

NFPA No.

1041

FIRE SERVICE INSTRUCTOR PROFESSIONAL QUALIFICATIONS 1976



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NATIONAL FIRE PROTECTION ASSOCIATION

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See Inside Back Cover for Official NFPA Definitions

SC-AM-76

National Professional Qualifications System

established by the

Joint Council of National Fire Service Organizations

Constituent Members of the Joint Council of National Fire Service Organizations

Fire Marshals Association of North America

International Association of Arson Investigators

International Association of Black Professional Fire Fighters

International Association of Fire Chiefs

International Association of Fire Fighters

International Fire Service Training Association

International Municipal Signal Association

International Society of Fire Service Instructors

Metropolitan Committee of International Association of
Fire Chiefs

National Fire Protection Association

The Joint Council of National Fire Service Organizations consists of leaders of the principal national organizations representing the Fire Service of the United States. It meets periodically to review current developments and to establish areas of common interest where cooperative efforts of member organizations can be used for maximum results.

An important step in the establishment of national standards of professional competence for the fire service was taken by the Joint Council on October 25, 1972.

The Council decided that one area of common interest in which national collective action was desirable was in the establishment of standards upon which the levels of competency within the fire service could be determined.

A committee of the Council was delegated the responsibility of preparing an acceptable system for the development of the standards. Following several months of work, during which the suggestions of constituent organizations were incorporated, the Committee submitted the final proposal to the Joint Council and the following system was approved and established:

1. Committees to develop standards of professional competency, made up of peer group representation; and
2. An independent Board to oversee and validate standards developed and the implementation of such standards in a nationally coordinated continuing professional development program for the fire service.

The Secretariat for Committees and Board is to be provided by the staff of the National Fire Protection Association.

1. Fire Service Professional Standards Development Committees

There are four committees, each of which is made up of representatives of organizations which are constituent members of the Joint Council and certain other persons nominated by the Joint Council, collectively.

The four committees are respectively responsible for the development and preparation of recommended minimum standards of professional competence required of:

1. Fire Fighters
2. Fire Inspectors and Investigators
3. Fire Service Instructors
4. Fire Service Officers.

Each committee is established and operated under NFPA standards making procedures with one important variation, which is that no draft standard shall be submitted to NFPA for final adoption until it has been approved by the National Professional Qualifications Board for the Fire Service.

Standards are prepared for use after final adoption as a basis for nationally standardized examinations by authorized agencies and the standards are available for adoption by federal, state and local authorities.

Committees do not determine, or become involved in, actual certification procedures or the direct implementation of the standards; they do assist implementing agencies by a continuing review and revision of the standards.

The authorized representation on each committee is as follows:

1. Fire Fighter Qualifications Committee

International Association of Fire Chiefs	3 persons
International Association of Fire Fighters	3 persons
International Association of Black Professional Fire Fighters	3 persons
International Fire Service Training Association	3 persons
International Society of Fire Service Instructors	3 persons
National Fire Protection Association	3 persons
Joint Council of National Fire Service Organizations	3 persons

2. Fire Inspector and Investigator Qualifications Committee

Fire Marshals Association of North America	2 persons
International Association of Arson Investigators	2 persons
International Association of Fire Chiefs	2 persons
International Association of Fire Fighters	2 persons
National Fire Protection Association	2 persons
Joint Council of National Fire Service Organizations	3 persons

3. Fire Service Instructor Qualifications Committee

International Association of Fire Chiefs	2 persons
International Association of Fire Fighters	2 persons
International Fire Service Training Association	2 persons
International Society of Fire Service Instructors	2 persons
National Fire Protection Association	2 persons
Joint Council of National Fire Service Organizations	3 persons

4. Fire Service Officer Qualifications Committee

Fire Marshals Association of North America	3 persons
International Association of Fire Chiefs	3 persons
International Association of Fire Fighters	3 persons
International Association of Black Professional Fire Fighters	3 persons
International Society of Fire Service Instructors	3 persons
Metropolitan Committee of International Association of Fire Chiefs	3 persons
National Fire Protection Association	3 persons
Joint Council of National Fire Service Organizations	3 persons

2. National Professional Qualifications Board for The Fire Service

A nine-person Board appointed by the Joint Council to act on behalf of the Council in the following duties and responsibilities:

- (i) The Board is constituted to supervise a nationally co-ordinated continuing professional development program for the Fire Service.
- (ii) The Board shall be responsive to the needs and opinions of all groups involved with the Fire Service and of others, including individuals who have related interests.
- (iii) It shall identify and define levels of professional progression.
- (iv) It shall correlate, review and validate draft standards prepared by the Technical Committees established to produce professional standards for each level of fire service responsibility.
- (v) It shall approve all draft standards before such are submitted for final adoption procedures.
- (vi) It shall be responsible for the accreditation and supervision of any national programs of certification and shall coordinate with implementing agencies to ensure validity and reliability of the evaluation criteria used in connection with such programs.

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STATEMENT BY THE BOARD AS TO THE APPLICABILITY OF STANDARDS DEVELOPED UNDER THE SYSTEM

Application to Existing Positions

It is not the intent of the Board that these standards shall have the effect of rendering invalid any rank, qualification and appointment acquired prior to the adoption of this standard.

Upon adoption of any standard, the authority having jurisdiction shall classify its existing ranks, qualifications, and appointments to determine equivalency with an appropriate level of the standard.

An incumbent of a position established prior to adoption of a standard shall be considered qualified and eligible for future progression in accordance with the standards.

Existing Systems

Those existing systems of qualifications which meet or exceed these minimum standards should continue in force.

It is the intent, however, that existing systems of qualifications which fail to meet these standards be discontinued after adoption of the standard, so that all persons acquiring qualification thereafter do so in accordance with this standard.

The Board recognizes that, at present, wide variations exist in the standards of competence required of members of the fire service; and that due to geographic considerations and the differing requirements of the many organizations providing fire protection, higher levels of competence than those provided in the standards produced under the National System may be desirable in certain areas.

The Board considers it essential that all members of the fire service eventually achieve the minimum standards.

Performance Objectives

The Board directed all committees to develop standards in terms of terminal performance objectives, which are considered the *minimum* necessary for a person to be considered competent to engage in providing fire service at the respective level and in the role specified by the standard, no matter where that person is serving.

In this connection, it is pointed out that the statement of performance objectives contained in the standards is not a training program outline. A number of instructional steps are required for mastery of an objective. Teaching outlines will be more detailed and extensive, as a single objective can require many

hours of instruction and may interrelate to instruction for other objectives.

The Standards

The standards are designed so that any member of the fire service can achieve the level required by various means; these include participation in state and local training programs, self-study, attendance at colleges offering suitable courses, and by combinations of these means.

The standards are the first step: there must also be a controlled testing procedure by which personnel can be officially certified when they have demonstrated their competency. The Board stresses that such testing procedures are essential to a meaningful program of professionalism and, accordingly, is prepared, in conformance with the directions of the Joint Council of National Fire Service Organizations, to review the validity and quality of testing procedures established by state and local authorities, and to accredit such procedures.

The Board strongly recommends that certification procedures be established on a statewide basis in every state where no such system exists at present, and that every fire department participate in the program.

The establishment of standards and testing procedures will not, in themselves, ensure that all personnel will achieve the required levels of competency. It follows that training programs should be developed to prepare members of the fire service to acquire the skills and knowledge necessary to achieve the terminal performance objectives of the standards.

Throughout the standards, levels of numerical ascending sequence have been used to denote increasing degrees of responsibility: e.g., Fire Fighter **I**, **II**, **III**, the lowest or basic level being **I**. A similar sequence will be used in each standard; the total number of levels varying in accordance with the number of steps involved in the individual standard.

Approval of Standard

The final draft of NFPA Standard No. 1041, *Fire Service Instructor Professional Qualifications*, was approved by the National Professional Qualifications Board for the Fire Service on the 3rd day of February, 1976, with the recommendation that it be submitted for adoption at the NFPA Annual Meeting to be held in Houston, Texas in May, 1976.

(The foregoing is not part of the Standard.)

Fire Service Instructor Professional Qualifications

NFPA No. 1041

Standard for
Fire Service Instructor Professional Qualifications
NFPA No. 1041-1976

1976 Edition of NFPA No. 1041

This is the first edition of the Fire Service Instructor Professional Qualifications Standard. It was adopted by the National Fire Protection Association on May 19, 1976 at the Annual Conference, on recommendation of the Professional Qualification Standards for Fire Service Instructors Committee.

Origin and Development

On December 14, 1972 the National Professional Qualifications Board for the Fire Service directed the chairmen of four technical committees to develop minimum standards for each of the following areas: fire fighter, fire instructor, fire investigator and inspector, and fire officer.

In compliance with this direction the Fire Service Professional Development Committee for Fire Service Instructor Qualifications met in several general sessions and sub-committee sessions during 1973, 1974, and 1975. A survey was conducted through the State Directors of Fire Service Training in an effort to obtain information on existing qualifications for Fire Service Instructor. Much material was reviewed by the committee. Through this information and much committee deliberation and through the courtesy of the Delaware State Fire School a flow chart of a training program was constructed. From this chart the committee identified four distinct levels of instructor responsibilities: (1) to teach; (2) to develop teaching material; (3) to supervise the teaching staff and program; and (4) to manage, budget and implement the program.

From this the committee has endeavored to establish a series of objectives for four instructor levels and identify curriculum which would aid instructor candidates in meeting these objectives.

In the report of the Wingspread Conference, 1966, certain criteria for Fire Service Professionalization was adopted. One criteria stated was, "Professionalization Begins with Education." To this end, keeping in mind that the quality of any educational program is only as good as its Instructional Staff, the Fire Service Professional Standards Committee for Fire Service Instructor Qualifications dedicates these standards.

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This list represents the membership at the time the Committee was balloted on the text of this edition. Since that time, changes in the membership may have occurred.

Interpretation Procedure of the Committee on Fire Service Professional Standards Development for Fire Service Instructor Qualifications

Those desiring an interpretation shall supply the Chairman with five identical copies of a statement in which shall appear specific reference to a single problem, paragraph, or section. Such a statement shall be on the business stationery of the inquirer and shall be duly signed.

When applications involve actual field situations they shall so state and all parties involved shall be named.

The Interpretations Committee will reserve the prerogative to refuse consideration of any application that refers specifically to proprietary items of equipment or devices. Generally, inquiries should be confined to interpretation of the literal text or the intent thereof.

Requests for interpretations should be addressed to the National Fire Protection Association, 470 Atlantic Avenue, Boston, MA 02210.

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Standard for Fire Service Instructor Professional Qualifications

NFPA No. 1041 – 1976

NOTICE: An asterisk (*) preceding the number or letter designating a subdivision indicates explanatory material on that subdivision in the Appendix.

Chapter 1 Administration

1-1 Scope. This standard identifies the professional levels of competence required of fire service instructors.

1-2 Purpose. The purpose of this standard is to provide minimum qualifications for Fire Service Instructors.

It is not the intent of this standard to restrict any jurisdiction from exceeding these minimum requirements.

This standard shall cover the entrance requirements, and the requirements for the subsequent four levels of progression, i.e., Fire Service Instructor I, Fire Service Instructor II, Fire Service Instructor III, and Fire Service Instructor IV.

1-3 General.

1-3.1 All of the performance standards for any level of fire service instructor shall meet the following criteria: they shall be performed with competence. Each objective shall be met in its entirety.

1-3.2 It is not required for the objectives to be mastered in the order they appear in each of the levels of progression. The local or state training program shall establish the instructional priority, and the training program content to prepare individuals to meet the performance objectives of this standard.

1-3.3 Performance of objectives for qualification covered by this standard shall be evaluated by three qualified and approved individuals from the fire service, one of whom may be from the state or regional fire service training agency.

1-3.4 When accepted, after fulfilling the entrance requirements of Chapter 2 of this standard, the individual may be called a fire service instructor candidate. The fire service instructor shall meet all of the objectives for Fire Service Instructor I before being certified at that level, and before applying for qualification at the next higher level.

1-3.5 The Fire Service Instructor I shall meet all of the objectives for Fire Service Instructor II before being certified at that level, and before applying for qualification at the next higher level.

1-3.6 The Fire Service Instructor II shall meet all of the objectives for Fire Service Instructor III before being certified at that level, and before applying for qualification at the next higher level.

1-3.7 The Fire Service Instructor III shall meet all of the objectives for Fire Service Instructor IV before being certified at that level.

1-3.8 This standard does not identify the level of skill and knowledge of the fire service instructor in the subject matter to be taught. Each training agency should select instructors who have appropriate subject matter skill, knowledge, and ability.

1-4 Definitions.

1-4.1 Instructor Candidate. The person who has made application to become a fire service instructor and has fulfilled the entrance requirements in Chapter 2 of this standard but has not met the objectives for Instructor I.

***1-4.2 Instructor I: Teaching Level.** A fire service instructor who has demonstrated the knowledge of and the ability to perform the objectives specified in this standard for that level.

***1-4.3 Instructor II: Developmental Level.** A fire service instructor who, in addition to meeting Instructor I qualifications, has demonstrated the knowledge of and the ability to perform the objectives specified in this standard for that level.

***1-4.4 Instructor III: Supervisory Level.** A fire service instructor who in addition to meeting Instructor II qualifications has demonstrated the knowledge of and ability to perform the objectives specified in this standard for that level.

1-4.5 Instructor IV: Management Level. A fire service instructor who has mainly administrative responsibilities and in addition to meeting Instructor III qualifications has demonstrated the knowledge of and the ability to perform the objectives specified in this standard for that level.

1-4.6 With Competence. Possessing knowledge, skills, and judgment needed to perform indicated objective satisfactorily.

1-4.7 Demonstrate. To show by actual use. This may be supplemented by, or when actual use is not feasible, replaced by, simulation, explanation, illustration, or a combination of these.

1-4.8 Identify. To physically select, indicate, or explain verbally or in writing, using standard terms recognized by the Fire Service.

1-4.9 Objective. A goal that is achieved through the attainment of a skill, knowledge, or both, which can be observed or measured.

1-4.10 Qualified. Having satisfactorily completed the requirements of the objectives.

1-4.11 Describe. To explain verbally or in writing using standard terms recognized by the Fire Service.

Chapter 2 Entrance Requirements

***2-1 General.** The Fire Service Instructor candidate for Instructor I shall be a qualified Fire Fighter III, as defined in NFPA No. 1001, *Standard for Fire Fighter Professional Qualifications*, 1974.

2-2 Physical Requirements. Instructors at each level of progression shall possess the physical ability to perform all tasks associated with his instruction assignment.

Chapter 3 Instructor I

3-1 General.

3-1.1 The objectives of this chapter are based on the ability of the instructor to demonstrate knowledge and skills in the following general subject areas:

- (a) The Instructor's Roles and Responsibilities
- (b) Developing Effective Study Habits
- (c) Communication
- (d) Concepts of Learning
- (e) Human Relations in the Teaching-Learning Environment
- (f) Methods of Teaching
- (g) The Use of Instructional Materials
- (h) Organizing the Learning Environment
- (i) The Lesson Plan
- (j) The Teaching Technique
- (k) Testing and Evaluation
- (l) Performance Evaluation
- (m) Records and Reports.

3-1.2 The instructor shall describe the following terms and relate the concepts of these terms to fire service instructional activities:

- (a) Application
- (b) Assignment sheet
- (c) Course objectives
- (d) Course outline
- (e) Developmental approach
- (f) Evaluation
- (g) Feedback
- (h) Four-step method
- (i) Grading system
- (j) Information sheet
- (k) Informational approach
- (l) Informational question
- (m) Instruction order
- (n) Instructor
- (o) Job
- (p) Job sheet
- (q) Key points
- (r) Lecture
- (s) Lesson plan
- (t) Level of instruction

- (u) Materials needed
- (v) Methods
- (w) Minimum acceptable standard
- (x) Motivation
- (y) Occupational analysis
- (z) Operation
- (aa) Performance levels
- (bb) Presentation
- (cc) Progress chart
- (dd) Session guide
- (ee) Student
- (ff) Student performance objectives
- (gg) Suggested demonstration
- (hh) Suggestive questions
- (ii) Technical lesson plan
- (jj) Utilization sheet
- (kk) Visual aids.

3-2 The Instructor's Roles and Responsibilities.

3-2.1 The instructor shall describe the organization in which employed, specifically locating the position of instructor within the table of organization, identifying superiors and describing the instructor's role within the organization.

3-2.2 The instructor shall demonstrate rate knowledge of the diverse responsibilities of a Fire Service Instructor by listing those responsibilities of the following areas as specified by the authority having jurisdiction:

- (a) the fire service
- (b) the administration (the authority having jurisdiction)
- (c) the trainee.

3-2.3 The instructor shall describe local Equal Opportunity and Affirmative Action programs as they relate to Fire Service Instructor and shall demonstrate ability to incorporate into instructional efforts the provisions of those plans.

3-3 Study Habits. The instructor shall demonstrate ability to take notes during an instructional activity in such a manner that they will serve as:

- (a) A basis for review
- (b) A source for hard-to-find facts
- (c) A device for learning
- (d) A repository of materials not provided in printed form.

3-4 Communication.

3-4.1 The instructor shall demonstrate ability to speak extemporaneously, from notes, and from a prepared lesson outline in an easily understood, conversational manner that has the following characteristics:

- (a) A pleasing, forceful and clear voice that is effectively pitched and well-modulated
- (b) Speech that is reasonably free from language errors, with efforts directed towards correct pronunciation and enunciation
- (c) No personal mannerisms that materially detract from the teaching effort.

3-4.2 The instructor shall describe how to listen to a speaker in order to gain the most information from the presentation.

3-5 Concepts of Learning.

3-5.1 The instructor shall explain how the following factors influence the teaching-learning process:

- (a) The instructor's:
 - (1) Experience
 - (2) Attitude
 - (3) Knowledge
 - (4) Personal philosophy
 - (5) Teaching ability.
- (b) The student's:
 - (1) Personality
 - (2) Attitude
 - (3) Experience
 - (4) Adaptability
 - (5) Education
 - (6) Needs.
- (c) The instructional materials:
 - (1) Type
 - (2) Quality
 - (3) Validity.
- (d) The physical environment
 - (1) Classroom
 - (2) Drill ground.

3-5.2 The instructor shall describe some of the basic laws that govern the learning process. For example:

- (a) The Law of Readiness
- (b) The Law of Effect
- (c) The Law of Exercise.

3-5.3 The instructor shall demonstrate knowledge of the learning process by explaining the following statements:

- (a) There is considerable value in involving more than one of the physical senses in the teaching effort.
- (b) There is value in teaching only useful information and skills.
- (c) It is important for an instructor to keep students fully informed of their progress.
- (d) Fatigue and other factors influence a person's ability to learn.
- (e) Motivation plays an extremely important role in learning.

3-6 Human Factors in the Teaching-Learning Environment.

3-6.1 Given a list of characteristics, the instructor shall identify and describe those that typify a:

- (a) Superior Instructor
- (b) Poor Instructor.

3-6.2 Given characteristic patterns of behavior, the instructor shall demonstrate ability to manage the following students who disrupt or distract a fire service training class:

- (a) A person who learns quickly with maximum retention and who can perform manipulative skills correctly after a brief training period
- (b) A person who is generally unable to keep up with the class; he retains little, and is usually unable to perform manipulative skills
- (c) A person who is constantly inattentive and disinterested
- (d) A person who engages in horseplay and other activities that distract the attention of other class members
- (e) A person who asks irrelevant questions to the detriment of class order
- (f) A person who is shy, or actually fearful when required to answer questions or perform manipulative skills.

3-7 Methods of Teaching. The instructor shall describe each of the following methods of teaching, explaining when each method should be used and describing the relative value of each method to a fire service instructional activity:

- (a) The Demonstration Method
- (b) The Illustration Method
- (c) The Lecture Method
- (d) The Discussion Method
- (e) The Conference Method.

3-8 Instructional Materials.

3-8.1 The instructor shall demonstrate ability to properly position, make ready, and operate the audio-visual equipment, teaching aids and demonstration devices generally employed in training programs conducted by the authority having jurisdiction, including the following:

- (a) Audio-visual equipment
 - (1) Overhead projector
 - (2) Slide projector
 - (3) Film strip projector
 - (4) Motion picture film projector
 - (5) Portable projection screen
 - (6) Tape recorder
 - (7) Synchronized slide/tape projector
 - (8) Phonograph record player
 - (9) Closed circuit videotape system.
- (b) Projectable instructional materials
 - (1) Transparencies
 - (2) Slides
 - (3) Film strips
 - (4) Motion picture film
 - (5) Videotape.
- (c) Nonprojectable instructional materials
 - (1) Chalkboard
 - (2) Duplicated materials
 - (3) Diagrams
 - (4) Charts
 - (5) Flannel board

- (6) Photographs
- (7) Blueprints
- (8) Models
- (9) Mock-ups.

3-8.2 Given a list of instructional materials that may be used in teaching a particular skill or particular body of knowledge, the instructor shall be able to list them in order of increasing effectiveness, from the aid which is least effective to the aid which is most effective.

3-8.3 The instructor shall describe the procedure for acquiring instructional materials specified in the lesson plan as being necessary to the instructional activity.

3-9 Organizing the Learning Environment.

3-9.1 The instructor shall demonstrate the procedure for creating an optimum learning environment by organizing a classroom or other indoor facility with regard to:

- (a) Freedom from distraction
- (b) Adequate lighting
- (c) Noise control
- (d) Heating, cooling and ventilation
- (e) Seating
- (f) Use of audio-visual equipment and teaching aids
- (g) Use of existing classroom facilities such as the chalk-board and bulletin board.

3-9.2 The instructor shall demonstrate the procedure for creating an optimum learning environment by organizing a drillground or other outdoor facility with regard for:

- (a) Audible and visual distractions
- (b) Note-taking limitations
- (c) Visual aid limitations
- (d) Ability for learners to see and hear all of the instructional effort
- (e) Inclement weather.

3-9.3 The instructor shall describe procedures for securing a classroom or drillground facility following an instructional activity, assuring that the facility is left clean and in good order, and that equipment, supplies and materials have been returned or safely stored.

3-10 The Lesson Plan.

3-10.1 The instructor shall describe the procedure for acquiring an approved lesson plan.

3-10.2 The instructor shall demonstrate comprehension of an approved lesson plan by identifying and explaining the following components of the plan:

- (a) Job title or topic
- (b) Level of instruction
- (c) Student performance objectives
- (d) Materials needed
- (e) References
- (f) Motivational step
- (g) Presentation step
- (h) Application step
- (i) Lesson summary
- (j) Evaluation step
- (k) Assignment.

3-11 The Teaching Technique.

3-11.1 The instructor, given the assignment to teach a fire service subject to fire service personnel, shall demonstrate ability to effect changes in student behavior by utilizing a prepared lesson plan and a technique that employs at least the following four steps:

- (a) Preparation (motivation)
- (b) Presentation
- (c) Application
- (d) Testing.

3-11.2 Given the following unanticipated situations, the instructor shall describe how the teaching technique may be adjusted to insure minimum time loss, continuity of presentation, and improved trainee interest:

- (a) Interruption of the class by an alarm, an unscheduled work detail, etc.
- (b) Visitors
- (c) A significant drop in attendance
- (d) Lack of student interest in a particular subject
- (e) Failure of a guest lecturer to appear as scheduled
- (f) Failure of an expected visual aid or demonstration device to arrive
- (g) Failure of audio-visual equipment during the teaching effort
- (h) Failure of students to perform as planned
- (i) Inclement weather.

3-12 Testing and Evaluation. The instructor shall demonstrate the ability to administer and grade oral, written, and manipulative performance tests that may be required for student and lesson evaluation to meet accepted standards developed for minimum levels of performance in all fire service categories, i.e., Fire Fighter, Officer, Inspector, Instructor, through the National Professional Qualifications System or by the authority having jurisdiction.

3-13 Performance Evaluation.

3-13.1 The instructor shall demonstrate the procedure for evaluating self-performance during an instructional activity, using a check list or other approved form.

3-13.2 The instructor shall demonstrate ability to determine from test grades and other evaluative procedures the probable causes for failure of students to meet certain performance objectives, such as lesson plan deficiency, lack of instructional materials, deficient testing procedures, invalid tests, problems with class discipline, and substandard instructor or student performance; the instructor shall describe the procedure for submitting a report on deficiencies to higher authority.

3-13.3 The instructor shall demonstrate procedures for reducing student failure rates by the following methods:

- (a) Counseling a student to produce attitudinal changes that will bring about improved performance.
- (b) Tutoring a student to improve technical knowledge.
- (c) Providing individual instruction so that a student can perform required manipulative skills.

3-14 Training Records and Reports. The instructor shall identify training record and report forms employed in instructional activities, such as student registration forms, attendance reports, facility utilization reports, instructor time cards, grade summaries, evaluation forms, etc.; the instructor shall also demonstrate the procedure for completing such forms and describe the policy for submitting the records and reports to higher authority.

Chapter 4 Instructor II

4-1 General. The objectives of this chapter are based on the ability of the instructor to demonstrate knowledge and skills in the following general subject areas:

- (a) Basic Library Sciences
- (b) Analyzing Fire Service Occupations
- (c) Writing Lesson Objectives (Student Performance Objectives)
- (d) Principles of Technical Writing
- (e) Preparation of Basic Instructional Materials
- (f) Techniques of Testing and Evaluation
- (g) Public Relations and Community Education
- (h) Basic Psychology.

4-2 References. The instructor shall identify sources where reference materials required for the development of a fire service lesson plan may be obtained.

***4-3 Occupational Analysis.** The instructor shall demonstrate ability to analyze a typical fire service occupation by dividing the occupation into the following elements:

- (a) Block
- (b) Unit
- (c) Task
- (d) Job
- (e) Key points
- (f) Operations.

4-4 Lesson Objectives. The instructor shall demonstrate ability to develop measurable, attainable behavioral objectives (student performance objectives) that have three major components:

- (a) What performance is expected
- (b) How the performance is to be accomplished
- (c) To what standard the performance is to be accomplished.

4-5 Lesson Plan Development. Given a fire service subject for which no prepared lesson plan exists, the instructor shall demonstrate the ability to analyze the subject, determine the appropriate objectives for the subject, and develop a comprehensive lesson plan which meets the objectives for that subject and includes the following components:

- (a) Job title or topic
- (b) Level of instruction

- (c) Student performance objectives
- (d) Materials needed
- (e) References
- (f) Motivational step (preparation)
- (g) Presentation step
- (h) Application step
- (i) Lesson summary
- (j) Evaluation step
- (k) Assignment.

4-6 Instructional Materials Development. The instructor shall prepare instructional materials having analyzed the need for such materials and determined which are appropriate.

- (a) Projectable instructional materials
 - (1) Overhead transparencies
 - (2) Slides
 - (3) Film strips.
- (b) Nonprojectable instructional materials
 - (1) Diagrams
 - (2) Charts
 - (3) Flannel board components
 - (4) Photographs
 - (5) Blueprints
 - (6) Models
 - (7) Mock-ups.
- (c) Printed materials
 - (1) Text segments
 - (2) Student worksheets
 - (3) Information sheets.

4-7 Evaluation.

4-7.1 Given lesson plans for which there are no prepared means for evaluating student knowledge or performance, the instructor shall demonstrate the ability to develop a written examination, an oral examination, and a manipulative performance test, all of which meet the following requirements:

- (a) Validity
- (b) Reliability
- (c) Comprehensiveness
- (d) Discrimination
- (e) With understandable directions
- (f) Free from ambiguities in administration and grading.

***4-7.2** The instructor shall demonstrate knowledge of Equal Employment Opportunity Commission Guidelines for employee selection and testing.

4-8 Training Records and Reports.

4-8.1 Demonstrate the ability to prepare training reports and records required by the authority having jurisdiction.

4-8.2 Demonstrate the ability to develop suitable training records and report documents in the absence of established reporting forms or procedures.

4-9 Personnel Management. The instructor shall demonstrate knowledge of basic personnel management practices as they apply to the instructor's responsibility for supervising subordinates, including, but not limited to, personnel rating procedures.

Chapter 5 Instructor III

5-1 General. The objectives of this chapter are based on the ability of the instructor to demonstrate knowledge and skills in the following general subject areas:

- (a) Developing Advanced Instructional Materials
- (b) Basic Management Practices
- (c) Project Writing
- (d) Training Program Management
- (e) Advanced Psychology
- (f) Advanced Testing and Evaluation Practices, including those provisions of the Equal Employment Opportunity Act of 1972, and subsequent regulations that apply to testing and evaluation.

5-2 Course Development.

5-2.1 The instructor shall demonstrate the ability to prepare a report that describes a specific need for training personnel.

5-2.2 The instructor shall demonstrate ability to prepare, for developmental purposes, a comprehensive course outline that includes the following components:

- (a) Tentative title of the course
- (b) Determination of the needs of students to be enrolled in the course
- (c) Course objectives (student performance objectives)
- (d) Identification of the jobs to be taught
- (e) Organization of the jobs in a logical teaching sequence
- (f) Evaluation of the tentative course title
- (g) Establishment of a tentative teaching time for each job and the entire course.

5-3 Instructional Materials Development.

5-3.1 Given the need for advanced instructional materials, the instructor shall demonstrate ability to analyze the need for and supervise the development of appropriate materials including:

- (a) Projectable instructional materials
 - (1) Motion pictures
 - (2) Videotape.
- (b) Nonprojectable instructional materials
 - (1) Audio materials
 - (2) Models
 - (3) Mock-ups.

- (c) Printed materials
 - (1) Textbooks
 - (2) Student workbooks
 - (3) Programmed instruction manuals
 - (4) Self-study materials.

5-4 Basic Management Practices.

5-4.1 The instructor shall demonstrate knowledge of basic management practices, including the following:

- (a) Personnel supervision
- (b) Course budget preparation
- (c) Motivation
- (d) Discipline
- (e) Leadership
- (f) Grievance procedures.

5-4.2 As may be applicable, the instructor shall describe the function of available computer services.

5-5 Project Writing. The instructor shall demonstrate ability to prepare applications for funds that may be available from public and private sources.

5-6 Training Program Management.

5-6.1 The instructor shall describe the established procedures whereby training courses are scheduled for fire service personnel within the authority having jurisdiction.

5-6.2 The instructor shall describe the established procedures whereby instructor personnel are assigned to teach fire service subjects to fire service personnel within the authority having jurisdiction.

5-6.3 The instructor shall describe the procedures whereby guest instructors are contracted to teach classes to fire service personnel within the authority having jurisdiction.

5-6.4 The instructor shall describe the established procedures whereby fire service training programs are developed for department personnel within the authority having jurisdiction.

5-7 Testing and Evaluation.

5-7.1 Given test scores obtained on student examinations, the instructor shall demonstrate ability to prepare a report that includes the following:

- (a) Distribution of scores
- (b) Range of scores
- (c) Mean
- (d) Median
- (e) Interval
- (f) Standard deviation
- (g) Frequency of scores
- (h) Percentage scores
- (i) Percentile scores.

5-7.2 Given a number of completed test papers returned from a fire service instructional activity, the instructor shall prepare an item analysis that will provide information regarding the effectiveness of the entire test and the validity of each item within the test.

5-7.3 Given a summary of test grades and the results of other evaluation procedures, the instructor shall demonstrate his ability to:

- (a) Determine causes of student failure to meet stated performance objectives
- (b) Prepare reports for higher authority that summarize deficiencies
- (c) Make recommendations for corrective action that will reduce future failures by improving student performance.

5-7.4 The instructor shall demonstrate knowledge of the provisions of the Equal Employment Opportunity Act of 1972 as amended, and subsequent regulations as they apply to personnel evaluation validation and testing procedures.