

- 9. Matters referred from the Fire Fighter Advisory Committee “FFAC”, including but not limited to:**
 - A. Discussion and possible final adoption on proposed amendments, new sections, repeals, and rule reviews as follows:**
 - 1. Proposed amendments to 37 TAC, Chapter 423, Fire Suppression, including, but not limited to §423.203 and §423.303.**

Chapter 423

FIRE SUPPRESSION

Subchapter B

MINIMUM STANDARDS FOR AIRCRAFT RESCUE FIRE FIGHTING PERSONNEL

§423.203. Minimum Standards for Basic Aircraft Rescue Fire Fighting Personnel Certification.

- (a) In order to obtain Basic Aircraft Rescue Fire Fighting Personnel Certification the individual must:
- (1) hold Basic Structure Fire Protection Personnel Certification; and
 - (2) possess valid documentation of accreditation from the International Fire Service Accreditation Congress as an Airport Fire Fighter; or
 - (3) complete a Commission-approved aircraft rescue fire suppression training program and successfully pass the Commission examination as specified in Chapter 439 of this title (relating to Examinations for Certification). An approved aircraft rescue fire suppression training program shall consist of one of the following:
 - (A) a Commission-approved Basic Aircraft Rescue Fire Suppression Curriculum as specified in Chapter 2 of the Commission's Certification Curriculum Manual; or
 - (B) an out-of-state, and/or military training program that has been submitted to the Commission for evaluation and found to be equivalent to or exceeds the Commission-approved Basic Aircraft Rescue Fire Suppression Curriculum.
- (b) A person who holds, or is eligible to hold, a certificate upon employment as a part-time aircraft rescue firefighter may be certified as an aircraft rescue fire fighting personnel, of the same level of certification, without meeting the applicable examination requirements.

~~[(c) If a person holds a current certification as a part-time aircraft rescue firefighter, the Texas Department of State Health Services Emergency Care Attendant Certification may be satisfied by documentation of equivalent training or certification in lieu of current certification by the Texas Department of State Health Services.]~~

§423.303. Minimum Standards For Basic Marine Fire Protection Personnel Certification.

- (a) In order to obtain basic Marine Fire Protection Personnel Certification the individual must:
- (1) hold a Basic Structure Fire Protection Personnel Certification:
 - (2) complete a training program specific to marine fire protection consisting of one of the following:
 - (A) complete the Commission-approved Basic Marine Fire Protection Curriculum as specified in Chapter 3, of the Commission's Certification Curriculum Manual.
 - (B) An out-of-state, and/or military training program that has been submitted to the Commission for evaluation and found to be equivalent to or exceed the Commission-approved Basic Marine Fire Protection Curriculum; or
 - (3) successfully pass the Commission examination as specified in Chapter 439 of this title (relating to Examinations for Certification) prior to assignment.

(b) A person who holds, or is eligible to hold, a certificate upon employment as a part-time marine fire protection personnel may be certified as a marine fire protection personnel, of the same level of certification, without meeting the applicable examination requirements.

~~[(c) If a person holds a current certification as a part-time marine fire protection personnel, the Texas Department of State Health Services emergency care attendant certification may be satisfied by documentation of equivalent training or certification in lieu of current certification by the Texas Department of State Health Services.]~~

- 9. Matters referred from the Fire Fighter Advisory Committee “FFAC”, including but not limited to:**
 - A. Discussion and possible final adoption on proposed amendments, new sections, repeals, and rule reviews as follows:**
 - 2. Proposed amendments to 37 TAC, Chapter 449, Head of a Fire Department, including, but not limited to §449.1.**

Chapter 449

HEAD OF A FIRE DEPARTMENT

§449.1 Minimum Standards for the Head of a Fire Department

(a) An individual who becomes employed and is assigned as the head of a fire department[, ~~on or after March 1, 1999,~~] must be certified by the commission as head of a fire department, within one year of appointment.

(b) An individual appointed head of a department must be eligible to be certified at the time of appointment or will become eligible to be certified within one year of the appointment and must submit an affidavit verifying eligibility status at the time of the appointment if not holding a Commission certification.

(c)~~(b)~~ Holding the head of a fire department certification does not qualify an individual for any other certification. An individual who seeks certification in another discipline must meet the requirements for that discipline.

(d)~~(e)~~ Nothing contained in this chapter shall be construed to supercede Chapter 143, Local Government Code, in regard to appointment of a head of a fire department.

9. Matters referred from the Fire Fighter Advisory Committee “FFAC”, including but not limited to:

B. Discussion and possible action on proposed amendments, new sections, repeals, and rule reviews as follows:

1. Proposed amendments to 37 TAC Chapter 429, for Fire inspectors, including, but not limited to §429.3(b) and §429.203(b).

Chapter 429

MINIMUM STANDARDS FOR FIRE INSPECTORS

SUBCHAPTER A

MINIMUM STANDARDS FOR FIRE INSPECTOR CERTIFICATION BASED ON REQUIREMENTS IN EFFECT PRIOR TO JANUARY 1, 2005

§429.3. Minimum Standards for Basic Fire Inspector Certification.

~~[(a)]~~In order to be certified by the commission as a Basic Fire Inspector an individual must complete a commission approved Basic Fire Inspector Curriculum dated prior to January 1, 2005 and successfully pass the commission examination as specified in Chapter 439 of this title (relating to Examinations for Certification).

~~[(b)]~~A person who holds or is eligible to hold a certificate upon employment as a part-time fire inspector may be certified as a fire inspector, of the same level of certification, without meeting the applicable examination requirements.

SUBCHAPTER B

MINIMUM STANDARDS FOR FIRE INSPECTOR CERTIFICATION

§429.203. Minimum Standards for Basic Fire Inspector Certification – New Track.

~~[(a)]~~In order to be certified as a basic fire inspector, an individual must:

- (1) possess valid documentation of accreditation from the International Fire Service Accreditation Congress as an Inspector I, Inspector II, and Plans Examiner I; or
- (2) complete a Commission-approved Basic Fire Inspector program and successfully pass the Commission examination(s) as specified in Chapter 439 of this title (relating to Examinations for Certification). An approved basic fire inspection training program shall consist of one or any combination of the following:
 - (A) completion of the Commission-approved Basic Fire Inspector Curriculum, as specified in Chapter 4 of the Commission's Certification Curriculum Manual; or
 - (B) successful completion of an out-of-state and/or military training program which has been submitted to the Commission for evaluation and found to meet the minimum requirements as listed in the Commission-approved Basic Fire Inspector Curriculum as specified in Chapter 4 of the Commission's Certification Curriculum Manual; or
 - (C) successful completion of the following college courses:
 - (i) Fire Protection Systems, three semester hours;
 - (ii) Fire Prevention, three semester hours; or Fire Prevention Codes and Investigations, three semester hours;
 - (iii) Building Code, three semester hours;

- (iv) Building Construction, three semester hours;
 - (v) Hazardous Materials, three semester hours. (Total semester hours, 15*. NOTE: Building Code and Building Construction may be combined into a single three-semester hour class. If this is the case, the total semester hours may be reduced to 12. Hazardous Materials I or II may be used to satisfy the requirements of Hazardous Materials); or
- (D) successful completion of a National Fire Academy program for fire inspection. The program must include the basic course, Fire Inspection Principles I, and two of the following courses or their successors:
- (i) Fire Prevention Specialist II; or
 - (ii) Plans Review for Inspectors; or
 - (iii) Code Management: A Systems Approach; or
 - (iv) Management of Fire Prevention Programs; or
 - (v) Strategic Analysis of Fire Prevention Programs.

~~[(b) A person who holds, or is eligible to hold, a certificate upon employment as a part-time fire inspector may be certified as a fire inspector, of the same level of certification, without meeting the applicable examination requirements.]~~

- 9. Matters referred from the Fire Fighter Advisory Committee “FFAC”, including but not limited to:**
 - B. Discussion and possible action on proposed amendments, new sections, repeals, and rule reviews as follows:**
 - 2. Proposed amendments to 37 TAC, Chapter 431, Fire Investigation, including, but not limited to §431.3(b) and §431.203(b).**

Chapter 431

FIRE INVESTIGATION

Subchapter A

MINIMUM STANDARDS FOR ARSON INVESTIGATOR CERTIFICATION

§431.3. Minimum Standards for Basic Arson Investigator Certification.

~~{(a)}~~In order to be certified by the commission as a Basic Arson Investigator an individual must:

- (1) possess a current basic peace officer's license from the Texas Commission on Law Enforcement Officer Standards and Education or documentation that the individual is a federal law enforcement officer;
- (2) hold a current commission as a peace officer with the employing entity for which the arson investigations will be done; and
- (3) possess valid documentation of accreditation from the International Fire Service Accreditation Congress as a Fire Investigator; or
- (4) complete a commission approved basic fire investigation training program and successfully pass the commission examination as specified in Chapter 439 of this title (relating to Examinations for Certification). An approved fire investigation training program shall consist of one of the following:
 - (A) completion of the commission approved Fire Investigator Curriculum, as specified in Chapter 5 of the commission's Certification Curriculum Manual;
 - (B) successful completion of a National Fire Academy program for fire investigation. The program must include the basic course, Fire Arson Investigation, and two of the following courses or their predecessor:
 - (i) Arson Detection; or
 - (ii) Fire Cause Determination for Company Officers; or
 - (iii) Initial Fire Investigation; or
 - (iv) Management of Arson Prevention and Control.
 - (C) successful completion of an out-of-state or military training program which has been submitted to the commission for evaluation and found to meet the minimum requirements as listed in the commission approved Fire Investigator Curriculum as specified in Chapter 5 of the commission's Certification Curriculum Manual; or
 - (D) successful completion of the following college courses: Arson Investigator, 3 semester hours; Hazardous Materials, 3 semester hours; Building Construction, 3 semester hours; Fire Protection Systems, 3 semester hours. Total semester hours, 12. NOTE: The three semester hour course "Building Codes and Construction" may be substituted for Building Construction. Arson Investigator I or II may be used to satisfy the requirements of Arson Investigation. Hazardous Materials I or II may be used to satisfy the requirements of Hazardous Materials.

~~{(b) A person who holds or is eligible to hold a certificate upon employment as a part-time arson investigator may be certified as an arson investigator, of the same level of certification, without meeting the applicable examination requirements.}~~

SUBCHAPTER B

MINIMUM STANDARDS FOR FIRE INVESTIGATOR CERTIFICATION

§431.203. Minimum Standards for Fire Investigator Certification.

(a) In order to be certified by the commission as a Fire Investigator an individual must complete the requirements specified in §431.3(a)(3) or (4) of this title.

~~[(b) A person who holds or is eligible to hold a certificate upon employment as a part-time fire investigator may be certified as a full-time fire investigator without meeting the applicable examination requirements.]~~

(b)(e) A person who holds or is eligible to hold a certificate as a Fire Investigator may be certified as an Arson Investigator by meeting the requirements of Chapter 431, Subchapter A, but shall not be required to repeat the applicable examination requirements.

- 9. Matters referred from the Fire Fighter Advisory Committee “FFAC”, including but not limited to:**
 - B. Discussion and possible action on proposed amendments, new sections, repeals, and rule reviews as follows:**
 - 3. Proposed amendments to 37 TAC, Chapter 435, Fire Fighter Safety, including, but not limited to §435.3-(3)(6).**

Chapter 435

FIRE FIGHTER SAFETY

§435.3. Self-contained Breathing Apparatus.

The employing entity shall:

- (1) purchase, provide, and maintain a complete self-contained breathing apparatus for each on duty fire protection personnel who engage in operations where IDLH atmospheres may be encountered, where the atmosphere is unknown or would be exposed to hazardous atmospheres from fire or other emergencies or where the potential for such exposure exists;
- (2) ensure that all self-contained breathing apparatus used by fire protection personnel complies with the minimum standards of the National Fire Protection Association identified in NFPA 1981, Standard on Open-Circuit Self-contained Breathing Apparatus for Fire Fighters:
 - (A) the National Fire Protection Association standard applicable to a self-contained breathing apparatus is the standard in effect at the time the entity contracts for new, rebuilt, or used self-contained breathing apparatus;
 - (B) an entity may continue to use a self-contained breathing apparatus that meets the requirements of an earlier edition of NFPA 1981, unless the commission determines that the continued use of the self-contained breathing apparatus constitutes an undue risk to the wearer, in which case the commission shall order that the use be discontinued and shall set an appropriate date for compliance with the revised standard;
- (3) develop an air quality program that complies with NFPA 1989 Standard on Breathing Air Quality for ~~[Fire and]~~ Emergency Services Respiratory Protection **(2008 edition)** ~~[(2003 edition)]~~ ;
- (4) maintain and supply upon request by the commission, records and reports documenting compliance with commission requirements concerning self-contained breathing apparatus and breathing air. Records of all tests shall be made and the records shall be retained for a period of no less than three years;
- (5) maintain and provide upon request by the commission, a departmental standard operating procedure regarding the use of self-contained breathing apparatus; and
- (6) maintain and provide upon request by the commission, a department standard operating procedure regarding the selection, care, and maintenance of self-contained breathing apparatus that complies with NFPA 1852 Standard on Selection, Care, and Maintenance of Open-Circuit Self-Contained Breathing Apparatus (SCBA) ~~[2002 Edition]~~.

9. Matters referred from the Fire Fighter Advisory Committee “FFAC”, including but not limited to:

B. Discussion and possible action on proposed amendments, new sections, repeals, and rule reviews as follows:

4. Proposed amendments to 37 TAC, Chapter 439, Examinations for Certification, including, but not limited to §439.15(b) and §439.17(a)(2).

CHAPTER 439

EXAMINATIONS FOR CERTIFICATION

SUBCHAPTER A

EXAMINATIONS FOR ON-SITE DELIVERY TRAINING

§439.15. Testing for Proof of Proficiency.

- (a) An individual whose certificate has been expired for one year or longer may not renew the certificate that was previously held.
- (b) The individual may obtain a new certificate in the discipline which was previously held by passing a commission proficiency examination pertaining to the discipline held. ~~[If performance skills are part of the proficiency examination, the individual may be exempted from that portion of the examination by documenting twenty hours of continuing education for each year since the expiration of the certificate for a maximum of five years. Individuals taking the exam based on the Basic Fire Suppression Curriculum do not have to show proof of medical training. The continuing education training must be done within the most recent five years and must be in subjects contained in the basic curriculum for the discipline. At least one-half of the continuing education must be hands-on performance skills. The training must be conducted as specified in Chapter 441 of this title (relating to Continuing Education).]~~
- (c) An individual or entity may petition the commission for a waiver of the examination required by this section if the person's certificate expired because of the individual or employing entity's good faith clerical error, or expired as a result of termination of the person's employment where the person has been restored to employment through a disciplinary procedure or a court action. All required renewal fees including applicable late fees and all required continuing education must be submitted before the waiver request may be considered.
 - (1) Applicants claiming good faith clerical error must submit a sworn statement together with any supporting documentation that evidences the applicant's good faith efforts to comply with commission renewal requirements and that failure to comply was due to circumstances beyond the control of the applicant.
 - (2) Applicants claiming restoration to employment as a result of a disciplinary or court action must submit a certified copy of the order restoring the applicant to employment.

§439.17. Testing for Certification Status.

- (a) If an individual who has never held certification in a discipline defined in §421.5 of this title, seeks certification in that discipline, the individual shall:
 - (1) complete all certification requirements; and
 - (2) complete the examination process pertaining to that discipline. All portions of an examination must be passed before the individual is considered to have passed the examination. ~~[If it has been less than four years since an individual passed the performance skills portion of an examination pertaining to a discipline, the individual may be exempted from that portion of the examination if the individual can document twenty hours of continuing education for each year since the individual last passed the performance skills portion of an examination pertaining to the discipline. The continuing education must be in subjects contained in the curriculum for the discipline. At least one-half of the continuing education must be hands-on performance skills. The training must be conducted as specified in Chapter 441 of this title (relating to Continuing~~

~~Education).~~]

- (b) If an individual completes an approved training program that has been evaluated and deemed equivalent to a certification curriculum approved by the commission, such as an out-of-state or military training program or a training program administered by the State Firemen and Fire Marshals' Association of Texas, the individual must pass a commission examination for certification status and meet any other certification requirements in order to become eligible for certification by the commission as fire protection personnel.

9. Matters referred from the Fire Fighter Advisory Committee “FFAC”, including but not limited to:

C. Discussion and possible action on recommendations from the Curriculum and Testing Committee.

Curriculum Updates

Instructor (General)

[Reference list](#): Remove IFSTA's *Fire Service Company Officer*.

Instructor I

[Page 1](#)

801-4.2.2 Added the word "and" - highlighted in yellow. Previously there was only a comma between *lesson plan* and *all materials*.

[Page 2](#)

801-4.2.3 Added the word "and" - highlighted in yellow. Previously there was only a comma between *required* and *policies*.

[Page 3](#)

801-4.3.2 Under **Requisite Knowledge**: Changed the word "organizing" (stricken) to "organization of" (highlighted in yellow). Also, added the word "and" (in yellow) between *environment* and *policies*.

[Page 4](#)

801-4.3.3 Under **Requisite Knowledge**: Deleted the word "origination" (stricken - must've been a typo) and replaced with "and organization" (highlighted in yellow). Also, added the word "the" (in yellow) before *learning environment*.

[Page 15](#)

801-4.5.4 Under **Requisite Knowledge**: Added the word "and" (in yellow) between the words *procedures* and *the interpretation...* Previously there had only been a comma.

[Page 16](#)

801-4.5.5 Added the word "and" between *behavior* and *objective*. Added the word "also" between *relevant* and *include*. Both additions are highlighted in yellow.

Under **Requisite Knowledge**: Added the word "and" between *procedures* and *the interpretation* (highlighted in yellow).

Instructor II

[Page 4](#)

802-5.2.5 Under **Requisite Knowledge**: Added the word "and" between *records* and *databases* (highlighted in yellow).

[Page 5](#)

802-5.2.6 Under **Requisite Knowledge**: Added the word “and” between *policy* and *effective* (in yellow).

[Page 14](#)

802-5.5.3 Under **Requisite Knowledge**: Added the word “and” between *methods* and *test* (in yellow).

Instructor III

[Page 2](#)

803-6.2.3 Under **Requisite Knowledge**: Added the word “and” (highlighted in yellow) between *goals* and *format*.

[Page 5](#)

803-6.3.1 Under **Definition of Duty**: The word “curriculum” was stricken and replaced with “curricula” (highlighted in yellow).

[Page 7](#)

803-6.3.3 The word “curriculums” was stricken and replaced with “curricula” (highlighted in yellow).

[Page 11](#)

803-6.5.2 The words “so that” (in yellow) were added between *supported and* and *those*. The word “impacted” was stricken and replaced with “affected” (in yellow). The word “and” was added between *policies* and *federal*.

[Page 13](#)

803-6.5.4 Under **Requisite Knowledge**: Added the word “and” (highlighted in yellow) between *methods* and *agency*. Previously there was only a comma separating the two words.

Investigator

[Reference list](#): Add *Hazardous Materials: Managing the Incident*. (3rd ed.). (2005). Stillwater, OK: Fire Protection Publications. International Fire Service Training Association (IFSTA).

CERTIFICATION CURRICULUM MANUAL

CHAPTER EIGHT

FIRE INSTRUCTOR

2007 Edition

Effective June 1, 2008



Texas Commission on Fire Protection
P.O. Box 2286 Austin, Texas 78768-2286 (512) 936-3838

CHAPTER EIGHT
FIRE INSTRUCTOR I
CURRICULUM OUTLINE

SECTION	SUBJECTS	RECOMMENDED HOURS
801-4.1	General	1
801-4.2	Program Management	7
801-4.3	Instructional Development	16
801-4.4	Instructional Delivery	16
801-4.5	Evaluation and Testing	8
	TOTAL RECOMMENDED HOURS	48

CHAPTER EIGHT
FIRE INSTRUCTOR II
CURRICULUM OUTLINE

SECTION	SUBJECTS	RECOMMENDED HOURS
802-5.1	General	1
802-5.2	Program Management	16
802-5.3	Instructional Development	12
802-5.4	Instructional Delivery	7
802-5.5	Evaluation and Testing	12
	TOTAL RECOMMENDED HOURS	48

CHAPTER EIGHT
FIRE INSTRUCTOR III
CURRICULUM OUTLINE

SECTION	SUBJECTS	RECOMMENDED HOURS
803-6.1	General	1
803-6.2	Program Management	15
803-6.3	Instructional Development	32
803-6.4	Instructional Delivery	0
803-6.5	Evaluation and Testing	16
	TOTAL RECOMMENDED HOURS	64

REFERENCE LIST FOR THE FIRE INSTRUCTOR CURRICULUM

~~*Fire and Emergency Services Company Officer (4th ed.). (2007). Stillwater, OK: Fire Protection Publications. International Fire Service Training Association.*~~

Fire and Emergency Services Instructor (7th ed.). (2006). Stillwater, OK: International Fire Service Training Association, Oklahoma State University. ISBN 0-87939-167-7.

NFPA 1041: Standard for Fire Service Instructor Professional Qualifications (2007 ed.). Quincy, MA: National Fire Protection Association. NFPA Publications.

NFPA 1401: Recommended Practice for Fire Service Training Reports and Records (2001 ed.). Quincy, MA: NFPA Publications. National Fire Protection Association.

NFPA 1403: Standard on Live Fire Training Evolutions (2002 ed.). Quincy, MA: NFPA Publications. National Fire Protection Association.

Standards Manual for Fire Protection Personnel. Austin, TX: Texas Commission on Fire Protection.

SECTION 801

FIRE INSTRUCTOR I

A Fire Instructor I is a fire service instructor who has demonstrated the knowledge and ability to:

- **deliver instruction effectively from a prepared lesson plan**, including instructional aids and evaluation instruments;
- **adapt lesson plans** to the unique requirements of the students and authority having jurisdiction;
- **organize the learning environment** so that learning is maximized;
- **meet the record-keeping requirements** of authority having jurisdiction.

801-4.1 **General**

For certification at Fire Instructor Level I, the candidate shall meet the job performance requirements defined in Sections 801-4.2 through 801-4.5 and meet any other certification requirements.

801-4.2 **Program Management**

801-4.2.1 **Definition of Duty:** The management of basic resources and the records and reports essential to the instructional process.

801-4.2.2 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.

Requisite Knowledge: Components of a lesson plan; policies and procedures for the procurement of materials and equipment and resource availability.

- 1) Components of a lesson plan
 - a) Lesson presentation preparation
 - b) Lesson title or topic
 - c) Time frame
 - d) Level of instruction
 - e) Behavioral objectives
 - f) Materials needed
 - g) Prerequisites
 - h) Instructor Notes
 - i) References/Resources

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- 2) Policies and procedures for the procurement of materials and equipment and resource availability
 - a) Identify materials and equipment necessary
 - b) Determine availability
 - c) Acquire or reserve
 - d) Alternate resource planning (back up plan)
 - e) Return materials and equipment

801-4.2.3 Prepare training records and report forms, given policies and procedures and forms, so that required reports are accurately completed and submitted in accordance with the procedures.

Requisite Knowledge: Types of records and reports required, and policies and procedures for processing records and reports.

- 1) Types of records and reports required
 - a) Typical training records should include the following NFPA 1401 3.3.4
 - i) A daily training record
 - ii) A company record
 - iii) An individual training record
 - iv) Special and summary records
- 2) Policies and procedures for processing records and reports
 - a) Federal, state and local requirements
 - b) Agency requirements
 - c) Training or facility provider requirements

801-4.3 **Instructional Development**

801-4.3.1 **Definition of Duty:** The review and adaptation of prepared instructional materials.

801-A.4.3.1 The Instructor I should **not** alter the content or the lesson objectives in this process.

801-4.3.2 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.

801-A.4.3.2 The Instructor I prior to the start of the course should be able to evaluate local conditions, evaluate facilities for appropriateness, meet local standard operating procedures (SOPs) and evaluate limitations of students.

Requisite Knowledge: Recognition of student limitations, methods of instruction, types of resource materials; ~~organizing~~ organization of the learning environment, and policies and procedures.

- 1) Recognition of student limitations
 - a) Language
 - b) Learning disability
 - c) Learning style
 - d) Environment
 - e) Cultural and ethnicity
 - f) Physical
 - g) Motivation
 - h) Demographics
 - i) Literacy levels
 - j) Life experiences
 - k) Educational background

- 2) Methods of instruction
 - a) Identify appropriate delivery method for audience
 - i) Demonstration
 - ii) Illustration
 - iii) Lecture
 - iv) Discussion
 - v) Individualized instruction

- 3) Types of resource materials
 - a) Paper-based (books, handouts)
 - b) Electronic (Internet, computer based, audiovisual)
 - c) Subject Matter Expert (SME)
 - d) Equipment/Tools of the trade
 - e) Facilities
 - f) Props

- 4) Organizing the learning environment
 - a) Seating
 - b) Lighting
 - c) Climate (indoors/outdoors)

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- d) Safety
 - e) Audiovisual (all inclusive)
 - f) Restrooms/Break area
 - g) Noise/Distractions
- 5) Policies and procedures
- a) Federal, state and local requirements
 - b) Agency requirements
 - c) Training or facility provider requirements

801-4.3.3 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.

801-A.4.3.3 The Instructor I should be able to modify the method of instruction and course materials to meet the needs of the student and accommodate the instructor's style. This includes adaptations necessary due to the learning environment, audience, capability of facilities, and types of equipment.

Requisite Knowledge: Elements of a lesson plan, selection of instructional aids and methods, origination and organization of the learning environment.

- 1) Elements of a lesson plan
- a) A lesson plan should include the following components
NFPA 1041 A.4.3.3(A)
 - i) Lesson title or topic
 - ii) Level of instruction
 - iii) Behavioral objectives, performance objectives, or learning outcomes
 - iv) Instructional materials needed
 - v) References/Resources
 - vi) Preparation step (motivation)
 - vii) Presentation step
 - viii) Application step
 - ix) Lesson summary
 - x) Evaluation step
 - xi) Assignment

- 2) Selection of instructional aids and methods
NFPA 1041 A.4.3.3(A)
 - a) Demonstration
 - b) Illustration
 - c) Lecture
 - d) Discussion
 - e) Individualized instruction

- 3) Origination of learning environment
 - a) Review lesson materials
 - b) Review training objectives
 - c) Determine capability of facilities and/or equipment
 - d) Select appropriate learning environment

801-4.4 **Instructional Delivery**

801-4.4.1 **Definition of Duty:** The delivery of instructional sessions utilizing prepared course materials.

801-4.4.2 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.

Requisite Knowledge: Classroom management and safety, advantages and limitations of audiovisual equipment and teaching aids, classroom arrangement, and methods and techniques of instruction.

- 1) Classroom management and safety
 - a) Security measures
 - b) Evacuation/Safety plan
 - c) Safety devices in place/available
 - d) Climate controls
 - e) Proper lighting

- 2) Advantages and limitations of audiovisual equipment and teaching aids
 - a) Non-projected media
 - b) Projected media
 - c) Simulators
 - d) Computer technology
 - e) Audio equipment

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- 3) Classroom arrangement
 - a) Seating/Table arrangement
 - b) Classroom/Training area access
 - c) Minimize distractions
 - d) Media placement

- 4) Methods and techniques of instruction
 - a) Demonstration
 - b) Illustration
 - c) Lecture
 - d) Discussion
 - e) Individualized instruction

801-4.4.3 Present prepared 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.

Requisite Knowledge: The laws and principles of learning, teaching methods and techniques, lesson plan components and elements of the communication process, and lesson plan terminology and definitions.

- 1) The laws and principles of learning
 - a) Thorndike's Laws of Learning
 - i) Readiness
 - ii) Exercise
 - iii) Effect
 - iv) Disuse
 - v) Association
 - vi) Recency
 - vii) Primacy
 - viii) Intensity

- 2) Teaching methods and techniques
 - a) Demonstration
 - b) Illustration
 - c) Lecture
 - d) Discussion
 - e) Individualized instruction
 - f) Oral Questioning
 - i) Overhead

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- ii) Rhetorical
 - iii) Relayed
 - iv) Directed
- 3) Lesson plan components and elements of the communication process
- a) A lesson plan should include the following components NFPA 1041 A.4.3.3(A)
 - i) Lesson title or topic
 - ii) Level of instruction
 - iii) Behavioral objectives, performance objectives, or learning outcomes
 - iv) Instructional materials needed
 - v) References/Resources
 - vi) Preparation step (motivation)
 - vii) Presentation step
 - viii) Application step
 - ix) Lesson summary
 - x) Evaluation step
 - xi) Assignment
- 4) The elements of the communication process include the following
- a) Sender
 - b) Message
 - c) Instructional medium
 - d) Receiver
 - e) Feedback
 - f) Environment
- 5) Lesson plan terminology and definitions
- a) Lesson plan
 - b) Lesson title or topic
 - c) Level of instruction
 - d) Behavioral objectives, performance objectives, or learning outcomes
 - e) Instructional materials (aids, tools and equipment, materials and supplies)
 - f) References
 - g) Resources
 - h) Preparation step (motivation of learner)
 - i) Presentation step

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- j) Application step
- k) Lesson summary
- l) Evaluation step
- m) Assignment

801-4.4.4 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.

Requisite Knowledge: Methods of dealing with changing circumstances.

- 1) Methods of dealing with changing circumstances
 - a) The Instructor I should be able to adjust to such changing circumstances as the following
NFPA 1041 A.4.4.4
 - i) Equipment failure
 - ii) Weather
 - iii) Audio and visual distractions
 - iv) Safety
 - v) Limited resources
 - vi) Presentation location
 - vii) Interruptions (e.g. emergency response)
 - b) The Instructor I should **not** alter the content or the lesson objectives in this process.

801-4.4.5 Adjust to differences in learning styles, abilities and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe learning environment is maintained.

Requisite Knowledge: Motivation techniques, learning styles, types of learning disabilities and methods for dealing with them, methods of dealing with disruptive and unsafe behavior.

- 1) Factors that could influence the learning process include the following
NFPA 1041 A.4.4.5 (A)
 - a) Attitude
 - b) Experience
 - c) Knowledge
 - d) Education
 - e) Personality

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- f) Physical condition (fatigue, illness, etc.)
 - g) Unsafe behavior
 - h) Motivation
 - i) Competing demands for time
- 2) Motivation techniques
- a) Define motivation
 - b) Maslow's Hierarchy of Needs
 - i) Physiological
 - ii) Security
 - iii) Social
 - iv) Self-Esteem
 - v) Self-actualization
 - c) Herzberg's Job Enrichment Model
 - i) Dissatisfiers (Hygiene Factors)
 - (1) Relationships
 - (2) Supervision quality
 - (3) Policies and administration
 - (4) Working conditions
 - (5) Personal life
 - ii) Satisfiers (Motivator Factors)
 - (1) Achievement
 - (2) Recognition
 - (3) Work
 - (4) Responsibility
 - (5) Advancement
- 3) Learning styles
- a) Auditory
 - b) Kinesthetic
 - c) Visual
 - d) Tactile
- 4) Types of learning disabilities and methods for dealing with them
- a) Slow learner
 - b) Memory
 - c) Auditory/Visual perception
 - d) Oral language
 - e) Speaking, listening, writing difficulties
 - f) Word recognition/comprehension
 - g) Math deficient
 - h) Methods to handle may include

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- i) Counseling
 - ii) Coaching
 - iii) Peer assistance
 - iv) Mentoring
- 5) Methods of dealing with disruptive and unsafe behavior
- a) Non-intentionally disruptive learner
 - i) Shy or timid
 - ii) Quiet or bored
 - iii) Uninterested
 - iv) "Intellectual" (knowledgeable, resource for the class)
 - v) "Explorer" (highly motivated to learn, challenges instructor)
 - b) Intentionally disruptive learner
 - i) Talkative and aggressive
 - ii) Show off
 - iii) Fast learner (may become bored or challenge the instructor)
 - iv) "Prisoner" (required attendance)
 - v) "Vacationer" (not interested in learning, but in having a good time elsewhere at someone else's expense)
 - vi) "Pseudo intellectual" (tries to impress others...know it all)
 - c) Unsafe Behaviors
 - i) Improper use of equipment
 - ii) Not following safety procedures/standards
 - iii) Horseplay
 - d) Methods to handle may include
 - i) Coaching
 - ii) Use of motivational techniques
 - iii) Discipline
 - iv) Adaptation of lesson plan or materials

801-4.4.6 Operate audiovisual equipment, and demonstration devices, given a learning environment and equipment, so that the equipment functions properly.

Requisite Knowledge: Components of audiovisual equipment.

- 1) Components of audiovisual equipment
 - a) Visual Aids may include, but are not limited to the following
 - i) Non-projected visuals
 - (1) Pictures

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- (2) Drawings
- (3) Charts
- (4) Graphs
- (5) Maps
- (6) Posters
- (7) Flipcharts
- (8) Cutaways
- (9) Models
- (10) Handouts
- (11) Actual objects
- ii) Projected visuals
 - (1) Slides
 - (2) Transparencies
 - (3) Document cameras
- iii) Digital image projection
 - (1) Presentation software (e.g., PowerPoint)
- b) Audio Aids may include, but are not limited to the following
 - i) Audio tapes
 - ii) Audio CDs
 - iii) MP3s
 - iv) Cassettes
 - v) Microphones
 - vi) Speakers
 - vii) Amplifiers
- c) Audiovisual Aids may include, but are not limited to the following
 - i) Videotapes
 - ii) DVDs
 - iii) Presentation software (ex. PowerPoint)
 - iv) CDs
 - v) Simulation software
- d) Other Equipment may include, but is not limited to the following
 - i) Dry erase board
 - ii) Chalk board
 - iii) Electronic copy board
 - iv) Pointing devices
 - v) Timekeeping devices
 - vi) Screens
- e) Setup, usage and storage according to manufacturer's recommendations may include, but is not limited to the following

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- i) Cleaning lenses, focus/image adjustment (Keystone), power supply, lighting
- ii) Volume levels
- iii) Change bulbs
- iv) Package for storage/transport
- v) Changing filters
- vi) Changing batteries
- vii) Spare batteries
- viii) Component interface (cables/drivers)
- ix) Cleaning supplies
- x) Chalk/Markers/Erasers
- xi) Screens

801-4.4.7 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.

- 1) Transitions are the connections between training segments and/or media.
They should be
 - a) Smooth
 - b) Clear
 - c) Concise
 - d) Understandable
 - e) Compatible

Requisite Knowledge: Media types, limitations, and selection criteria

- (1) Media types, limitations, and selection criteria
 - a) Visual Media
 - i) Limitations
 - ii) Selection criteria
 - b) Audio Media
 - i) Limitations
 - ii) Selection criteria
 - c) Audiovisual Media
 - i) Limitations
 - ii) Selection criteria

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- d) Other Media Types
 - i) Limitations
 - ii) Selection criteria

801-4.5 **Evaluation and Testing**

801-4.5.1 **Definition of Duty:** The administration and grading of student evaluation instruments.

801-A.4.5.1 This duty primarily deals with student evaluation; however, the Instructor I could be required to conduct program evaluations according to policies and procedures.

801-4.5.2 Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and the evaluation procedures of the agency, so that the testing is conducted according to procedures and the security of the materials is maintained.

Requisite Knowledge: Test administration, agency policies, laws affecting records and disclosure of training information, purposes of evaluation and testing, and performance skills evaluation.

- 1) Test administration
 - a) Oral
 - i) Environmental preparation
 - ii) Eliminating bias
 - iii) Reducing test anxiety
 - iv) Security
 - v) Procedures
 - vi) Test materials
 - b) Written
 - i) Environmental preparation
 - ii) Eliminating bias
 - iii) Reducing test anxiety
 - iv) Security
 - v) Procedures
 - vi) Test materials
 - c) Performance
 - i) Environmental preparation
 - ii) Eliminating bias
 - iii) Reducing test anxiety
 - iv) Security

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- v) Procedures
 - vi) Safety
 - vii) Equipment and supplies
 - viii) Test materials
- 2) Agency policies
- a) Oral testing
 - b) Written testing
 - c) Performance testing
 - d) Record keeping
- 3) Laws affecting records and disclosure of training information
- a) Federal
 - i) Family Educational Rights and Privacy Act (FERPA)
 - ii) Occupational Safety and Health Administration (OSHA)
 - b) State
 - i) Texas Commission on Fire Protection (TCFP)
 - ii) Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE)
 - iii) Texas Department of State Health Services (DSHS)
 - c) Local Authority Having Jurisdiction (AHJ) (ex. civil service, public health authority, local ordinance.)
- 4) Purposes of evaluation and testing
- a) Determine if objectives are met
 - b) Feedback
 - i) To students
 - ii) To instructors
 - c) Student motivation
 - d) Instructor effectiveness
- 5) Performance skills evaluation
- a) Verifies Job Performance Requirements (JPR)

801-4.5.3 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.

Requisite Knowledge: Grading and maintaining confidentiality of scores.

Grading and maintaining confidentiality of scores

- 1) Grading techniques
 - a) Manual grading
 - i) Verify correct answer key
 - ii) Tabulate results
 - b) Optical mark readers
 - i) Familiarization with grading equipment
 - ii) Verify correct answer key
 - iii) Tabulate results
 - c) Computer based
 - i) Familiarization with grading equipment
 - ii) Verify correct answer key
 - iii) Tabulate results
 - d) Consistency
 - i) Elimination of bias
 - ii) Fairness
 - iii) Uniform application of grading criteria
 - e) Security
 - i) Evaluation instrument (ex. exam, skill sheet)
 - ii) Answer key
- 2) Confidentiality of scores
 - a) Individual
 - b) Group

801-4.5.4 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.

Requisite Knowledge: Reporting procedures and the interpretation of test results.

- 1) Reporting procedures
 - a) Recording results
 - i) Written
 - ii) Electronic
 - b) Reporting results
 - i) Unusual circumstances noted
 - ii) Forward results according to local procedure

- 2) The interpretation of test results
 - a) Follows grading guidelines
 - b) Determines pass/fail
 - c) Determines need for retest
 - d) Notes trends

801-4.5.5 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.

801-A.4.5.5 The Instructor I is expected to be able to assess student test results and identify areas requiring additional study and communicate this information to the student.

Requisite Knowledge: Reporting procedures **and** the interpretation of test results.

- 1) Reporting procedures
 - a) Explain grading criteria
 - b) Report results to examinee(s) in a timely manner
 - c) Individual score
 - d) Range of scores
 - e) Number of passing scores
- 2) The interpretation of test results
 - a) Provide evaluation feedback
 - i) Timely
 - ii) Objective
 - iii) Clear
 - iv) Specific
 - v) Relevant
 - b) Recognize outstanding performance
 - c) Make suggestions for improvement as needed

SECTION 802

FIRE INSTRUCTOR II

A Fire Instructor II is a fire service instructor who, in addition to meeting Instructor I qualifications has demonstrated the knowledge and ability to:

- **develop individual lesson plans** for a specific topic including learning objectives, instructional aids, and evaluation instruments
- **schedule training sessions** based on overall training plan of authority having jurisdiction
- **supervise and coordinate** the activities of other instructors

802-5.1 **General**

For certification at Level II, the Fire Instructor I shall meet the job performance requirements defined in Sections 802-5.2 through 802-5.5 of this standard.

802-5.2 **Program Management**

802-5.2.1 **Definition of Duty:** The management of instructional resources, staff, facilities, and records and reports.

802-5.2.2 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.

Requisite Knowledge: Departmental policy, scheduling processes, supervision techniques, and resource management.

- 1) Types of Training Schedules
NFPA 1401
 - a) Periodic Training Schedule/Station Training
 - b) Periodic Training Schedule/Training Facility Activities
 - c) All other training
 - i) Recruit
 - ii) In-service
 - iii) Special
 - iv) Officer

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- v) Advanced
- vi) Mandated

- 2) Departmental policy
 - a) Staffing levels (e.g., overtime issues; in service versus out of service (emergency response availability))
 - b) Mandated versus non-mandated training

- 3) Scheduling processes
 - a) Shift scheduling
 - b) Administrative
 - c) Support personnel
 - d) Knowledge of class offerings
 - i) Time and Place
 - ii) Prerequisites
 - iii) Resources: websites, brochures, catalogs

- 4) Supervision techniques
 - a) Selection of instructional staff:
 - i) Lead Instructors
 - ii) Assistant Instructors
 - iii) Examiners or Proctors

- 5) Resource management
 - a) Facilities
 - b) Materials and supplies
 - c) Prop acquisition
 - d) Apparatus status (emergency response availability)

802-5.2.3 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.

Requisite Knowledge: Agency budget policy, resource management, needs analysis, sources of instructional materials, and equipment.

- 1) Agency budget policy
 - a) Meet timelines
 - b) Comply with approval process
 - c) Justify requests

- 2) Resource management
 - a) Facilities
 - b) Apparatus
 - c) Equipment
 - d) Supplies

- 3) Needs analysis
 - a) Identify need for training
 - i) External mandates
 - ii) Departmental goals (short-term and long-term)
 - iii) Correct deficiencies
 - iv) Maintain proficiency
 - b) Determine solution
 - c) Costs for implementation
 - i) Personnel
 - ii) Facilities
 - iii) Equipment
 - iv) Supplies
 - v) Contingency

- 4) Sources of instructional materials and equipment
 - a) Publishers
 - b) Government
 - c) Manufacturers
 - d) Associations
 - e) Educational institutions
 - f) Websites

802-5.2.4 Acquire training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to agency policy.

Requisite Knowledge: Agency policies, purchasing procedures, budget management.

- 1) Agency policies
 - a) Knowledge of agency policies and procedures
 - b) Rules and regulations

- 2) Purchasing procedures (Acquisition procedures)
 - a) Identify product or service
 - b) Identify supplier
 - c) Follow requisition procedures
 - d) Follow approval path
 - e) Confirm delivery

- 3) Budget management
 - a) Budget constraints
 - b) Track expenditures
 - c) Amendments

802-5.2.5 Coordinate training record keeping, given training forms, department policy, and training activity, so that all agency and legal requirements are met.

Requisite Knowledge: Recordkeeping processes, departmental policies, laws affecting records and disclosure of training information, professional standards, applicable to training records, **and** databases used for record keeping.

- 1) Types of Training Records
NFPA 1401
 - a) Departmental Training Record
 - b) Individual Special Course Record
 - c) Individual Training Record
 - d) Progress Chart
 - e) Certification Training Record (Firefighter)
 - f) Educational Courses
 - g) Vocational Courses
 - h) Seminars and Other Training
 - i) Periodic Company Summary
 - j) Chief Officers' Periodic Training Summary
 - k) Group Training Records and Evaluation

- 2) Record keeping processes
 - a) Electronic
 - b) Paper-based (hard copy)

- 3) Departmental policies
 - a) Record retention
 - b) Security
 - c) Tracking

- 4) Laws affecting records and disclosure of training information
 - a) Federal
 - i) Family Educational Rights and Privacy Act (FERPA)
 - ii) Occupational Safety and Health Administration (OSHA)
 - b) State
 - i) Texas Commission on Fire Protection (TCFP)
 - ii) Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE)
 - iii) Texas Department of State Health Services (DSHS)
 - c) Local
 - i) Authority Having Jurisdiction (e.g., civil service, public health authority, local ordinance)

- 5) Professional standards applicable to training records
 - a) Detailed to enable factual reporting, while remaining as simple as possible
 - b) Kept to a minimum to avoid confusion and duplication of effort
 - c) Secured and confidential

- 6) Databases used for record keeping
 - a) Cost effective method of processing comprehensive data
 - b) Allow for report generation
 - c) Allow quick access to data
 - d) Improve security
 - e) Decrease storage space problems
 - f) Maintain back up records

802-5.2.6 Evaluate instructors, given an evaluation form, department policy, and job performance requirements, 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: Personnel evaluation methods, supervision techniques, department policy, and effective instructional methods and techniques.

- 1) Personnel evaluation methods
 - a) Observation
 - b) Student feedback
 - c) Student performance
 - d) Instructor characteristics
 - i) Ability
 - ii) Knowledge
 - iii) Experience
 - iv) Instructional methods
 - v) Organization
- 2) Supervision techniques
 - a) Directing
 - b) Coaching
 - c) Supporting
 - d) Delegating
- 3) Department policy
 - a) Knowledge of departmental policies and procedures, rules and regulations
- 4) Effective instructional methods and techniques
 - a) Lecture
 - b) Discussion
 - c) Illustration
 - d) Demonstration

802-5.3 **Instructional Development**

802-5.3.1 **Definition of Duty:** The development of instructional materials for specific topics.

802-5.3.2 Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

Requisite Knowledge: Elements of a lesson plan, components of learning objectives, instructional methods and techniques, characteristics of adult learners, types and application of

instructional media, evaluation techniques, and sources of references and materials.

- 1) Elements of a lesson plan
 - a) Job title or topic
 - b) Level of instruction
 - c) Job Performance Requirements (JPRs), behavioral objectives, performance objectives, or learning outcomes
 - d) Instructional materials needed
 - e) References
 - f) Preparation step (motivation)
 - g) Presentation step
 - h) Application step
 - i) Lesson summary
 - j) Evaluation step
 - k) Assignment

- 2) Components of learning objectives
 - a) Audience
 - b) Behavior
 - c) Conditions
 - d) Degree

- 3) Instructional methods and techniques
(i.e., uses, advantages, disadvantages, and limitations/requirements)
 - a) Lecture
 - b) Demonstration
 - c) Illustration
 - d) Directed activity
 - e) Oral questioning
 - i) Overhead
 - ii) Rhetorical
 - iii) Relayed
 - iv) Directed
 - f) Discussion
 - g) Reading
 - h) Individualized instruction
 - i) Role-play
 - j) Case studies
 - k) Conference
 - l) Brainstorming

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- m) Team teaching
- n) Mentoring

- 4) Characteristics of adult learners (Malcolm Knowles)
 - a) Autonomous and self-directed
 - b) Personal experience and knowledge
 - c) Goal oriented
 - d) Relevancy oriented
 - e) Practical
 - f) Need for respect

- 5) Types and application of instructional media
 - a) Visual Aids
 - b) Audio Aids
 - c) Audiovisual Aids

- 6) Evaluation techniques
 - a) Written
 - b) Performance
 - c) Role-play

- 7) Sources of references and materials
 - a) Publishers
 - b) Government
 - c) Manufacturers
 - d) Associations
 - e) Educational institutions
 - f) Websites

802-5.3.3 Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so that the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

Requisite Knowledge: Elements of a lesson plan, components of learning objectives, instructional methods and techniques, characteristics of adult learners, types and application of instructional media, evaluation techniques, and sources of references and materials.

- 1) Elements of a lesson plan
 - a) A lesson plan should include the following components (NFPA 1041 A.4.3.3(A))
 - i) Lesson title or topic
 - ii) Level of instruction
 - iii) Behavioral objectives, performance objectives, or learning outcomes
 - iv) Instructional materials needed
 - v) References/Resources
 - vi) Preparation step (motivation)
 - vii) Presentation step
 - viii) Application step
 - ix) Lesson summary
 - x) Evaluation step
 - xi) Assignment

- 2) Components of learning objectives
 - a) Audience
 - b) Behavior
 - c) Conditions
 - d) Degree

- 3) Instructional methods and techniques
 - a) Lecture
 - b) Demonstration
 - c) Illustration
 - d) Directed activity
 - e) Oral questioning
 - i) Overhead
 - ii) Rhetorical
 - iii) Relayed
 - iv) Directed
 - f) Discussion
 - g) Reading
 - h) Individualized instruction
 - i) Role-play
 - j) Case studies
 - k) Conference
 - l) Brainstorming
 - m) Team teaching
 - n) Mentoring

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- 4) Characteristics of adult learners (Malcolm Knowles)
 - a) Autonomous and Self-directed
 - b) Personal experience and knowledge
 - c) Goal oriented
 - d) Relevancy oriented
 - e) Practical
 - f) Need for respect

- 5) Types and application of instructional media
 - a) Visual Aids
 - b) Audio Aids
 - c) Audiovisual Aids

- 6) Evaluation techniques
 - a) Written
 - b) Performance
 - c) Role-play

- 7) Sources of references and materials
 - a) Publishers
 - b) Government
 - c) Manufacturers
 - d) Associations
 - e) Educational institutions
 - f) Websites

802-5.4 **Instructional Delivery.**

802-5.4.1 **Definition of Duty:** Conducting classes using a lesson plan.

802-5.4.2 Conduct a class using a lesson plan that the 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 objectives are achieved.

Requisite Knowledge: Use and limitations of teaching methods and techniques

- 1) Use and limitations of teaching methods and techniques
 - a) Audiences with advanced knowledge or experience
 - b) Problem solving
 - c) Reaching group solution

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d) Reaching group consensus

802-5.4.3 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.

802-A.5.4.3 Examples of increased hazard exposure training include live fire exercises, hazardous materials, above and below graded rescue, and evolutions that involve the use of power tools. See Annex C of NFPA 1403, *Standard on Live Fire Training Evolutions*, for information regarding the responsibilities of personnel involved in live fire training evolutions.

Requisite Knowledge: Safety rules, regulations and practices, the incident command system used by the agency, and leadership techniques.

- 1) Safety rules
 - a) Department/Organizational safety rules
 - b) Student/Instructor ratio
 - c) Apparatus/Instructor ratio
 - d) Personal Protective Equipment (PPE)

- 2) Regulations and practices
 - a) Occupational Safety and Health Administration (OSHA)
 - b) National Fire Protection Association (NFPA)
 - i) NFPA 1403 Annex C
 - (1) Instructor-In-Charge
 - (2) Safety Officer
 - (3) Instructor
 - (4) Student
 - ii) Applicable NFPA Standards for increased hazard training (e.g., Hazardous Materials, Rescue, Driver/Operator, Diver)
 - c) TCFP Rule 427.18 - Live Fire Training Evolutions

- 3) The incident command system used by the agency
 - a) Department/Organizational Incident Management Policy
 - b) National Incident Management System (NIMS)

- 4) Leadership techniques
 - a) Lead by example

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- b) Coaching/Mentoring
- c) Command presence (When in charge take charge)
- d) Image

802-5.5 **Evaluation and Testing**

802-5.5.1 **Definition of Duty:** The development of student evaluation instruments to support instruction and the evaluation of test results.

802-5.5.2 Develop student evaluation instruments, 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 performance in an objective, reliable, and verifiable manner, and the evaluation instrument is bias free to any audience or group.

Requisite Knowledge: Evaluation methods, development of forms, effective instructional methods, and techniques.

- 1) Evaluation methods
 - a) Classification of Tests
 - i) Criterion-Referenced
 - ii) Norm-Referenced
 - iii) Prescriptive
 - iv) Progress (Formative)
 - v) Comprehensive (Summative)
 - b) Administration
 - i) Oral
 - ii) Written
 - iii) Performance
 - c) Objective
 - i) Recognition
 - ii) Recall
 - d) Subjective
 - i) Performance
 - ii) Essay
 - e) Characteristics of Good Tests
 - i) Objective
 - (1) Non-biased
 - (2) Measurable
 - ii) Valid
 - iii) Reliable

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- iv) Comprehensive
 - v) Convenient
- 2) Development of forms (principles of test construction)
- a) Test instruments should include instructions, a sample response, questions, a method of recording answers, scoring and documentation of results for the following written and oral tests types.
 - i) Written Tests
 - (1) True/False
 - (2) Multiple choice
 - (3) Matching
 - (4) Short answer
 - (5) Fill in the blank
 - (6) Pictorial recall
 - (7) Essay
 - ii) Oral Tests
 - iii) Performance Evaluation (Skills Testing) should include
 - (1) Reviewing the objectives
 - (2) Identifying the steps
 - (3) Identifying safety points
 - (4) Determining the mastery standard
 - (5) Establishing rating factors
 - (6) Determining grading criteria
 - (7) Preparing instructions for students and evaluator
- 3) Effective instructional methods
- a) Evaluation Process
 - i) Criteria
 - ii) Evidence
 - iii) Judgment
- 4) Techniques
- a) Administering evaluations
 - i) Maintain integrity of test
 - ii) Take test to ensure correct answer key
 - iii) Adhere to schedule if timed
 - iv) Establish procedures for trainees to ask questions
 - v) Require trainees to return all tests
 - vi) Posting of grades requires prior written permission of trainees (FERPA)

- b) Procedures for written tests
 - i) Notify of test in advance
 - ii) Test immediately after subject is completed
 - iii) Mark incorrect answers on test
 - iv) Review and discuss with students
 - v) Study incorrect answers-item analysis
 - vi) Put grades on paper and notify student
 - vii) Revise teaching methods/materials if indicated
- c) Procedures for performance evaluations
 - i) Notify of test in advance
 - ii) Ensure equipment is working properly
 - iii) Have area and materials set up
 - iv) Follow all safety procedures
 - v) Be sure trainee understands task
 - vi) Check off each step on Performance Evaluation Form-
don't
sign off unless **you** have seen it done
 - vii) Insure fairness to all trainees
 - viii) Maintain ethical conduct
 - ix) Verify competency and determine if objective has been
met
 - x) Revise teaching methods/materials if indicated

802-5.5.3 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.

Requisite Knowledge. Evaluation methods **and** test validity.

- 1) Evaluation methods
 - a) Formative evaluation
 - i) Field testing
 - ii) Observation
 - b) Summative evaluation
 - i) Course feedback
 - ii) Using evaluation results
 - (1) Determine cause of failure
 - (2) Identify actions to correct
 - (3) Document and report results

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- 2) Test validity
 - a) Extent that a test measures what it is supposed to measure
 - b) Validation process

802-5.5.4 Analyze student evaluation instruments, given test data, objectives and agency policies, so that validity is determined and necessary changes are accomplished.

Requisite Knowledge: Test validity, reliability, and item analysis.

- 1) Test validity
 - a) A valid test requires the learner to perform the same behavior under the same conditions specified in the instructional objective
 - b) Match test item to the objective
 - c) Test only skills that relate to the objective
 - d) Test at proper learning level
 - e) No tricks
 - f) Subjects weighted and distributed properly
 - g) Accurate predictor of field performance
- 2) Reliability
 - a) A reliable test provides a consistent measure of a student's ability to demonstrate achievement of an objective
 - b) Contains no clues
 - c) Distractors are realistic
 - d) Order of answers is random
 - e) Is written clearly
 - f) Uses negatives carefully
- 3) Item analysis
 - a) Determine percentage of students who missed the question
 - b) Determine why question was missed
 - c) Revise question or instruction as necessary

SECTION 803

FIRE INSTRUCTOR III

A Fire Instructor III is a fire service instructor who, in addition to meeting Instructor II qualifications has demonstrated the knowledge and ability to:

- **develop comprehensive training curriculum and programs** for use by single or multiple organizations
- **conduct organization needs analysis**
- **develop training goals and implementation strategies**

803-6.1 General

For certification at Level III, the Fire Instructor II shall meet the job performance requirements defined in Sections 803-6.2 through 803-6.5 of this standard.

803-6.2 Program Management

803-6.2.1 Definition of Duty: The administration of agency policies and procedures for the management of instructional resources, staff, facilities, records, and reports.

803-6.2.2 Administer a training record system, given agency policy and type of training activity to be documented, so that the information captured is concise, meets all agency and legal requirements, and can be readily accessed.

803-A.6.2.2 See NFPA 1401, *Recommended Practice for Fire Service Training Reports and Records*.

Requisite Knowledge: Agency policy, record-keeping systems, professional standards addressing training records, legal requirements affecting record keeping, and disclosure of information.

- 1) Agency policy
 - a) Authority Having Jurisdiction (AHJ)

- 2) Record-keeping systems
 - a) Electronic
 - b) Paper
- 3) Professional standards addressing training records
 - a) NFPA 1401
- 4) Legal requirements affecting record keeping, and disclosure of information
 - a) Federal
 - b) State
 - c) Local

803-6.2.3 Develop recommendations for policies to support the training program, given agency policies and procedures and the training program goals, so that the training and agency goals are achieved.

Requisite Knowledge: Agency procedures and training program goals **and** format for agency policies.

- 1) Agency procedures and training program goals
 - a) Training program goals
 - i) Required training (ex. State certification)
 - ii) Maintenance training (ex. continuing education)
 - iii) Implementing change training (ex. updated safety policy)
 - iv) Professional development program (ex. career advancement/enhancement)
 - b) Types of policies and procedures
 - i) Standard Operating Procedures
 - ii) Standard Operating Guidelines
 - iii) Administrative Policies and Procedures
 - c) Policy and procedure development process
 - i) Identifying a need
 - ii) Revision
 - iii) Adoption
 - iv) Implementation
 - v) Evaluation
- 2) Format for agency policies
 - a) Standardized appearance
 - b) Standardized data collection
 - c) Authority Having Jurisdiction (AHJ)

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803-6.2.4 Select instructional staff, given personnel qualifications, instructional requirements, and agency policies and procedures, so that staff selection meets agency policies and achievement of agency and instructional goals.

Requisite Knowledge: Agency policies regarding staff selection, instructional requirements, selection methods, the capabilities of instructional staff and agency goals.

- 1) Agency policies regarding staff selection
 - a) Authority Having Jurisdiction (AHJ)

- 2) Instructional requirements
 - a) Certifications
 - b) Experience
 - c) Education
 - d) Qualifications
 - e) Communication skills
 - f) Credibility

- 3) Selection methods
 - a) Application packet
 - i) Cover letter
 - ii) Resume
 - iii) Application
 - iv) Supporting documents
 - b) Interview
 - c) Evaluation
 - i) Knowledge-based
 - ii) Skill-based

- 4) The capabilities of instructional staff
 - a) Subject matter expertise
 - i) Knowledge levels
 - ii) Skill levels
 - b) Interpersonal dynamics
 - i) Supervisors
 - ii) Coworkers
 - iii) Subordinates
 - iv) Students
 - v) Public

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- 5) Agency goals
 - a) Needs based instructor selection

803-6.2.5 Construct a performance-based instructor evaluation plan, given agency policies and procedures and job requirements, so that instructors are evaluated at regular intervals, following agency policies.

Requisite Knowledge: Evaluation methods, agency policies, staff schedules, and job requirements.

- 1) Evaluation methods
 - a) Observation
 - b) Student feedback
 - c) Analysis of performance measures (e.g., pass/fail rates, test scores)
 - d) Critiquing instructor performance
 - i) Positive comments
 - ii) Areas needing improvement
 - iii) Comments should refer to specific behaviors
 - iv) Schedule a follow up meeting
- 2) Agency policies
 - a) Authority Having Jurisdiction (AHJ)
- 3) Staff schedules
- 4) Job requirements
 - a) Authority Having Jurisdiction (AHJ)

803-6.2.6 Write equipment purchasing specifications, given curriculum information, training goals, and agency guidelines, so that the equipment is appropriate and supports the curriculum.

Requisite Knowledge: Equipment purchasing procedures, available department resources and curriculum needs.

- 1) Curriculum needs
 - a) Identification
 - b) Specifications

- 2) Available department resources
 - a) Budget
 - b) Equipment
- 3) Equipment purchasing procedures
 - a) Market research
 - b) Resource locations
 - c) Specification development
 - d) Competitive pricing
 - e) Other agency procedures

803-6.2.7 Present evaluation findings, conclusions, and recommendations to agency administrator, given data summaries and target audience, so that recommendations are unbiased, supported, and reflect agency goals, policies, and procedures.

Requisite Knowledge: Statistical evaluation procedures and agency goals.

- 1) Statistical evaluation procedures
 - a) Agency needs analysis
 - b) Data analysis
 - c) Elimination of bias
 - d) Control of variables
 - e) Qualitative data
 - f) Quantitative data
- 2) Agency goals

803-6.3 **Instructional Development**

803-6.3.1 **Definition of Duty:** Plans, develops, and implements comprehensive programs and curriculum **curricula**.

803-6.3.2 Conduct an agency needs analysis, given agency goals, so that instructional needs are identified.

Requisite Knowledge: Needs analysis, task analysis, development of job performance requirements, lesson planning, instructional methods, characteristics of adult learners, instructional media, curriculum development, and development of evaluation instruments.

- 1) Needs analysis
 - a) Organizational
 - b) Personnel
 - c) ADDIE Model
 - i) Analyze
 - ii) Design
 - iii) Develop
 - iv) Implement
 - v) Evaluate

- 2) Task analysis
 - a) Formal methods
 - i) Carefully designed and executed surveys
 - ii) Opinion polls
 - iii) Checklists
 - iv) Observations
 - v) Psychological profiles
 - vi) Research analyses
 - vii) Tests
 - b) Informal methods
 - i) Conversations
 - ii) Casual observations of activities and habits
 - iii) Other unobtrusive measures

- 3) Development of job performance requirements
 - a) Task to be performed
 - b) Tools, equipment, or materials that should be provided to successfully complete the task
 - c) Evaluation parameters and/or performance outcomes
 - d) Requisite knowledge
 - e) Requisite skills

- 4) Lesson planning
 - a) Considerations from the training curriculum and program management perspective
 - b) Impact of lesson planning on curriculum development
 - i) Fiscal impact
 - ii) Performance impact

- 5) Instructional methods

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- a) Considerations from the training curriculum and program management perspective
 - b) Impact of various instructional methods on curriculum development
 - i) Fiscal impact
 - ii) Performance impact
- 6) Characteristics of adult learners
- a) Considerations from the training curriculum and program management perspective
 - b) Impact of adult learner characteristics on curriculum development
 - i) Fiscal impact
 - ii) Performance impact
- 7) Instructional media
- a) Impact of instructional media on curriculum development
 - i) Fiscal impact
 - ii) Performance impact
- 8) Curriculum development
- a) Converting JPRs into instructional objectives to clarify performance expectations
 - i) Designate or develop reference material
 - ii) Knowledge objectives
 - iii) Skill objectives
 - (1) Skills checklist
- 9) Development of evaluation instruments
- a) Considerations from the training curriculum and program management perspective
 - b) Impact of evaluation instruments on curriculum development
 - i) Fiscal impact
 - ii) Performance impact

803-6.3.3 Design programs or curriculums **curricula**, given needs analysis and agency goals, so that the agency goals are supported, the knowledge and skills are job related, the design is performance based, adult learning principles are utilized, and the program meets time and budget constraints.

Requisite Knowledge: Instructional design, adult learning principles, principles of performance-based education, research, and fire service terminology.

- 1) Instructional design
 - a) Systematic approach to the development of a program to meet instructional needs and goals

- 2) Adult learning principles
 - a) Characteristics of adult learners (Malcolm Knowles)
 - i) Autonomous and Self-directed
 - ii) Personal experience and knowledge
 - iii) Goal oriented
 - iv) Relevancy oriented
 - v) Practical
 - vi) Need for respect
 - b) Application of adult learning principles

- 3) Principles of performance-based education
 - a) Measures achievement of objectives by performing actions
 - b) Components of performance-based education
 - i) Curriculum
 - ii) Instructional material
 - iii) Student assessment
 - iv) Instructional practice
 - v) Student/system accountability

- 4) Research
 - a) Choose topic
 - b) Organize topic into specific items
 - c) Identify research sources
 - d) Collect and review information
 - e) Process or prepare information to support instruction needs
 - f) Refresh information as needed

- 5) Fire service terminology
 - a) Utilize common fire service terminology

803-6.3.4 Modify an existing curriculum, given the curriculum, audience characteristics, learning objectives, instructional resources, and agency training requirements, so that the curriculum meets the

requirements of the agency, and the learning objectives are achieved.

Requisite Knowledge: Instructional design, adult learning principles, principles of performance-based education, research, and fire service terminology.

- 1) Instructional design (modification from the training curriculum and program management perspective)
 - a) Systematic approach to the development of a program to meet instructional needs and goals

- 2) Adult learning principles
 - a) Characteristics of adult learners (Malcolm Knowles)
 - i) Autonomous and Self-directed
 - ii) Personal experience and knowledge
 - iii) Goal oriented
 - iv) Relevancy oriented
 - v) Practical
 - vi) Need for respect
 - b) Application of adult learning principles

- 3) Principles of performance-based education
 - a) Measures achievement of objectives by performing actions
 - b) Components of performance-based education
 - i) Curriculum
 - ii) Instructional material
 - iii) Student assessment
 - iv) Instructional practice
 - v) Student/system accountability

- 4) Research
 - a) Choose topic
 - b) Organize topic into specific items
 - c) Identify research sources
 - d) Collect and review information
 - e) Process or prepare information to support instruction needs
 - f) Refresh information as needed

- 5) Fire service terminology
 - a) Utilize common fire service terminology

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803-6.3.5 Write program and course goals, given job performance requirements (JPRs) and needs analysis information, so that the goals are clear, concise, measurable, and correlate to agency goals.

Requisite Knowledge: Components and characteristics of goals, and correlation of JPRs to program and course goals.

- 1) Components and characteristics of goals
 - a) Goal theory
 - i) Specific better than vague
 - ii) Must be committed to goal
 - iii) Must be challenging, but attainable
 - b) Clear
 - c) Concise
 - d) Measurable
 - e) Correlated to agency goals
 - f) Describes the desired outcome of a given course
- 2) Correlation of JPRs to program and course goals
 - a) Review needs analysis information
 - b) Identify program and course needs
 - c) Develop course goals to meet identified needs using the JPRs

803-6.3.6 Write course objectives, given JPRs, so that objectives are clear, concise, measurable, and reflect specific tasks.

Requisite Knowledge: Components of objectives and correlation between JPRs and objectives.

- 1) Components of objectives
 - a) Audience
 - b) Behavior
 - c) Condition
 - d) Degree
- 2) Correlation between JPRs and objectives
 - a) Develop course objectives to meet course goals using the JPRs

- 803-6.3.7** Construct a course content outline, given course objectives, reference sources, functional groupings and the agency structure, so that the content supports the agency structure and reflects current acceptable practices.

Requisite Knowledge: Correlation between course goals, course outline, objectives, JPRs, instructor lesson plans, and instructional methods.

- 1) Correlation between course goals, course outline, objectives, JPRs, instructor lesson plans, and instructional methods
 - a) Develop course outline to meet course goals and objectives using JPRs
 - b) Develop course outline so that lesson plans may be created and instructional delivery methods identified

803-6.4 **Instructional Delivery**

No JPRs at the Instructor III Level.

803-6.5 **Evaluation and Testing**

- 803-6.5.1** **Definition of Duty:** Develops an evaluation plan; collects, analyzes, and reports data; and utilizes data for program validation and student feedback.

- 803-6.5.2** Develop a system for the acquisition, storage, and dissemination of evaluation results, given agency goals and policies, so that the goals are supported and **so that** those impacted **affected** by the information receive feedback consistent with agency policies **and** federal, state, and local laws.

Requisite Knowledge: Record-keeping systems, agency goals, data acquisition techniques, applicable laws, and methods of providing feedback.

- 1) Record-keeping systems
 - a) Electronic
 - b) Paper-based (hard copy)
- 2) Agency goals
 - a) Authority Having Jurisdiction (AHJ)

- 3) Data acquisition techniques
 - a) Electronic
 - b) Paper-based (hard copy)
- 4) Applicable laws
 - a) Federal
 - b) State
 - c) Local
- 5) Methods of providing feedback
 - a) Electronic
 - b) Paper-based (hard copy)
 - c) Verbal

803-6.5.3 Develop course evaluation plan, given course objectives and agency policies, so that objectives are measured and agency policies are followed.

Requisite Knowledge: Evaluation techniques, agency constraints, and resources.

- 1) Evaluation techniques
 - a) General areas of course evaluation
 - i) Reaction
 - ii) Knowledge
 - iii) Skills
 - iv) Attitudes
 - v) Transfer of Learning
 - vi) Results
 - b) Evaluation methods
 - i) Formative Evaluation
 - ii) Field testing
 - (1) Pilot program
 - iii) Observation
 - (1) Learner responses
 - (2) Test results
 - c) Summative Evaluation
 - i) End of course feedback
- 2) Agency constraints
 - a) Authority Having Jurisdiction (AHJ)

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- 3) Resources
 - a) Human resources
 - b) Equipment

803-6.5.4 Create a program evaluation plan, given agency policies and procedures, so that instructors, course components, and facilities are evaluated and student input is obtained for course improvement.

Requisite Knowledge: Evaluation methods and agency goals.

- 1) Evaluation methods
 - a) General areas of program evaluation
 - i) Reaction
 - ii) Knowledge
 - iii) Skills
 - iv) Attitudes
 - v) Transfer of Learning
 - vi) Results
 - b) Evaluation techniques
 - i) Formative Evaluation
 - ii) Field testing
 - (1) Pilot program
 - iii) Observation
 - (1) Learner responses
 - (2) Test results
 - c) Summative Evaluation
 - i) End of course feedback
 - (1) Student course evaluation
 - (2) Instructor evaluation
 - (3) Course component evaluation
 - (4) Facilities evaluation
- 2) Agency goals
 - a) Authority Having Jurisdiction (AHJ)

RECOMMENDED REFERENCE LIST FOR THE FIRE INVESTIGATOR CURRICULUM

Certified Training Facilities approved to teach this curriculum, must have the following reference materials:

DeHaan, John D., *Kirk's Fire Investigation*, (6th ed.). (2006). Upper Saddle River, NJ: Brady/Prentice Hall.

Emergency Response Guidebook, (2004 ed.). U.S. Department of Transportation Research and Special Programs Administration, Office of Hazardous Materials Initiatives and Training.

Fire in Texas, Texas State Fire Marshals Office. Department of Insurance, TEXFIRS section.

Fire Investigator (1st ed.). (2000). Stillwater OK: Fire Protection Publications. International Fire Service Training Association (IFSTA).

Hazardous Materials: Managing the Incident. (3rd ed.). (2005). Stillwater, OK: Fire Protection Publications. International Fire Service Training Association (IFSTA).

Hazardous Materials Response Handbook. (4th ed.). (2002). Quincy, MA: NFPA Publications. National Fire Protection Association.

NFPA 472: Standard for Professional Competence of Responders to Hazardous Materials Incidents (2002 ed.). Quincy, MA: National Fire Protection Association. NFPA Publications.

NFPA 921: Guide for Fire and Explosion Investigations (2004 ed.). Quincy, MA: National Fire Protection Association. NFPA Publications.

NFPA 1033: Standard for Professional Qualifications for Fire Investigator (2003 ed.). Quincy, MA: National Fire Protection Association. NFPA Publications.

Rules of Criminal Evidence, latest edition. (On 12/01/06, this information was available online at <http://www.courts.state.tx.us/publicinfo/TRE/Toc.htm>).

Texas Code of Criminal Procedure, latest edition. (On 12/01/06, this information was available online at <http://www.tlc.state.tx.us/>).

Texas Commission on Fire Protection, *Fire Investigator Curriculum*.

Standards Manual for Fire Protection Personnel. Austin, TX: Texas Commission on Fire Protection.

Texas Family Code, latest edition. (On 12/01/06, this information was available online at <http://www.tlc.state.tx.us/>).

Texas Insurance Code, latest edition. (On 12/01/06, this information was available online at <http://www.tlc.state.tx.us/>).

Texas Penal Code, latest edition. (On 12/01/06, this information was available online at <http://www.tlc.state.tx.us/>).

Texas Public Information Act Handbook, latest edition. (On 12/01/06, this information was available online at http://www.oag.state.tx.us/opinopen/oq_resources.shtml. It is available through the Texas Attorney General's office.)

United States Code Annotated, latest edition. (On 11-01-06, this information was available online at <http://www.gpoaccess.gov/uscode/index.html>).

United States Constitution. (On 12/01/06, this information was available online at <http://www.house.gov/Constitution/Constitution.html>).