

CERTIFICATION CURRICULUM MANUAL

CHAPTER EIGHT

FIRE INSTRUCTOR

NFPA 1041, 2019 Edition

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Texas Commission on Fire Protection
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Course Instructor Information

Fire Instructor I, II and III

Overview

The Fire Instructor curricula are designed to provide clear guidance that ensures adequate presentation of the information required to meet the Job Performance Requirements (JPRs) of National Fire Protection Association (NFPA) 1041, *Standard for Fire Service Instructor Professional Qualifications*, 2019 edition.

The Fire Instructor curricula make up Chapter 8 of the TCFP Curriculum Manual.

Certification Level	TCFP Section Number	NFPA 1041 Chapter
Fire Instructor I	801	4
Fire Instructor II	802	5
Fire Instructor III	803	6

Layout

The NFPA numbering sequence is mirrored to allow easy correlation between this document and the NFPA Standard. For example, 801-4.4.5 identifies the section in Instructor I that corresponds to NFPA section 4.4.5.

When a section references information from “Annex A Explanatory Material” in the NFPA Standard, it is identified by adding an “A” to the section number. For example, 802-A.5.4.3 identifies the section in Instructor II that corresponds to NFPA Annex A information for NFPA section 5.4.3.

TCFP Standards Manual

It is critical that you review the chapters in the TCFP Standards Manual that apply to this curriculum. Of primary importance are the following three chapters. Definitions of key terms are located in Chapter 439; Minimum standards for Fire Instructor certification are located in Chapter 425; Requirements for training facilities, including instructor requirements are located in Chapter 427. These chapters do not address every issue that could impact this curriculum; therefore, you are encouraged to become familiar with the TCFP Standards Manual.

Components of the Curricula

Each section of a curriculum identifies the NFPA Job Performance Requirement (JPR) and subdivides the requisite knowledge requirements into learning components. For example:

View within the Curriculum		Explanation
801-4.2.5	Complete training records and reports, given policies and procedures and forms, so that required reports are accurate and submitted in accordance with the procedures.	Section Number and NFPA JPR
	a. Types of records and reports required	First part of Requisite Knowledge
	b. Policies and procedures for processing records and reports	Second part of Requisite Knowledge

Skills

NFPA Requisite Skill requirements are addressed in the corresponding Skill Sheets.

NFPA Definitions of Certification Levels

Instructor I: A fire service instructor who has demonstrated the knowledge and ability to deliver instruction effectively from a prepared lesson plan, including instructional technology tools and evaluation instruments; adapt lesson plans to the unique requirements of the students and authority having jurisdiction; organize the learning environment so that learning and safety are maximized; and meet the record-keeping requirements of authority having jurisdiction.

Instructor II: 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 technology tools, and evaluation instruments; schedule training sessions based on overall training plan of authority having jurisdiction; and supervise and coordinate the activities of other instructors.

Instructor III: 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; design records management and scheduling systems; and develop training goals and implementation strategies.

CERTIFICATION CURRICULUM MANUAL – CHAPTER EIGHT

INSTRUCTOR I

CHAPTER EIGHT
FIRE INSTRUCTOR I
CURRICULUM OUTLINE

SECTION	SUBJECT	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

REFERENCE LIST FOR THE FIRE INSTRUCTOR I CURRICULUM

Fire and Emergency Services Instructor (9th ed.). (2019). Stillwater, OK: International Fire Service Training Association, Oklahoma State University.

Fire and Emergency Services Instructor: Principles and Practice (3rd ed.). (2020). Burlington, MA: Jones and Bartlett Learning.

NFPA 1041: Standard for Fire Service Instructor Professional Qualifications (2019 ed.). Quincy, MA: National Fire Protection Association. NFPA Publications.

NFPA 1401: Recommended Practice for Fire Service Training Reports and Records (2017 ed.). Quincy, MA: NFPA Publications. National Fire Protection Association.

NFPA 1403: Standard on Live Fire Training Evolutions (2018 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 (AHJ)
- Organize the learning environment so that learning is maximized
- Meet the record-keeping requirements of the AHJ

801-4.1 General

801-4.1.1 The Fire and Emergency Services Instructor I shall meet the JPRs 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, 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:

- a. Components of a lesson plan
- b. Policies and procedures for the procurement of material and equipment, and resource availability

Requisite Skills. None required.

801-4.2.3 Prepare requests for resources, given training goals and current resources, so that the resources required to meet training goals are identified and documented.

Requisite Knowledge:

- a. Resource Management
- b. Sources of instructional resources and equipment

Requisite Skills. Oral and written communication, forms completion.

801-4.2.4 Schedule single instructional sessions, given a training assignment, AHJ scheduling procedures, instructional resources, facilities and timeline for delivery, so that the specified sessions are delivered according to AHJ procedure.

801-A.4.2.4 There are times when a Fire and Emergency Services Instructor I may be required to schedule training sessions that are part of an overall training program, such as Fire Fighter I or to schedule individual training sessions as assigned. Coordination of the overall training calendar is the responsibility of the Fire and Emergency Services Instructor II.

Requisite Knowledge:

a. AHJ scheduling procedures and resource management

Requisite Skills. Training schedule completion.

801-4.2.5 Complete training records and reports, given policies and procedures and forms, so that required reports are accurate-and submitted in accordance with the procedures.

Requisite Knowledge:

a. Types of records and reports required

b. Policies and procedures for processing records and reports

Requisite Skills. Report writing and record completion.

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, learner characteristics, 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 Fire and Emergency Services Instructor I, prior to the start of the course, should be able to evaluate the learning environment, evaluate

facilities for appropriateness, meet AHJ standard operating procedures (SOPs), and recognize learner characteristics of students.

Requisite Knowledge:

- a. Recognition of student learner characteristics and diversity, methods of instruction, types of resource materials, organization of the learning environment, and policies and procedures

Requisite Skills. Analysis of resources, facilities, and materials.

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 Fire and Emergency Services 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 making adaptations necessary due to the learning environment, learner characteristics, audience, capability of facilities, and types of equipment.

801-A.4.3.3(A) Presentation methods for the Instructor I include the following:

- (1) Demonstration
- (2) Illustration
- (3) Lecture
- (4) Individualized instruction

A lesson plan should include the following components:

- (1) Job title topic
- (2) Level of instruction
- (3) Behavioral objectives performance objectives or learning outcomes
- (4) Instructional materials needed
- (5) References
- (6) Preparation step (motivation)
- (7) Presentation step
- (8) Application step
- (9) Lesson summary
- (10) Evaluation step
- (11) Assignment

The elements of the communication process include the following:

- (1) Encoding
- (2) Transmitting
- (3) Receiving
- (4) Decoding

Requisite Knowledge:

- a. Elements of a lesson plan
- b. Selection of instructional aids and methods
- c. Organization of the learning environment

Requisite Skills. Instructor preparation and organization techniques.

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 addressed.

Requisite Knowledge:

- a. Learning environment management and safety
- b. Advantages and limitations of audiovisual equipment and teaching aids
- c. Classroom arrangement
- d. Methods and techniques of instruction

Requisite Skills. Use of instructional media and teaching aids.

801-4.4.3 Present and adjust 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, applicable safety standards and practices are followed, and risks are addressed.

801-A4.4.3(A) Distance learning encompasses a variety of instructional strategies, including online learning, blended e-learning, web-based instruction, computer-based training, interactive television and podcasts.

Requisite Knowledge:

- a. The laws and principles of learning methods and techniques of instruction, lesson plan components and elements of the communication process, and lesson plan terminology and definitions

- b. Learner characteristics
- c. Student-centered learning principles; instructional technology tools
- d. The impact of cultural differences on instructional delivery
- e. Safety rules, regulations and practices
- f. Identification of training hazards
- g. Elements and limitations of distance learning
- h. Distance learning delivery methods
- i. The instructor's role in distance learning

Requisite Skills. Oral communication techniques, methods and techniques of instruction, ability to adapt to changing circumstances, and utilization of lesson plans in an instructional setting.

801-4.4.4 Adjust to differences in learner characteristics, abilities, cultures and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe and positive learning environment is maintained.

801-A.4.4.4 Examples of disruptive behavior include, but are not limited to, harassment, abuse, discrimination, disruption of training, horseplay, and a lack of respect for others.

801-A.4.4.4(A) Factors that could influence the learning process include:

- (1) Attitude
- (2) Experience
- (3) Knowledge
- (4) Education
- (5) Personality
- (6) Physical condition (fatigue, illness, etc.)
- (7) Unsafe behavior
- (8) Motivation
- (9) Competing demands for time

Requisite Knowledge:

- a. Motivation techniques
- b. Learner characteristics
- c. Types of learning disabilities and methods for dealing with them
- d. Methods of dealing with disruptive and unsafe behavior

Requisite Skills. Basic coaching and motivational techniques, correction of disruptive behaviors, and adaptation of lesson plans or materials to specific instructional situations.

801-4.4.5 Operate instructional technology tools and demonstration devices, given a learning environment and equipment, so that the equipment functions, the intended objectives are presented, and transitions between media and other parts of the presentation are accomplished.

Requisite Knowledge:

- a. Instructional technology tools, demonstration devices, selection criteria

Requisite Skills. Use of instructional technology tools, demonstration devices, transition techniques, cleaning, and field level maintenance.

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 AHJ , so that bias or discrimination is eliminated, the testing is conducted according to procedures and the security of the materials is maintained.

Requisite Knowledge:

- a. Test administration
- b. Laws and policies pertaining to discrimination during training and testing
- c. Methods for eliminating testing bias
- d. Laws affecting records and disclosure of training information
- e. Purposes of evaluation and testing
- f. Performance skills evaluation

Requisite Skills. Use of skills checklists and assessment techniques.

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:

- a. Grading methods
- b. Methods for eliminating bias during grading
- c. Maintaining confidentiality of scores

Requisite Skills. None required.

- 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:

- a. Reporting procedures and the interpretation of test results

Requisite Skills. Communication skills and basic coaching.

- 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 Fire and Emergency Services 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:

- a. Reporting procedures and the interpretation of test results

Requisite Skills. Communication skills and basic coaching.

CERTIFICATION CURRICULUM MANUAL – CHAPTER EIGHT

INSTRUCTOR II

CHAPTER EIGHT
FIRE INSTRUCTOR II
CURRICULUM OUTLINE

SECTION	SUBJECT	RECOMMENDED HOURS
802-5.1	General	1
802-5.2	Program Management	16
802-5.3	Instructional Development	10
802-5.4	Instructional Delivery	9
802-5.5	Evaluation and Testing	12
	TOTAL RECOMMENDED HOURS	48

REFERENCE LIST FOR THE FIRE INSTRUCTOR II CURRICULUM

Fire and Emergency Services Instructor (9th ed.). (2019). Stillwater, OK: International Fire Service Training Association, Oklahoma State University.

Fire and Emergency Services Instructor: Principles and Practice (3rd ed.). (2020). Burlington, MA: Jones and Bartlett Learning.

NFPA 1041: Standard for Fire Service Instructor Professional Qualifications (2019 ed.). Quincy, MA: National Fire Protection Association. NFPA Publications.

NFPA 1401: Recommended Practice for Fire Service Training Reports and Records (2017 ed.). Quincy, MA: NFPA Publications. National Fire Protection Association.

NFPA 1403: Standard on Live Fire Training Evolutions (2018 ed.). Quincy, MA: NFPA Publications. National Fire Protection Association.

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

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 the authority having jurisdiction (AHJ)
- Supervise and coordinate the activities of other instructors

802-5.1 General

The Fire and Emergency Services Instructor II shall meet the requirements for Fire and Emergency Services Instructor I and the JPRs 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 Assign instructional sessions, given AHJ scheduling policy, instructional resources, staff, facilities, and timeline for delivery, so that the specified sessions are delivered according to AHJ policy.

Requisite Knowledge:

- a. AHJ policy
- b. Scheduling processes
- c. Supervision techniques
- d. Resource management

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

802-5.2.3 Recommend budget needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified and documented.

Requisite Knowledge:

- a. AHJ budget policy
- b. Resources management

- c. Needs analysis
- d. Sources of instructional materials and equipment

Requisite Skills. Resource analysis and preparation of supporting documentation.

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

Requisite Knowledge:

- a. AHJ policies, purchasing procedures, and budget

Requisite Skills. Records completion.

- 802-5.2.5 Manage training record-keeping, given training records, AHJ policy, and training activity, so that all AHJ and legal requirements are met.

Requisite Knowledge:

- a. Record-keeping processes
- b. AHJ policies
- c. Laws affecting records and disclosure of training information
- d. Professional standards applicable to training records
- e. Systems used for record-keeping

Requisite Skills. Records management.

- 802-5.2.6 Evaluate instructors, given an evaluation tool, AHJ policy, and objectives, so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the evaluator.

Requisite Knowledge:

- a. Personnel evaluation methods
- b. Supervision techniques
- c. AHJ policy
- d. Effective instructional methods and techniques

Requisite Skills. Coaching, observation techniques, and completion of evaluation records.

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

802-A.5.3.2 A lesson plan should include the following components:

- (1) Job title or topic
- (2) Level of instruction
- (3) Behavioral objectives, performance objectives or learning outcomes
- (4) Instructional materials needed
- (5) References
- (6) Preparation step (motivation)
- (7) Presentation step
- (8) Application step
- (9) Lesson summary
- (10) Evaluation step
- (11) Assignment

Requisite Knowledge:

- a. Elements of a lesson plan
- b. Components of learning objectives
- c. Instructional methodology
- d. Student-centered learning
- e. Methods for eliminating bias
- f. Types and application of instructional technology tools and techniques
- g. Copyright law
- h. References and materials

Requisite Skills. Conduct research, develop behavioral objectives, assess needs, and develop instructional technology tools; lesson outline techniques, evaluation techniques, and resource needs analysis.

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 is delivered in a safe and proficient manner and the objectives are achieved.

Requisite Knowledge:

- a. Student-centered learning methods, discussion methods, facilitation methods
- b. Problem-solving techniques
- c. Methods for eliminating bias
- d. Types and application of instructional technology tools
- e. Evaluation tools and techniques

Requisite Skills. Facilitate instructional session, apply student-centered learning, evaluate instructional delivery; use and evaluate instructional technology tools, evaluation techniques, and resources.

802-A.5.4.2(B). The Fire and Emergency Services Instructor II should acquire skills to effectively utilize problem-solving techniques, to facilitate and lead conferences, and to use discussion methods of presentation. These techniques are frequently used to conduct small group sessions where participants have advanced knowledge and experience in the subject matter and the goal is to reach a group solution to a problem or issue.

802-5.4.3 Supervise other instructors and students during training, given a specialized training scenario, so that applicable safety standards and practices are followed, and instructional goals are met.

802-A.5.4.3 Examples of specialized training include live fire evolutions, hazardous materials, abovegrade and belowgrade rescue, and evolutions that involve the use of power tools.

Requisite Knowledge:

- a. Safety rules, regulations and practices
- b. The incident management system
- c. Leadership techniques

Requisite Skills. Conduct a safety briefing, ability to communicate, and implement an incident management system.

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, learner characteristics, and training goals, so that the evaluation instrument measures whether the student has achieved the learning objectives

Requisite Knowledge:

- a. Evaluation methods
- b. Evaluation instrument development
- c. Assessment of validity and reliability

Requisite Skills. Evaluation item construction and assembly of evaluation instruments.

802-5.5.3 Develop a class evaluation instrument, given AHJ 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.

802-A.5.5.3 It is understood that a program can consist of multiple courses, a course can consist of multiple classes, and a class can consist of a single teaching lesson.

Requisite Knowledge:

- a. Training evaluation methods

Requisite Skills. Development of training evaluation instruments.

CERTIFICATION CURRICULUM MANUAL – CHAPTER EIGHT

INSTRUCTOR III

CHAPTER EIGHT
FIRE INSTRUCTOR III
CURRICULUM OUTLINE

SECTION	SUBJECT	RECOMMENDED HOURS
803-6.1	General	1
803-6.2	Program Management	17
803-6.3	Instructional Development	30
803-6.4	Instructional Delivery	0
803-6.5	Evaluation and Testing	16
	TOTAL RECOMMENDED HOURS	64

REFERENCE LIST FOR THE FIRE INSTRUCTOR III CURRICULUM

Fire and Emergency Services Instructor (9th ed.). (2019). Stillwater, OK: International Fire Service Training Association, Oklahoma State University.

Fire and Emergency Services Instructor: Principles and Practice (3rd ed.). (2020). Burlington, MA: Jones and Bartlett Learning.

NFPA 1041: Standard for Fire Service Instructor Professional Qualifications (2019 ed.). Quincy, MA: National Fire Protection Association. NFPA Publications.

NFPA 1401: Recommended Practice for Fire Service Training Reports and Records (2017 ed.). Quincy, MA: NFPA Publications. National Fire Protection Association.

NFPA 1403: Standard on Live Fire Training Evolutions (2018 ed.). Quincy, MA: NFPA Publications. National Fire Protection Association.

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

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

The Fire and Emergency Services Instructor III shall meet the requirements for Fire and Emergency Services Instructor II and the JPRs 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 AHJ policies and procedures for the management of instructional resources, staff, facilities, records, and reports.

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

803-A.6.2.2 See NFPA 1401.

Requisite Knowledge:

- a. AHJ policy
- b. Record-keeping system
- c. Professional standards addressing training records
- d. Legal requirements affecting record-keeping
- e. Disclosure of information

Requisite Skills. Development of records and report generation.

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

Requisite Knowledge:

- a. AHJ procedures and training program goals
- b. Format for AHJ policies

Requisite Skills. Technical writing and decision making.

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

Requisite Knowledge:

- a. AHJ regarding staff selection, instructional requirements, the capabilities of instructional staff, employment laws, and AHJ goals

Requisite Skills. Evaluation techniques and interview methods.

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

Requisite Knowledge:

- a. Evaluation methods
- b. Employment laws
- c. AHJ policies
- d. Staff schedules
- e. Job requirements

Requisite Skills. Evaluation techniques, scheduling, technical writing.

- 803-6.2.6 Formulate budget needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified and documented.

Requisite Knowledge:

- a. AHJ budget policy
- b. Resource management
- c. Needs analysis
- d. Sources of instructional materials
- e. Equipment

Requisite Skills. Resource analysis and required documentation.

803-6.2.7 Write equipment purchasing specifications, given curriculum information, training goals, and AHJ guidelines, so that the equipment is appropriate and supports the curriculum.

Requisite Knowledge:

- a. Equipment purchasing procedures
- b. Available AHJ resources
- c. Curriculum needs

Requisite Skills. Preparation of procurement documents, technical writing.

803-6.2.8 Present evaluation findings, conclusions, and recommendations to AHJ administrator, given data summaries and target audience, so that recommendations are unbiased, supported, and reflect AHJ goals, policies, and procedures.

Requisite Knowledge:

- a. Statistical analysis and AHJ goals

Requisite Skills. Presentation skills and report preparation following AHJ guidelines.

803-6.3 **Instructional Development**

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

803-6.3.2 Conduct an AHJ needs analysis, given AHJ goals, so that instructional needs are identified and solutions are recommended.

Requisite Knowledge:

- a. Needs analysis
- b. Gap analysis
- c. Instructional design process
- d. Instructional methodology
- e. Learner characteristics
- f. Instructional technologies
- g. Curriculum development
- h. Facilities
- i. Development of evaluation instruments

Requisite Skills. Conducting research and needs and gap analysis, forecasting, and organizing information.

- 803-6.3.3 Design programs or curricula, given needs analysis and AHJ goals, so that the goals are supported, learner characteristics are identified, audience-based instructional methodologies are utilized, and the program meets time and budget constraints.

Requisite Knowledge:

- a. Instructional design
- b. Instructional methodologies
- c. Learner characteristics
- d. Principles of student-centered learning
- e. Research methods

Requisite Skills. Technical writing and selecting course reference materials.

- 803-6.3.4 Write program and course outcomes, given JPRs and needs analysis information, so that the outcomes are clear, concise, measurable, and correlate to AHJ goals.

Requisite Knowledge:

- a. Components and characteristics of outcomes
- b. Correlation of outcomes to AHJ goals

Requisite Skills. Technical writing.

- 803-6.3.5 Write course objectives, given course outcomes, so that objectives are clear, concise, measurable, and reflect specific tasks.

Requisite Knowledge:

- a. Component of objectives
- b. Correlation between outcomes and objectives

Requisite Skills. Technical writing.

- 803-6.3.6 Construct a course content outline, given course objectives, and reference sources, functional groupings and the agency structure, so that the content outline supports course objectives.

Requisite Knowledge:

- a. Correlation between course objectives, instructor lesson plans, and instructional methodology

Requisite Skills. Technical writing.

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, analyses, 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 AHJ goals and policies, so that the goals are supported and so that those affected by the information receive feedback consistent with AHJ policies and federal, state, and local laws.

Requisite Knowledge:

- a. Record-keeping systems
- b. AHJ goals
- c. Data acquisition techniques
- d. Applicable laws
- e. Methods of providing feedback

Requisite Skills. The evaluation, development, and use of information systems.

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

803-A.6.5.3 It is viewed that the program can consist of multiple courses, a course can consist of multiple classes, and a class can consist of a single teaching session, such as a refresher update training.

Requisite Knowledge:

- a. Evaluation techniques
- b. AHJ constraints
- c. Resources

Requisite Skills. Decision making and technical writing.

803-6.5.4 Develop a program evaluation plan, given AHJ policies and procedures, so that instructors, course components, program goals, and facilities are evaluated, student input is obtained, and needed improvements are identified.

Requisite Knowledge:

- a. Evaluation methods
- b. AHJ goals

Requisite Skills. Construction of evaluation instruments, technical writing.

803-6.5.5 Analyze student evaluation instruments, given test data, objectives, and AHJ policies, so that validity and reliability are determined and necessary changes are made.

Requisite Knowledge:

- a. AHJ policies and applicable laws
- b. Test validity and reliability
- c. Item analysis methods

Requisite Skills. Item analysis.