Fire and Emergency Services Instructor 2
(NFPA: Fire and Emergency Services Instructor II)


California Department of Forestry and Fire Protection
Office of the State Fire Marshal
State Fire Training
This CTS guide utilizes the following NFPA standards to provide the qualifications for State Fire Training’s Fire and Emergency Services Instructor 2 (2019) certification:

- NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019)

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).

Cover photo courtesy of Cosumnes CSD Fire Department.

Published by State Fire Training.
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Acknowledgements

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- (Vacant), Chief of State Fire Training
- John Binaski, Chair, Statewide Training and Education Advisory Committee (STEAC); Chief, Clovis Fire Department

**Cadre – 2021 Update**

- Jim Eastman, Cadre Lead, Fire Service Training Specialist III, Office of the State Fire Marshal; Sacramento Metropolitan Fire Department (retired)
- Allison L. Shaw, Editor, California State University, Sacramento
How to Read a CTS Guide

Overview

A certification training standard (CTS) guide lists the requisite knowledge, skills, and job performance requirements an individual must complete to become certified in a specific job function.

It also documents and justifies the OSFM-approved revisions to the certification’s NFPA standard and identifies where each certification training standard is taught (course plan), tested (skill sheets), and validated (task book).

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 agency or jurisdiction.

Format

Each certification training standard is comprised of eight sections.

Section Heading
Training standards are grouped by section headings that describe a general category. For example, the Fire Fighter 1 CTS guide includes the following section headings: NFPA Requirements, Fire Department Communications, Fireground Operations, and Preparedness and Maintenance.

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

Authority
The CTS guide references each individual 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.

Job Performance Requirements
This segment includes a written statement that describes a specific job-related task, the items an individual needs to complete the task, and measurable or observable outcomes.
Requisite Knowledge
This segment lists the knowledge that an individual must acquire to accomplish the job performance requirement.

Requisite Skills
This segment lists the skills that an individual must acquire to accomplish the job performance requirement.

Content Modification
This table documents and justifies any revisions to the NFPA standard that the development or validation cadres make during the development of a CTS guide.

Cross Reference
This table documents where each training standard is taught (course plan), tested (skill sheets), and validated (task book).
1-1: Definition of Duties

Authority
   • Paragraph 5.2.1
   • Paragraph 5.3.1
   • Paragraph 5.4.1
   • Paragraph 5.5.1

Job Performance Requirement
There is no Job Performance Requirement for this standard.

Requisite Knowledge
1. Describe how to manage instructional resources, staff, facilities, records, and reports
2. Describe how to develop instructional materials for specific topics
3. Describe how to conduct classes using a lesson plan
4. Describe how to develop student evaluation instruments to support instruction and the evaluation of test results

Requisite Skills
1. None required

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Section 2: Program Management

2-1: Assigning Instructional Sections

Authority
   • Paragraph 5.2.2

Job Performance Requirement
Assign instructional sessions, given AHJ scheduling policy, instructional resources, staff, facilities, and timeline for delivery, so that the specified sessions are delivered according to AHJ policy.

Requisite Knowledge
1. Describe AHJ policy as it relates to course scheduling
2. Describe scheduling processes
3. Identify level of supervision resources needed to deliver and monitor training
4. Describe resource management needed to deliver training

Requisite Skills
1. Select resources, staff, and facilities for specified instructional sessions

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2-2: Recommending Budget Needs

Authority
   • Paragraph 5.2.3

Job Performance Requirement
Recommend budget needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified and documented.

Requisite Knowledge
1. Describe AHJ training budget policy
2. Describe resource management for analyzing needs and resources
3. Describe how to perform a needs analysis
4. Determine sources of instructional materials and equipment

Requisite Skills
1. Analyze resources
2. Prepare supporting documentation

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<td>Added for consistency with other RK items. (2019).</td>
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2-3: Gathering Training Resources

Authority
   • Paragraph 5.2.4

Job Performance Requirement
Gather training resources, given an identified need, so that the resources are obtained within established timelines and budget constraints, and according to AHJ policy.

Requisite Knowledge
1. Describe AHJ policies for acquiring training resources
2. Describe purchasing procedures
3. Describe training resource budget management

Requisite Skills
1. Complete records

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<td>(2012)</td>
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<td>RK 3</td>
<td>Added “training resource” and “management”.</td>
<td>Added to narrow the scope of “budget”.</td>
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2-4: Managing Training Records

Authority
   • Paragraph 5.2.5

Job Performance Requirement
Manage training record keeping, given training records, AHJ policy, and training activity, so that all AHJ and legal requirements are met.

Requisite Knowledge
1. Describe record-keeping processes
2. Describe AHJ record-keeping policies
3. Identify laws affecting records and disclosure of training information
4. Identify professional standards applicable to training records
5. Identify systems used for record keeping

Requisite Skills
1. Manage records

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2-5: Evaluating Instructors

Authority
   • Paragraph 5.2.6

Job Performance Requirement
Evaluate instructors, given an evaluation tool, AHJ policy, and objectives, 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.

Requisite Knowledge
1. Describe personnel evaluation methods
2. Identify level of supervision needed to deliver an evaluation
3. Describe AHJ policy for evaluating instructors
4. Describe effective instructional methods and techniques

Requisite Skills
1. Provide coaching to improve instruction
2. Apply observation techniques
3. Complete evaluation records

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<td>Added “provide” and “to improve instruction”.</td>
<td>Added “provide” because NFPA didn’t provide a verb. Added “to improve instruction” to narrow scope of “coaching”. (2012)</td>
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Section 3: Instructional Development

3-1: Creating Lesson Plans

Authority
   • Paragraph 5.3.2

Job Performance Requirement
Create a lesson plan, given a topic, learner characteristics, and a lesson plan format, so learning objectives, a lesson outline, course materials, instructional technology tools, and an evaluation plan, and learning objectives for the topic are addressed.

Requisite Knowledge
1. Describe elements of a lesson plan
2. Describe components of learning objectives
3. Describe instructional methodology
4. Describe student-centered learning
5. Describe methods for eliminating bias in instructional materials
6. Describe types and application of instructional technology and techniques
7. Describe copyright law as it pertains to lesson planning
8. Identify references and materials

Requisite Skills
1. Conduct research
2. Develop behavioral objectives
3. Assess student needs
4. Develop instructional technology tools
5. Apply lesson outline techniques
6. Apply evaluation techniques
7. Analyze resource needs

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Section 4: Instructional Delivery

4-1: Conducting Classes and Instructional Sessions

Authority
   • Paragraph 5.4.2

Job Performance Requirement
Conduct a class using a lesson plan that the student-instructor has prepared and that involves the utilization of multiple teaching methods and techniques, given a topic and a target audience, so that the lesson is delivered in a safe and effective manner and the objectives are achieved.

Requisite Knowledge
1. Describe student-centered learning methods
2. Describe discussion methods
3. Describe facilitation methods
4. Describe problem-solving techniques
5. Describe methods for eliminating bias
6. Describe types and application of instructional technology tools
7. Describe evaluation tools and techniques

Requisite Skills
1. Facilitate instructional sessions
2. Apply student-centered learning
3. Evaluate instructional delivery
4. Use and evaluate instructional technology tools
5. Use and evaluate evaluation techniques
6. Use and evaluate resources
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<td>Added “student”.</td>
<td>Added to provide clarification that it is the candidate seeking certification that needs to prepare the lesson and not the instructor of the candidate’s Instructor 2: Instructional Delivery course. (2019)</td>
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4-2: Supervising Training Activities

**Authority**
   - Paragraph 5.4.3

**Job Performance Requirement**
Supervise other instructors and students during training, given a specialized training scenario, so that applicable safety standards and practices are followed and instructional goals are met.

**Requisite Knowledge**
1. *Describe* safety rules, regulations, and practices for training scenarios with increased hazard exposure
2. *Describe* the incident management system (IMS)
3. *Describe* leadership techniques

**Requisite Skills**
1. Conduct a safety briefing
2. Communicate
3. Implement an incident management system

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Section 5: Evaluation and Testing

5-1: Developing Student Evaluation Instruments

Authority
   • Paragraph 5.5.2

Job Performance Requirement
Develop student evaluation instruments, given learning objectives, learner characteristics, and training goals, so that the evaluation instrument measures whether the student has achieved the learning objectives.

Requisite Knowledge
1. *Describe* evaluation methods
2. *Describe how to* develop evaluation instruments
3. *Describe how to* assess *evaluation instrument* validity and reliability

Requisite Skills
1. Construct evaluation item
2. Assemble evaluation instruments

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5-2: Developing Class Evaluation Instruments

Authority
   • Paragraph 5.5.3
2. Office of the State Fire Marshal

Job Performance Requirement
Develop a class evaluation instrument, given AHJ policy and evaluation goals, so that students have the ability to provide feedback on instructional methods, communication techniques, learning environment, course content, and student materials.

Requisite Knowledge
1. Describe training evaluation methods
2. Describe how to use evaluation instruments
3. Describe how to assess the validity and reliability of evaluation instruments

Requisite Skills
1. Develop training evaluation instruments

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