



Appendix H

NFPA 1041

Fire Service Instructor Professional Qualifications

This document is an appendix to the Evaluation and Certification Guide published by the Saskatchewan Office of the Fire Commissioner. Use this appendix in conjunction with the Guide.



Saskatchewan Fire Service Evaluation and Certification Guide

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Introduction

NFPA 1041 Standard For Fire Service Instructor Professional Qualifications identifies the Job Performance Requirements (JPRs) that must be completed to gain qualification as a Fire Service Instructor.

This appendix contains information on completing the certification process. It also contains a record keeping system participants must use to record their progress within this program towards certification under the International Fire Service accreditation Congress (IFSAC).

Qualifications and Certification Steps:

To gain certification in Level 1 the individual must:

1. Produce a letter of recommendation from their Fire Chief indicating they are a member of a fire department, have received training and are adequately prepared for evaluation.
2. Complete NFPA 1041 JPRs for Level 1 through self-study, training on the job and/or through courses and seminars.
3. Successfully pass a 50 question written evaluation based upon the IFSTA Fire and Emergency Service Instructors (6th Edition) within 1 hour and attain a pass mark of 70%.
4. Successfully complete practical evaluations based upon the Job Performance Requirements outlined in this Appendix and NFPA 1041 Standard for Fire Service Instructor, Level 1.

To gain certification in Level 2 the individual must:

1. Produce a letter of recommendation from their Fire Chief indicating they are a member of a fire department, have received training and are adequately prepared for evaluation.
2. Be certified as a Level 1 Fire Service Instructor to NFPA 1041.
3. Complete all NFPA 1041 JPRs for Level 2 through self-study, training on the job and/or through courses and seminars.
4. Successfully pass a 50 question written evaluation based upon the IFSTA Fire and Emergency Service Instructors (6th Edition) within 1 hour and attain a pass mark of 70%.
5. Successfully complete practical evaluations based upon the Job Performance Requirements outlined in this Appendix and NFPA 1041 Standard for Fire Service Instructor, Level 2.
 - Develop a lesson plan with at least 4 hours theory and practical instruction on a topic (other than an Essentials of Fire Fighting topic)
 - Develop written and practical evaluation tools to test students
 - Present your lesson plan to a class while being audited
 - Design and maintain training records

JPRs for 1041 Level 1

Name: _____

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Assemble course materials, given a specific topic, so that the lesson plan, all materials, resources, and equipment needed to deliver the lesson are obtained.	4-2.2		
Prepare training records and report forms, given policies, procedures, and forms, so that required reports are accurately completed and submitted in accordance with the procedures.	4-2.3		
Review instructional materials, given 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.	4-3.2		
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.	4-3.3		
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.	4-4.2		
Present a prepared lesson, 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.	4-4.3		
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.	4-4.4		
Adjust to differences in learning styles, abilities and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behaviour is addressed, and a sage learning environment is maintained.	4-4.5		
Operate audiovisual equipment, and demonstration devices, given a learning environment and equipment, so that the equipment functions properly	4-4.6		
Utilize audiovisual materials, given prepared topical media and equipment, so that the intended objectives are clearly presented, transitions between media, other parts of the presentation are smooth, and media is returned to storage.	4-4.7		
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.	4-5.2		
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	4-5.3		

JPRs for 1041 Level 1 Name: _____

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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.	4-5.4		
Provide evaluation feed back to students, given evaluation data, so that the feedback is timely, specific enough for the student to make efforts to modify behaviour, objective, clear, and relevant; include suggestions based on the data.	4-5.5		

Date JPRs Completed

Fire Chief, Fire Service Instructor, Supervisor signature

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Schedule instructional sessions, given department scheduling policy, instructional resources, staff, facilities and time line for delivery, so that the specified sessions are delivered according to department policy.	5-2.2		
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.	5-2.3		
Acquire training resources, given an identified need, so that the resources are obtained within established time lines, budget constraints, and according to agency policy.	5-2.4		
Coordinate training record keeping, given training forms, department policy, and training activity, so that all agency and legal requirements are met.	5-2.5		
Evaluate instructors, given an evaluation form, department policy, and job performance requirements, so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the evaluator.	5-2.6		
Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.	5-3.2		
Modify an existing lesson plan, given a topic, audience characteristics and a lesson plan, so that the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids and an evaluation plan.	5-3.3		
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.	5-4.2		
Supervise other instructors and students during high hazard training, given a training scenario with increased hazard exposure, so that applicable safety standards and practices are followed, and instructional goals are met.	5-4.3		
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.	5-5.2		

JPRs for 1041 Level 2

Name: _____

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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.	5-5.3		
Analyze student evaluation instruments, given test data, objectives and agency policies, so that validity is determined and necessary changes are accomplished.	5-5.4		

Date JPRs Completed

Fire Chief, Fire Service Instructor, Supervisor signature