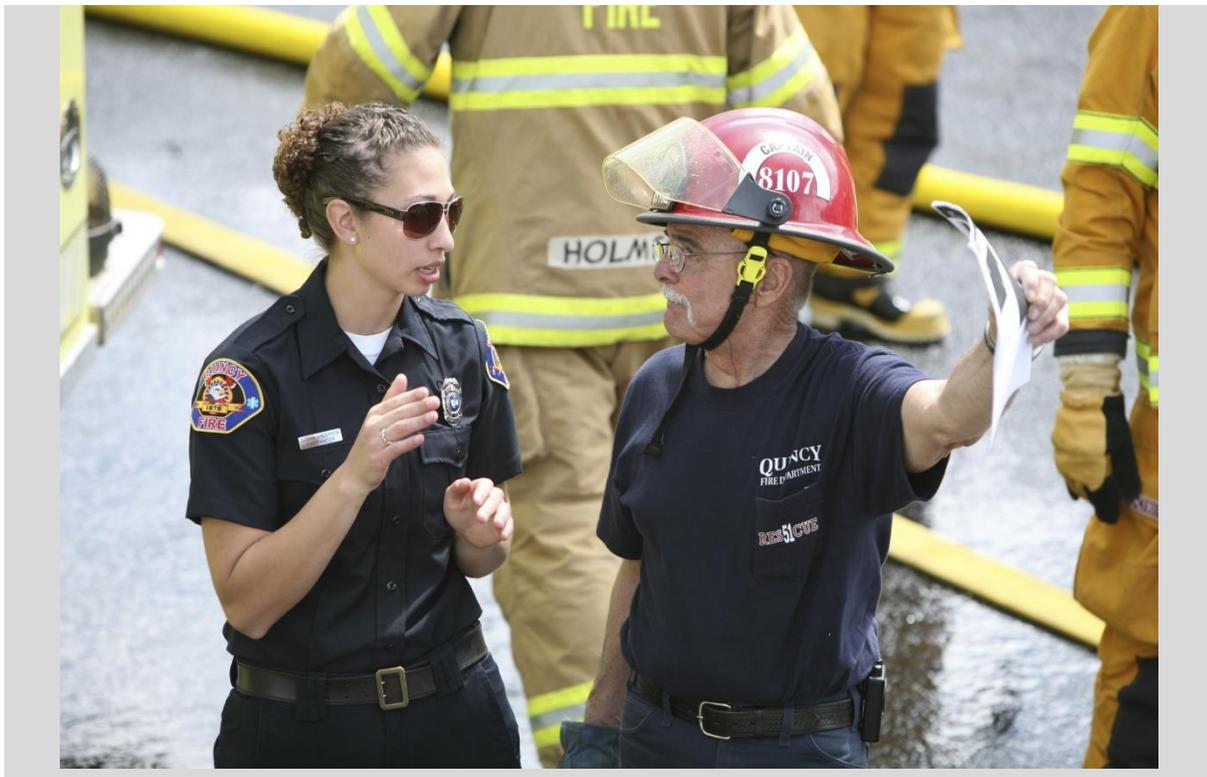


# Instructor II

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## Certification Training Standards Guide May 2014



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

# Instructor II

## Certification Training Standards Guide May 2014

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).



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# State Fire Training

## Mission

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

## The California Fire Services Training and Education System

The California Fire Service Training and Education System (CFSTES) was established to provide a single statewide focus for fire service training in California. CFSTES is a composite of all the elements that contribute to the development, delivery, and administration of training for the California fire service. The authority for the central coordination of this effort is vested in the Training Division of the California State Fire Marshal's Office with oversight provided by the State Board of Fire Services.

CFSTES facilitates, coordinates, and assists in the development and implementation of standards and certification for the California fire service. CFSTES:

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

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

## Acknowledgments

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

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## Acknowledgments

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{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.

# **Instructor II**

## **Section 1: General**

### **1-1: Definitions of Duty**

#### **Authority**

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

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

#### **Given**

1. The definitions of duty for 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

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

#### Given

1. Topic
2. Target audience

#### Requisite Knowledge and Skills

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

#### Job Performance Requirements

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

## **4-2: Supervising Training Activities**

### **Authority**

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

- Paragraph 5.4.3

### **Given**

1. A training scenario with increased hazard exposure

### **Requisite Knowledge and Skills**

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

### **Job Performance Requirements**

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

## Section 5: Evaluation and Testing

### 5-1: Developing Student Evaluation Instruments

#### Authority

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

#### Given

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

#### Requisite Knowledge and Skills

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

#### Job Performance Requirements

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

## **5-2: Developing a Class Evaluation Instrument**

### **Authority**

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

- Paragraph 5.5.3

### **Given**

1. Agency policy
2. Evaluation goals

### **Requisite Knowledge and Skills**

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

### **Job Performance Requirements**

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

## State Fire Training Content

### Code Key

#### Blocks

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

#### Sources

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

### Certification: Instructor II

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

# Errata

[Month Year]

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

<b>Certification:</b>			
<b>CTS:</b>		<b>Block:</b>	
<b>Change:</b>			
<b>Task Book Impact:</b>			

<b>Certification:</b>			
<b>CTS:</b>		<b>Block:</b>	
<b>Change:</b>			
<b>Task Book Impact:</b>			

[Month Year]

<b>Certification:</b>			
<b>CTS:</b>		<b>Block:</b>	
<b>Change:</b>			
<b>Task Book Impact:</b>			

<b>Certification:</b>			
<b>CTS:</b>		<b>Block:</b>	
<b>Change:</b>			
<b>Task Book Impact:</b>			