



Course Information and Required Materials



Course Code: FO105
Course: Fire Instructor I/II Combined
Hours: 60 classroom
24 hours skills preparation
Designed For: Fire Department Company Officers and Firefighters
TCCF Approval: Pending

Course Description: The Fire Instructor I/II Combined Program is an advanced course designed to create a fire service instructor who is capable of generating instructional material, delivering various types of lectures utilizing audio/visual equipment, and administering cognitive and psychomotor examinations.

Course Goals: The purpose of this course is to meet or exceed the requirements of NFPA 1041, *Standard for Service Instructor Professional Qualifications* for Fire Instructor 1 and Fire Instructor 2 through successful completion of the course materials and associated performance objectives.

Prerequisites: Firefighter I

Certification Level: Fire Instructor 1
Fire Instructor 2

Maximum Class Size: 24

Restrictions: Candidates must be at least 18 years of age.

REQUIRED STUDENT MATERIALS

Jones and Bartlett, Fire Service Instructor Principals and Practices
Jones and Bartlett, Fire Service Instructor Principals and Practices Workbook
<http://fire.jbpub.com/instructor/>

REQUIRED INSTRUCTOR MATERIALS

Jones and Bartlett, Fire Service Instructor Principals and Practices Second Edition
Instructor Resource Kit

REFERENCES

National Fire Protection (NFPA) 1041, *Standard for Fire Service Instructor Professional Qualifications, 2007 Edition*

METHOD OF EVALUATION

Written Examination: Passing score 75%. Exams given at the end of each chapter and a final exam.

Completion of Practical Skills: All skills must be completed to the satisfaction of the instructor.

COURSE OBJECTIVES

Course Objectives: Upon completion of the Fire Service Instructor training program, the candidate shall, through written examination and practical application, demonstrate knowledge of the following NFPA Fire Officer performance objectives and, upon meeting all Tennessee Firefighting Commission requirements, be qualified to test for certification as a Fire Instructor I and II in accordance with the rules of the Tennessee Firefighting Commission and NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*.

Chapter 1: Today's Emergency Services Instructor**NFPA 1041 Chapter Objectives:****Instructor I**

4.1 General.

4.1.1 The Fire Service Instructor I shall meet the JPRs defined in Sections 4.2 through 4.5 of this standard.

4.2 Program Management.

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

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.

Instructor II

5.1 General. The Fire Service Instructor II shall meet the requirements for the Fire Service Instructor I and the JPRs defined in Sections 5.2 through 5.5 of this standard.

Knowledge Objectives

Upon completion of this chapter, the student shall:

- Define the roles and responsibilities of the Fire Service Instructor I.
- Define the roles and responsibilities of the Fire Service Instructor II.
- Describe how to manage resources.
- Describe how to manage records.
- Identify and explain five roles of the fire service instructor.
- Identify physical and emotional elements of the classroom.
- Cite the importance of visioning and succession planning for the instructor.
- Identify instructor credentials and qualifications.
- Identify four ethics issues for the fire service instructor.
- Identify three ways to assist the instructor in managing multiple priorities.

Skills Objectives

There are no skills objectives for this chapter.

Chapter 2: Legal Issues**NFPA 1041 Chapter Objectives****Instructor I**

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.

Instructor II

5.2.5 Coordinate training recordkeeping, given training forms, department policy, and training activity, so that all agency and legal requirements are met.

Knowledge Objectives

Upon completion of this chapter, the student shall:

- Describe how to prepare training records.
- Describe how to ensure that reports are kept accurately according to fire department procedures.
- Describe the records and reports required by the fire department.
- Describe the law as it applies to Fire Service Instructors.
- Describe whether training materials are protected by copyright or if they are public domain.
- Describe examples of ethical considerations.
- Describe how to minimize risk.

Skills Objectives

Upon completion of this chapter, the student shall:

- Demonstrate how to complete records and reports.
- Demonstrate ethical conduct.
- Demonstrate how to minimize risk.

Chapter 3: Methods of Instruction

NFPA 1041 Chapter Objectives

Instructor I

4.4 Instructional Delivery.

4.4.1 Definition of Duty. The delivery of instructional sessions utilizing prepared course materials.

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.

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.

Instructor II

5.4 Instructional Delivery.

5.4.1 Definition of Duty. Conducting classes using a lesson plan.

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.

Knowledge Objectives

Upon completion of this chapter, the student shall:

- Describe motivational techniques.
- Describe how to adjust the classroom presentation and still meet the objectives of the lesson plan.
- Describe the laws and principles of adult learning.
- Describe characteristics of generations X, Y, and the Baby Boomers.
- Describe communication techniques that will improve your presentation. Check against textbook to make sure they match
- Describe how to deal with disruptive and unsafe behaviors in the classroom.
- Describe how to conduct a class using a lesson plan.

Skills Objectives

Upon completion of this chapter, the student shall:

- Demonstrate basic coaching and motivational techniques.
- Demonstrate professionalism during the learning process. Make sure this matches textbook
- Demonstrate how to manage disruptive and unsafe behaviors in the classroom.

Chapter 4: The Learning Process**NFPA 1041 Chapter Objectives****Instructor I**

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.

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.

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.

Instructor II

NFPA 1041 contains no Job Performance Requirements for this chapter.

Knowledge Objectives

Upon completion of this chapter, the student shall:

- Describe the laws and principles of learning.
- Identify the three types of learning domains.
- Define learning styles and discuss the effects of learning styles in the classroom.
- Describe learning disabilities and methods of dealing with learning disabilities in adult learners.

Skills Objectives

Upon completion of this chapter, the student shall:

- Analyze student learning styles and preferences.

Chapter 5: Communication Skills for the Instructor**NFPA 1041 Chapter Objectives****Instructor I**

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.

Instructor II

NFPA 1041 contains no Job Performance Requirements for this chapter.

Knowledge Objectives

Upon completion of this chapter, the student shall:

- Identify and describe the elements of the communication process.
- Describe the role of communication in the learning process.
- Compare and describe the different types and styles of communication.

Skills Objectives

Upon completion of this chapter, the student shall:

- Demonstrate effective oral communication techniques.
- Demonstrate effective written communication techniques.
- Demonstrate the ability to use various communication styles in the classroom.

Chapter 6: Lesson Plans**NFPA 1041 Chapter Objectives****Instructor I**

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.

4.3 Instructional Development.

4.3.1 Definition of Duty. The review and adaptation of prepared instructional materials.

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.

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.

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.

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.

Instructor II

5.3 Instructional Development.

5.3.1 Definition of Duty. The development of instructional materials for specific topics.

5.3.2 Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the JPR's for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

5.3.3 Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so that the JPR's for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

Knowledge Objectives

Upon completion of this chapter, the student shall:

- Identify and describe the components of learning objectives.
- Identify and describe the parts of a lesson plan.
- Describe the four-step method of instruction.
- Describe the instructional preparation process.
- Describe the lesson plan adaptation process for the Fire Service Instructor I.
- Describe how a Fire Service Instructor II creates a lesson plan.
- Describe how a Fire Service Instructor II modifies a lesson plan.

Skills Objectives

Upon completion of this chapter, the student shall:

- Utilize the four-step method of instruction.
- Review a lesson plan and identify the adaptations needed.
- Create a lesson plan that includes learning objectives, a lesson outline, instructional materials, instructional aids, and an evaluation plan.
- Adapt a lesson plan so that it both meets the needs of the students and ensures that learning objectives are met.
- Modify a lesson plan so that it both meets the needs of the students and ensures that all learning objectives are met.

Chapter 7: The Learning Environment

NFPA 1041 Chapter Objectives

Instructor I

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.

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.

Instructor II

NFPA 1041 contains no Job Performance Requirements for this chapter.

Knowledge Objectives

Upon completion of this chapter, the student shall:

- Describe the effect of demographics on the learning environment.
- Describe how to adapt the learning environment to suit the needs of your students.
- Describe the effect of the audience and the venue on the learning environment.

Skills Objectives

Upon completion of this chapter, the student shall:

- Analyze the learning environment according to the students' needs and the learning objectives.
- Control the learning environment.
- Present to a diverse audience.

Chapter 8: Training Today: Multimedia Applications

NFPA 1041 Chapter Objectives

Instructor I

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.

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.

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

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.

Instructor II

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

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

Knowledge Objectives

Upon completion of this chapter, the student shall:

- Describe the types of multimedia tools available for the fire service instructor.
- Describe how to use multimedia tools.
- Describe how to maintain multimedia tools.
- Describe when to use multimedia tools in a presentation.

Skills Objectives

Upon completion of this chapter, the student shall:

- Demonstrate how to use multimedia tools.

Chapter 9: Safety During the Learning Process

NFPA 1041 Chapter Objectives

Instructor I

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.

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.

Instructor II

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.

Knowledge Objectives

Upon completion of this chapter, the student shall:

- Discuss the relationship between training and fire fighter safety.
- Describe the 16 Fire Fighter Life-Safety Initiatives.
- Describe how to ensure safety in the classroom.
- Describe how to promote and teach safety by example.
- Describe your responsibility to student safety during training.
- Describe the laws and standards pertaining to safety in live fire training.
- Discuss how to develop safety as part of your department's culture.

Skills Objectives

There are no skills objectives for this chapter.

Chapter 10: Evaluating the Learning Process

NFPA 1041 Chapter Objectives

Instructor I

4.5 Evaluation and Testing.

4.5.1 Definition of Duty. The administration and grading of student evaluation instruments.

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

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.

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.

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.

Instructor II

5.5 Evaluation and Testing.

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

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.

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

Knowledge Objectives

Upon completion of this chapter, the student shall:

- Describe how to develop student evaluation instruments.
- Describe standard testing procedures.
- Describe how to analyze a student evaluation instrument.
- Explain the role of testing in the systems approach to training process.
- Describe the types of written examinations.
- Describe how to administer testing.
- Explain the legal considerations for testing.
- Describe the process of providing feedback to students.

Skills Objectives

Upon completion of this chapter, the student shall:

- Demonstrate how to prepare an effective exam for student evaluation.
- Demonstrate how to grade student evaluation instruments.
- Demonstrate how evaluations are proctored and results are recorded.
- Demonstrate the methods for providing feedback on evaluation performance to students

Chapter 11: Evaluating the Fire Service Instructor

NFPA 1041 Chapter Objectives

Instructor I

NFPA 1041 contains no Instructor I Job Performance Requirements for this chapter.

Instructor II

5.2.6 Evaluate instructors, given an evaluation form, department policy, and JPRs, 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.

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.

Knowledge Objectives

Upon completion of this chapter, the student shall:

- Describe the department's policy or procedures in respect to fire service instructor evaluations.
- Describe the methods for fire service instructor evaluation.
- Describe the evaluation process.
- Describe the role of feedback in the fire service instructor evaluation.
- Describe how to develop a class evaluation form.

Skills Objectives

Upon completion of this chapter, the student shall:

- Perform an evaluation of a fire service instructor.

Chapter 12: Managing the Training Team**NFPA 1041 Chapter Objectives****Instructor I**

NFPA 1041 contains no Instructor I Job Performance Requirements for this chapter.

Instructor II

5.2 Program Management.

5.2.1 Definition of Duty. The management of instructional resources, staff, facilities, and records and reports.

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.

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.

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.

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.

Knowledge Objectives

Upon completion of this chapter, the student shall:

- Describe how to schedule instructional sessions.
- Describe the budget process, the creation of a bid, and budget management.
- Describe the process for acquiring and evaluating training resources.
- Describe how to safely supervise training.

Skills Objectives

Upon completion of this chapter, the student shall:

- Demonstrate the ability to schedule training.
- Demonstrate the procedures for creating a training budget

Chapter 13: The Learning Process Never Stops

NFPA 1041 Chapter Objectives

NFPA 1041 contains no Instructor I or Instructor II Job Performance Requirements for this chapter.

Knowledge Objectives

Upon completion of this chapter, the student shall:

- Identify and discuss the importance of continued learning for the fire service instructor.
- Identify professional organizations that will help in the professional development of the fire service instructor.
- Identify and discuss the value and importance of coaching and mentoring the next generation of fire service instructors.

Skills Objectives

There are no skills objectives for this chapter.

