

# NFPA 1041

## Fire Service

## Instructor

## Professional

## Qualifications

## 1987 Edition



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### Policy Adopted by NFPA Board of Directors on December 3, 1982

The Board of Directors reaffirms that the National Fire Protection Association recognizes that the toxicity of the products of combustion is an important factor in the loss of life from fire. NFPA has dealt with that subject in its technical committee documents for many years.

There is a concern that the growing use of synthetic materials may produce more or additional toxic products of combustion in a fire environment. The Board has, therefore, asked all NFPA technical committees to review the documents for which they are responsible to be sure that the documents respond to this current concern. To assist the committees in meeting this request, the Board has appointed an advisory committee to provide specific guidance to the technical committees on questions relating to assessing the hazards of the products of combustion.

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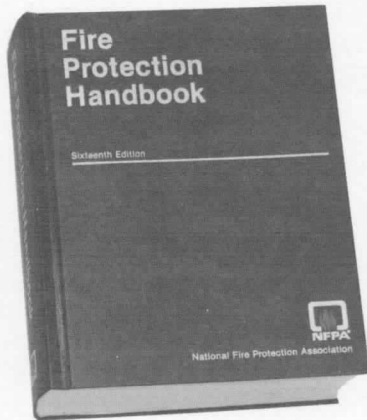
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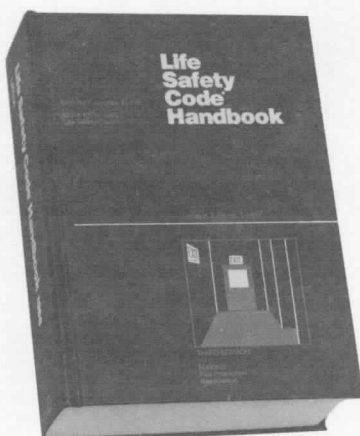
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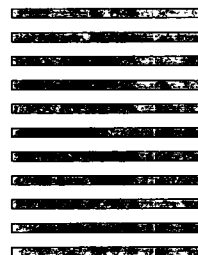
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**Tentative Interim Amendment 1041-87-1 to**  
**NFPA 1041**  
**Standard for**  
**Fire Service Instructor Professional Qualifications**  
**1987 Edition**

Pursuant to Section 15 of the NFPA Regulations Governing Committee Projects, the National Fire Protection Association has issued the following Tentative Interim Amendment to NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*, 1987 edition. The TIA was processed by the Committee on Fire Service Instructor Professional Qualifications and was issued by the Standards Council on April 15, 1988.

A Tentative Interim Amendment is tentative because it has not been processed through the entire standards-making procedures. It is interim because it is effective only between editions of the standard. A TIA automatically becomes a Proposal of the proponent for the next edition of the standard, as such, it then is subject to all the procedures of the standards making process.

1. *Delete 2-1.*
2. *Renumber 2-2 to 2-1.*

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NATIONAL FIRE PROTECTION ASSOCIATION, INC.  
Batterymarch Park, Quincy, MA 02269

**National Professional Qualifications System**  
**established by the**  
**Joint Council of National Fire Service Organizations**

Constituent Members of the  
**Joint Council of National Fire Service Organizations**

Fire Marshals Association of North America  
International Association of Arson Investigators  
International Association of Black Professional Fire Fighters  
International Association of Fire Chiefs  
International Association of Fire Fighters  
International Fire Service Training Association  
International Municipal Signal Association  
International Society of Fire Service Instructors  
Metropolitan Committee of International Association of Fire Chiefs  
National Fire Protection Association  
National Volunteer Fire Council

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

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

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

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

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

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

**1. Fire Service Professional Standards Development Committees**

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

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

1. Fire Fighters
2. Fire Inspectors and Investigators

3. Fire Service Instructors
4. Fire Service Officers.

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

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

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

The authorized representation on each committee is as follows:

#### **1. Fire Fighter Qualifications Committee**

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

#### **2. Fire Inspector and Investigator Qualifications Committee**

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

#### **3. Fire Service Instructor Qualifications Committee**

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

#### **4. Fire Service Officer Qualifications Committee**

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

#### **2. National Professional Qualifications Board for the Fire Service**

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

- (i) The Board is constituted to supervise a nationally coordinated continuing professional development program for the Fire Service.

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

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**Duane Pell**  
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## STATEMENT BY THE BOARD AS TO THE APPLICABILITY OF STANDARDS DEVELOPED UNDER THE SYSTEM

### Application to Existing Positions

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

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

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



### **Existing Systems**

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

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

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

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

### **Performance Objectives**

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

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

### **The Standards**

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

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

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

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

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

### **Approval of Standard**

This version of NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*, was approved by the National Professional Qualifications Board for the Fire Service in February, 1987, with the recommendation that it be submitted for adoption at the NFPA Annual Meeting to be held in Cincinnati, Ohio in May, 1987.

*(The foregoing is not part of the standard )*

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## **NFPA 1041**

### **Standard for**

## **Fire Service Instructor Professional Qualifications**

### **1987 Edition**

This edition of NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*, was prepared by the Technical Committee on Fire Service Qualifications, and acted on by the National Fire Protection Association, Inc. at its Annual Meeting held May 18-21, 1987 in Cincinnati, Ohio. It was issued by the Standards Council on June 10, 1987, with an effective date of June 30, 1987, and supersedes all previous editions.

The 1987 edition of this standard has been approved by the American National Standards Institute.

Changes other than editorial are indicated by a vertical rule in the margin of the pages on which they appear. These lines are included as an aid to the user in identifying changes from the previous edition.

### **Origin and Development of NFPA 1041**

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

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

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

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

The Standard was revised by the Fire Service Instructor Qualifications Committee in 1986, and submitted for adoption to the NFPA membership in May 1987.

**Technical Committee on  
Fire Service Instructor Professional  
Qualifications**

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Wallingford Fire Dept., CT  
Rep. Int'l Assn. of Fire Chiefs

**Joseph W. Duffy**, Central Connecticut State  
University  
Rep. Joint Council  
**Olin L. Greene**, Office of State Fire Marshal  
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**Eric S. Lamar**, IAFF Local 2068  
Rep. IAFF  
**Robert L. McLeod**, ISFSI  
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**Kenneth R. LaVoie**, City of Hampton Fire  
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of IL  
(Alternate to W. J. Vandevort)  
**Marty Richard**, Reno Fire Dept., NV  
(Alternate to O. Greene)

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

**NOTE:** Membership on a Committee shall not in and of itself constitute an endorsement of the Association or any document developed by the Committee on which the member serves.

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**NFPA 1041**  
**Standard for**  
**Fire Service Instructor**  
**Professional Qualifications**

**1987 Edition**

NOTICE: An asterisk (\*) following the number or letter designating a paragraph indicates explanatory material on that paragraph in Appendix A.

Information on referenced publications can be found in Appendix B.

**Chapter 1 Administration**

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

**1-2 Purpose.** The purpose of this standard is to provide minimum qualifications for fire service instructors.

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

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

**1-3 General.**

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

**1-3.2** It is not required that the objectives be mastered in the order that they appear in each of the levels of progression.

**1-3.3** When accepted, after fulfilling the entrance requirements of Chapter 2 of this standard, the individual may be called a fire service instructor candidate. The fire service instructor shall meet all of the objectives for Fire Service Instructor I before being certified at that level, and before applying for qualification at the next higher level.

**1-3.4** The Fire Service Instructor I shall meet all of the objectives for Fire Service Instructor II before being certified at that level, and before applying for qualification at the next higher level.

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

**1-3.6** The Fire Service Instructor III shall meet all of

the objectives for Fire Service Instructor IV before being certified at that level.

**1-3.7** This standard does not identify the level of skill and knowledge of the fire service instructor in the subject matter to be taught. Each training agency should select instructors who have appropriate subject matter skill, knowledge, and ability.

**1-4 Definitions.**

**Block.** A division of the occupational analysis consisting of a group of related tasks with some one factor in common.

**Classify.** To place into groups having a common characteristic; to assign to a particular category.

**Construct.** To draw, to make, to design, to assemble, to prepare, or to build.

**Define.** To supply a verbal description (orally or in writing) that gives the precise meaning or essential qualities.

**Demonstrate.** To perform a set of procedures with or without a verbal explanation.

**Describe.** To supply a verbal account (orally or in writing) that gives the essential categories, properties and relationships.

**Distinguish.** To identify as separate or different by marking, separating into classes or selecting out a common kind.

**Identify.** To point out, touch, mark, encircle, match, or pick up.

**Instructor I.** A fire service instructor who has demonstrated the knowledge of and the ability to conduct instruction from prepared material.

**Instructor II.** A fire service instructor who, in addition to meeting Instructor I qualifications, has demonstrated the knowledge and ability to coordinate other instructors, and who is capable of using a variety of teaching strategies to develop lesson plans and instructional aids based on a task analysis.

**Instructor III.** A fire service instructor who, in addition to meeting Instructor II qualifications, has demonstrated the knowledge and ability to determine course objectives, develop course outlines, develop tests, prepare lesson plans and supporting aids, and to supervise instructors and support staff.

**Instructor IV.** A fire service instructor who, in addition to meeting Instructor III qualifications, has demonstrated the knowledge and ability to administer and manage a fire service training program including budget preparation, personnel management, maintenance of positive public relations, and organizational goal setting.

**Job.** An organized segment of instruction designed to

develop sensorimotor skills or technical knowledge.

**Name.** To supply a verbal label (orally or in writing).

**Order.** To list in order, to place in sequence, to arrange, or to rearrange.

**Qualified.** Having satisfactorily completed the requirement of the objectives.

**Shall.** Indicates a mandatory requirement.

**Should.** Indicates a recommendation or that which is advised but not required.

**Task.** A job or combination of jobs requiring the teaching and learning of sensorimotor skills and technical information to meet occupational requirements.

**Unit.** A division of a block consisting of an organized grouping of tasks within that block.

**With Competence.** To demonstrate knowledge, skills, and judgment needed to perform indicated objective satisfactorily.

## Chapter 2 Entrance Requirements

**2-1\* General.** The Fire Service Instructor candidate for Instructor I shall be a qualified Fire Fighter III as defined in NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, or meet the NFPA Professional Qualifications Standards for the specific fire service specialty area in which he/she wishes to teach.

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

## Chapter 3 Instructor I

### 3-1 General.

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

- (a) Communication
- (b) Concepts of Learning
- (c) Human Relations in the Teaching/Learning Setting
- (d) Methods of Teaching
- (e) Organizing the Teaching/Learning Setting
- (f) Performance Evaluation
- (g) Records and Reports
- (h) Testing and Evaluation
- (i) The Instructor's Roles and Responsibilities

- (j) The Lesson Plan
- (k) The Teaching Technique
- (l) The Use of Instructional Materials.

**3-1.2** The Instructor I shall define the following terms and relate the concepts of these terms to fire service instructional activities:

- (a) Course objectives
- (b) Course outline
- (c) Feedback
- (d) Four-step method
- (e) Instructional materials
- (f) Instructor
- (g) Job
- (h) Job breakdown sheet
- (i) Key points
- (j) Lesson plan
- (k) Level of instruction
- (l) Materials needed
- (m) Methods of instruction
- (n) Minimum acceptable standard
- (o) Motivation
- (p) Occupational analysis
- (q) Performance levels
- (r) Progress chart
- (s) Student.

### 3-2 The Instructor's Roles and Responsibilities.

**3-2.1** The Instructor I shall specifically locate the position of Instructor I within the table of organization, identifying superiors and describing the instructor's role within the organization.

**3-2.2** The Instructor I shall describe and classify the instructor's responsibility to each of the following:

- (a) The fire service
- (b) The administration
- (c) The student.

**3-2.3** The Instructor I shall describe Equal Opportunity and Affirmative Action programs as they relate to fire service instruction.

**3-2.4** The Instructor I shall describe safety responsibilities and practices as they relate to fire service instruction.

### 3-3 Communication.

**3-3.1** The Instructor I shall demonstrate in a teaching situation the ability to speak in an easily understood manner having the following characteristics:

- (a) A clear, effectively pitched and well-modulated voice
- (b) Speech that is reasonably free from language errors
- (c) A style reasonably free from mannerisms that materially detract from the teaching effort.

**3-3.2** The Instructor I shall describe the following four elements of communication:

- (a) Encoding
- (b) Transmitting
- (c) Receiving
- (d) Decoding.

### **3-4 Concepts of Learning.**

**3-4.1** The Instructor I shall describe how the following student/instructor factors influence the teaching/learning process:

- (a) Attitude
- (b) Experience
- (c) Knowledge
- (d) Education
- (e) Personality
- (f) Physical condition (fatigue, illness, etc.).

**3-4.2** The Instructor I shall describe the laws and principles of learning.

**3-5 Human Factors in the Teaching/Learning Setting.** The Instructor I shall describe at least two means of dealing with each of the following types of students:

- (a) Daydreamer
- (b) Fast learner
- (c) Shy or timid student
- (d) Sidetracker or staller
- (e) Slow learner
- (f) Troublemaker or "wise guy."

**3-6 Instructional Materials.** The Instructor I shall demonstrate the proper use of the following types of teaching aids and demonstration devices generally employed in training programs:

- (a) Audio/visual equipment
- (b) Projectable instructional materials
- (c) Nonprojectable instructional materials.

### **3-7 Organizing the Teaching/Learning Setting.**

**3-7.1** The Instructor I shall describe how to organize a teaching/learning setting in an indoor or outdoor facility with regard to:

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

**3-7.2** The Instructor I shall describe how to organize a teaching/learning setting at a drillground or other outdoor facility with regard for:

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

**3-8 The Lesson Plan.** The Instructor I shall identify and describe the following components of a lesson plan:

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

### **3-9 The Teaching Technique.**

**3-9.1** The Instructor I shall describe methods for conducting a lesson using the:

- (a) Conference method
- (b) Discussion method
- (c) Demonstration method
- (d) Illustration method
- (e) Lecture method
- (f) Individualized instruction method.

**3-9.2** The Instructor I, given the assignment to teach a fire service subject, shall demonstrate ability to effect changes in student behavior by utilizing a lesson plan and a technique that employs the following four steps:

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

**3-9.3** The Instructor I shall describe how to adjust the presentation to ensure class continuity and student interest when the class is interrupted by an unscheduled event.

### **3-10 Testing and Evaluation.**

**3-10.1** The Instructor I shall describe the benefit of evaluating his/her own performance during an instructional activity.

**3-10.2** The Instructor I shall identify how to evaluate student performance in order to provide feedback regarding possible revisions in lesson plans or materials.

**3-10.3** The Instructor I shall demonstrate knowledge of the administration and grading of oral, written, and performance tests that may be required for student evaluation.

**3-10.4** The Instructor I shall describe procedures for reducing student failure rates by the following methods:

- (a) Bringing about an improved performance
- (b) Providing individual instruction to improve manipulative skill performance
- (c) Tutoring a student to improve technical knowledge.

**3-11 Training Records and Reports.** The Instructor I shall describe the benefits and purpose of training records and report forms, including progress and achievement reports, and demonstrate their completion.

- (i) Lesson summary
- (j) Evaluation step
- (k) Assignments.

**4-5 Instructional Materials Development.** The Instructor II shall prepare the following instructional materials:

- (a) Overhead transparencies
- (b) Charts
- (c) Diagrams
- (d) Information sheets
- (e) Student worksheets.

**4-6 Teaching/Learning Process.** The Instructor II shall describe how the following factors influence the teaching/learning process:

- (a) Instructional materials
- (b) The teaching/learning setting.

**4-7 Evaluation.** The Instructor II shall construct written questions, oral questions, and performance tests based upon the behavioral objectives or performance objectives of the lesson.

**4-8 Methods of Instruction.** The Instructor II shall explain when each of the following methods of instruction should be used and describe the relative values of each method:

- (a) The conference
- (b) The discussion
- (c) The demonstration
- (d) The illustration
- (e) The lecture
- (f) Group discussion
- (g) Computer aided instruction
- (h) Individualized instruction.

**4-9 References.** The Instructor II shall identify sources where reference materials required for the development of a fire service lesson plan may be obtained.

## Chapter 4 Instructor II

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

- (a) Task and Job Analysis
- (b) Preparation of Instructional Materials
- (c) Techniques of Testing and Evaluation
- (d) Writing Behavioral Objectives or Performance Objectives.

**4-2 Task and Job Analysis.** The Instructor II shall define task and job analysis and describe the procedures for performing task and job analysis.

**4-3 Behavioral Objectives or Performance Objectives.** Given general objectives, the Instructor II shall demonstrate the ability to develop specific, measurable, attainable behavioral objectives or performance objectives that have three major components:

- (a) What behavior is expected — what the student will be able to do
- (b) How the behavior is to be accomplished — the conditions under which the performance will be evaluated
- (c) To what standard the behavior is to be accomplished — how well the student will be able to perform.

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

- (a) Job title or topic
- (b) Level of instruction
- (c) Objectives (behavioral or performance)
- (d) Materials needed
- (e) References
- (f) Preparation step
- (g) Presentation
- (h) Application step

## Chapter 5 Instructor III

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

- (a) Analyzing Fire Service Occupations
- (b) Preparation of Instructional Materials
- (c) Principles of Technical Writing
- (d) Techniques of Administering Tests and Evaluation
- (e) Writing Course Objectives and Instructional Goals.

**5-2 Occupational Analysis.** The Instructor III shall construct an analysis of a typical fire service occupation by dividing the occupation into the following elements:



- (a) Block
- (b) Unit
- (c) Task
- (d) Job.

### 5-3 Development of Materials.

**5-3.1** The Instructor III shall prepare, for developmental purposes, a comprehensive course outline that includes the following components:

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

**5-3.2 Instructional Materials Development.** The Instructor III shall prepare or select appropriate instructional materials, having analyzed organizational needs and programs:

- (a) Film strips
- (b) Motion pictures
- (c) Slides
- (d) Video tapes
- (e) Audio material
- (f) Blueprints
- (g) Mock-ups
- (h) Models
- (i) Photographs
- (j) Program instructional materials
- (k) Self-study material
- (l) Student workbooks
- (m) Text books
- (n) Computer aided instruction.

### 5-4 Evaluation.

**5-4.1** The Instructor III shall construct a written examination, an oral examination, and a performance test, all of which meet the following requirements:

- (a) Comprehensive
- (b) Effective
- (c) Free from ambiguities in content, administration and grading
- (d) Nondiscriminatory
- (e) Reliable
- (f) Valid.

**5-4.2** The Instructor III shall construct a test analysis and an item analysis that will provide information regarding examination effectiveness and validity.

**5-4.3** The Instructor III shall define the following terms and describe their implications in determining examination effectiveness:

- (a) Criterion reference testing

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

**5-4.4** Given a summary of test grades and the results of other evaluation procedures, the Instructor III shall:

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

**5-4.5\*** The Instructor III shall describe the requirements of the Equal Employment Opportunity Act, including guidelines and affirmative action efforts for employee selection and testing.

### 5-5 Training Records and Reports.

**5-5.1** The Instructor III shall construct suitable training records and reports.

## Chapter 6 Instructor IV

**6-1 General.** The objectives of this chapter are based on the ability of the Instructor IV to demonstrate knowledge and skills in the following general subject areas:

- (a) General Management
- (b) Public Relations
- (c) Systems/Data Analysis
- (d) Training Program Management
- (e) Goal Setting.

### 6-2 General Management.

**6-2.1** The Instructor IV shall demonstrate knowledge of management practices, including the following:

- (a) Goal setting
- (b) Budget preparation and administration
- (c) Discipline
- (d) Grievance procedures
- (e) Hiring practices
- (f) Leadership
- (g) Motivation
- (h) Office management
- (i) Promotion policy
- (j) Staff development

(k) Termination

(l) Project writing.

**6-2.2** The Instructor IV shall describe the relationship of the fire service with other public safety, community and educational entities.

### **6-3 Systems/Data Analysis.**

**6-3.1** The Instructor IV shall describe the application of computer technology as it relates to the training function.

**6-3.2** The Instructor IV shall prepare an annual report.

### **6-4 Training Program Management.**

**6-4.1** The Instructor IV shall construct a schedule for training programs and instructional personnel.

**6-4.2** The Instructor IV shall describe an appropriate procedure for selecting instructor personnel to teach technical fire service subjects based on their skill, knowledge and ability.

**6-4.3** The Instructor IV shall describe the procedure for determining need, development, and implementation of fire service training programs on an organizational level.

**6-4.4** Given the need for advanced instructional materials, the Instructor IV shall analyze the need for and supervise the development of appropriate materials.

## **Appendix A**

*This Appendix is not a part of the requirements of this NFPA document, but is included for information purposes only.*

**A-2-1** The specialized and hazardous nature of fire fighting requires that applicants demonstrate the ability to acquire certain skills, knowledge, attitudes, and, additionally, the ability to perform those tasks and functions necessary in the protection of life and property. The fire service instructor is responsible for providing the instruction necessary for these applicants to become qualified fire fighters.

**Education.** In developing the Fire Service Instructor Standards, the Committee identified certain objectives it felt were necessary to qualify fire service instructors at the four levels of progression. It was not the intent of the Committee to establish standardized instructor training programs, but to utilize programs already in existence throughout the country. The knowledge and skills required to perform the stated objectives may be obtained from various sources: State Fire Service Training Agencies, Vocational-Technical Institutions, Community Col-

leges, Universities, Self-Study, Experience, and other educational mediums.

The committee realizes that some instructor candidates may qualify at the various levels without formal training and, although formal training is not a prerequisite, it is strongly recommended that every fire service instructor (1) successfully complete approved formal courses of instruction, (2) additionally, the Committee recommends that, to retain certification, instructors attend periodic career development and improvement courses and remain active within a fire service training program.

**A-5-4.5** Title 29 Labor, Chapter XIV, Equal Employment Opportunity Commission, Part 1607, Guidelines on Employee Selection Procedures.

## **Appendix B**

*This Appendix is not a part of the requirements of this NFPA document, but is included for information purposes only.*

### **B-1 Bibliography.**

**B-1.1** This is NOT a complete listing or a study guide for qualification purposes. These materials were used to assist the Committee in compiling this standard.

*Affirmative Action and Equal Employment: A Guidebook for Employers* (2 volumes), U.S. Equal Employment Opportunity Commission, U.S. Government Printing Office, 1974

*Fire Service Instructor Training*, Fire Service Publications, Stillwater, OK, Fourth Edition, 1981

*Instructional Design Process*, Jerrold E. Kemp, Harper and Row, New York, NY, First Edition, 1985

*Instructors and Their Jobs*, W. R. Miller, H. C. Rose, American Technical Society, Chicago, IL, Third Edition, 1975

*Measurement and Evaluation in Teaching*, Norman E. Grondund, MacMillan Publishing Co., New York, NY, First Edition, 1985

*Preparing Instructional Objectives*, R. F. Mager, Fearon Publishers, Belmont, CA, 1975

*Selecting and Developing Media for Instruction*, Donald H. Anderson, Van Nostrand Reinhold Co., New York, NY, Second Edition, 1983

*Writing Behavioral Objectives*, D. E. Hernandex, Harper & Row, New York, NY, 1971

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## **SUBMITTING PROPOSALS ON NFPA TECHNICAL COMMITTEE DOCUMENTS**

**Contact NFPA Standards Administration for final date for receipt of proposals  
on a specific document.**

### **INSTRUCTIONS**

**Please use the forms which follow for submitting proposed amendments.  
Use a separate form for each proposal.**

1. For each document on which you are proposing amendment indicate:
  - (a) The number and title of the document
  - (b) The specific section or paragraph.
2. Check the box indicating whether or not this proposal recommends new text, revised text, or to delete text.
3. In the space identified as "Proposal" include the wording you propose as new or revised text, or indicate if you wish to delete text.
4. In the space titled "Statement of Problem and Substantiation for Proposal" state the problem which will be resolved by your recommendation and give the specific reason for your proposal including copies of tests, research papers, fire experience, etc. If a statement is more than 200 words in length, the technical committee is authorized to abstract it for the Technical Committee Report.
5. Check the box indicating whether or not this proposal is original material, and if it is not, indicate source.
6. If supplementary material (photographs, diagrams, reports, etc.) is included, you may be required to submit sufficient copies for all members and alternates of the technical committee.

**NOTE:** The NFPA Regulations Governing Committee Projects in Paragraph 10-10 state: Each proposal shall be submitted to the Council Secretary and shall include:

- (a) identification of the submitter and his affiliation (Committee, organization, company) where appropriate, and
- (b) identification of the document, paragraph of the document to which the proposal is directed, and
- (c) a statement of the problem and substantiation for the proposal, and
- (d) proposed text of proposal, including the wording to be added, revised (and how revised), or deleted.

**FORM FOR PROPOSALS ON NFPA TECHNICAL COMMITTEE DOCUMENTS**

**Mail to: Secretary, Standards Council**

**National Fire Protection Association, Batterymarch Park, Quincy, Massachusetts 02269**

Date 5/18/85 Name John B. Smith Tel. No. 617-555-1212

Address 9 Seattle St., Seattle, WA 02255

Representing (Please indicate organization, company or self) Fire Marshals Assn. of North America

1. a) Document Title: Protective Signaling Systems NFPA No. & Year NFPA 72D

b) Section/Paragraph: 2-7.1 (Exception)

2. Proposal recommends: (Check one) ☐ new text  
☐ revised text  
☒ deleted text.

3. Proposal (include proposed new or revised wording, or identification of wording to be deleted):

Delete exception.

4. Statement of Problem and Substantiation for Proposal:

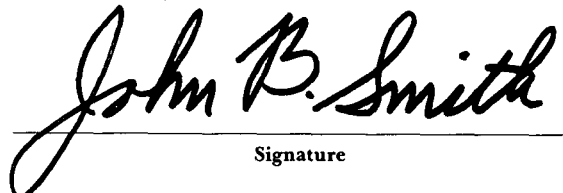
A properly installed and maintained system should be free of ground faults. The occurrence of one or more ground faults should be required to cause a "trouble" signal because it indicates a condition that could contribute to future malfunction of the system. Ground fault protection has been widely available on these systems for years and its cost is negligible. Requiring it on all systems will promote better installations, maintenance and reliability.

5. ☒ This Proposal is original material.

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