
Job Title: ________________________________________ (print)
Organization: _____________________________________ (print)
Signature: ________________________________________ (sign)

Name: __________________________________________ (print)
Job Title: ________________________________________ (print)
Organization: _____________________________________ (print)
Signature: ________________________________________ (sign)

Name: __________________________________________ (print)
Job Title: ________________________________________ (print)
Organization: _____________________________________ (print)
Signature: ________________________________________ (sign)

Name: __________________________________________ (print)
Job Title: ________________________________________ (print)
Organization: _____________________________________ (print)
Signature: ________________________________________ (sign)
Signature Verification

Name: ____________________________________________ (print)
Job Title: ____________________________________________ (print)
Organization: ________________________________________ (print)
Signature: __________________________________________ (sign)

Name: ____________________________________________ (print)
Job Title: ____________________________________________ (print)
Organization: ________________________________________ (print)
Signature: __________________________________________ (sign)
Instructor I/II/III Certification
Implementation of New Curriculum and Certification Requirements

This document is intended to provide information for all State Fire Training (SFT) stakeholders on new Instructor I, Instructor II and Instructor III curriculum and certification requirements. Stakeholders are encouraged to study this information carefully and seek clarification from SFT if questions arise.

New Instructor (2014) curriculum and certification requirements will be phased in for the California Fire Service Training and Education System. Three new Certification Training Standards (CTS) and three (3) Course Plans have been developed based on current National Fire Protection Association (NFPA) Standards which includes NFPA 1041, Standard for Fire Instructor Professional Qualifications (2012) and NFPA 1561, Standard on Emergency Services Incident Management System and Command Safety (2014). The CTS and Course Plans are available on the SFT website.

New Course for Instructor I Certification

Instructional Methodology (40 hours)

New Course for Instructor II Certification

Instructional Development (40 hours)

New Course for Instructor III Certification

Instructional Program Management (36 hours)

Existing Training Instructor I, Fire Instructor II and Fire Instructor III Certification and courses will continue to be available until December 31, 2016 for those candidates that find it most advantageous to continue pursuing this certification track. Candidates must choose to meet either the existing Training Instructor I, Fire Instructor II, Fire Instructor III or the new Instructor I, Instructor II or Instructor III certification requirements as a cross over between the two will not be allowed.

Training Instructor 1A/1B/1C Certification to Instructor I/II/III Certification Change Timeline

July 1, 2014

Transition Period

Instructor I/II/III Curriculum/Certification

TII, FI II and FI III Curriculum/Certification

December 31, 2016

Full Implementation

Instructor I/II/III Curriculum/Certification
Certification Testing: In response to Blueprint 2020 stakeholder comments, certification examinations will become a standardized process statewide. SFT anticipates implementation of certification examinations for Instructor I, Instructor II and Instructor III Certifications at a future date.

Task Books/Application Form: Implementation of the new Instructor I, Instructor II and Instructor III (2014) requires that candidates to complete a comprehensive task book for each level of certification. This task book covers all of the job performance requirements contained in the aforementioned professional qualification standards and CTS. The task book will be made available to candidates by SFT upon completion of all course work and with authorization from their employer. Occupational experience will be verified by the Fire Chief or designee on file signing the task book upon completion. In addition a new application form will be implemented.

TRANSITION PERIOD……………………………………………….Effective July 1, 2014—December 31, 2016

SFT recognizes that many candidates are vested in the current Training Instructor I, Fire Instructor II and Fire Instructor III Certification track and, therefore, the existing Training Instructor I, Fire Instructor II and Fire Instructor III Curriculum and Certification requirements will be available for those candidates during the transition period. Candidates entering the certification system should enroll in the new Instructor I, Instructor II and Instructor III courses and comply with the new Instructor I/II/III Certification requirements. Cross over between courses will not be allowed.

COURSE/CERTIFICATION PHASE OUT………………………………………………..Effective December 31, 2016

Effective December 31, 2016 Training Instructor I, Fire Instructor II and Fire Instructor III Certification will no longer be supported by SFT and will be retired. Courses from this retired certification track with viable content may be reconfigured in some form as FSTEP courses.

INSTRUCTOR REQUIREMENTS……………………………………………………………………..Effective July 1, 2014

Instructors for the new Instructor I/II/III courses must continue to meet the SFT requirements for Registered Instructor. In addition, the following transition exceptions apply:

Instructor I: Current Registered Instructors of Training Instructor 1A or 1B or 1C, and who have successfully completed the current Level II and Level III Instructor courses are authorized to deliver this course.

New instructors will be required to complete the new Level I course called Instructor I, Level II course called Instructor II, and who have successfully completed the Instructor 2A: Techniques of Evaluation.

Instructor II: Current Registered Instructors of Training Instructor 1A or 1B or 1C, and who have successfully completed the current Level II and Level III Instructor courses are authorized to deliver this course.

New instructors will be required to complete the new Level I course called Instructor I, Level II course called Instructor II, and who have successfully completed the Instructor 2A: Techniques of Evaluation, Instructor 2B: Group Dynamics and Problem Solving, and Instructor 2C: Employing Audiovisual Aids.
**Instructor III:** Current Registered Instructors of Training Instructor 1A or 1B or 1C, and who have successfully completed the current Level II and Level III Instructor courses are authorized to deliver this course; and must also submit a Chief’s letter confirming one (1) year experience in a training program management position.

New instructors will be required to complete the new Level I course called Instructor I, Level II course called Instructor II, Level III course called Instructor III, and who have successfully completed the Instructor 2A: Techniques of Evaluation, Instructor 2B: Group Dynamics and Problem Solving, and Instructor 2C: Employing Audiovisual Aids; and a Chief’s letter confirming one (1) year experience in a training program management position.

**POTENTIAL AGENCY IMPACTS**

Fire agencies utilizing the existing Training Instructor Curriculum or Certification as a requirement for their recruitment/promotion activities need to review the new Instructor I, Instructor II and Instructor III Curriculum and certification requirements to be sure that all agency training needs are being met. After review, Fire Agencies should update their job specifications and recruitment documentation to reflect these new courses and certification requirements.

Accredited Regional Training Programs (ARTP), Accredited Local Academies (ALA), community colleges and all other local delivery venues need to review the curriculum and seek approval from their curriculum committee / program sponsor, as appropriate. ARTPs should review the new Chief Fire Officer curriculum and discuss potential impacts with their advisory committees.