

Saskatchewan Evaluation and Certification Guide

Appendix H

NFPA 1041

Fire Service Instructor Professional Qualifications

Revised 2021

Saskatchewan Public Safety Agency

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This document is an appendix to the Evaluation and Certification Guide. Use this Appendix in conjunction with the Guide.

Introduction

NFPA Standard 1033 Professional Qualifications for Fire Investigator identifies the Job Performance Requirements (JPRs) and Knowledge Requirements that must be completed before a candidate may apply for certification. This document is part of the Saskatchewan Certification and Evaluation Guide (ECG). You should read the Guide before proceeding. You should read the Guide before proceeding. The Guide is on our website.

Qualifications and Certification Steps:

To gain certification as a **Fire Service Instructor – Level 1** the candidate must:

1. Be a member in good standing of a Saskatchewan Fire Department or other eligible emergency service.
2. Complete all 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 on the requirements outlined in this Appendix and in NFPA 1041 Standard for Fire Service Instructor (2007 Edition) Level 1. The test is 1 hour long with a 70% passing mark.
4. Successfully complete practical evaluations based on the requirements outlined in this Appendix and in NFPA 1041 Standard for Fire Service Instructor (2007 Edition) Level 1.

Practical Evaluation – Level 1:

The practical evaluation consists of the candidate instructing a lesson plan on a fire service topic of at least 30 minutes in duration:

- The lesson plan instructed must be prepared by someone other than the candidate. The prepared lesson plan may be modified to address local conditions and SOP's. Lesson plans prepared by a recognized provider of training materials, such as the International Fire Service Training Association (IFSTA) are recommended.
- The prepared lesson plan must conform to the practices and methodology detailed in the IFSTA publication Fire and Emergency Services Instructor (7th Edition). These include the preparation, presentation, application and evaluation of the program presented.
- The candidate must use visual presentation aids. This could be in the form of a PowerPoint presentation, overhead projector, video, models, etc.
- The candidate must administer either a written, oral or practical evaluation. This evaluation will be graded, results will be recorded. Students must be given constructive instruction and advice based on their performance in the evaluation.
- The candidate **must provide a copy** of their lesson plan, handout(s), evaluation tool(s), and a report of the exam results to the SPSA evaluator.

Qualifications and Certification Steps – Level 2

To gain certification at **Fire Service Instructor – Level 2** the candidate must:

1. Be a member in good standing of a Saskatchewan Fire Department or other eligible emergency service.
2. Be certified at NFPA 1041 – Level 1
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 on the requirements outlined in this Appendix and in NFPA 1041 Standard for Fire Service Instructor (2007 Edition) Level 2. The test is 1 hour long with a 70% passing mark.
5. Successfully complete practical evaluations based on the requirements outlined in this Appendix and in NFPA 1041 Standard for Fire Service Instructor (2007 Edition) Level 2.

Practical Evaluation – Level 2

The practical evaluation consists of the candidate instructing a lesson plan on a fire service topic of at least 1 hour in duration:

- The lesson plan must use at least two different instructional methods conforming to the practices and methodology detailed in the IFSTA publication Fire and Emergency Services Instructor (7th Edition).
- The lesson plan must use at least two different instructional methods conforming to the practices and methodology detailed in the IFSTA publication Fire and Emergency Services Instructor (7th Edition).
- The candidate must administer either a written, oral or practical evaluation. This evaluation will be graded, results will be recorded. Students must be given constructive instruction and advice based on their performance in the evaluation. A written summary of the evaluations is required.
- The candidate must provide a copy of their lesson plan, handout(s), evaluation tool(s), and a report of the exam results to the SPSA evaluator.

The JPR sheets provided in this document are a general guide to identifying the skills and knowledge a candidate will be evaluated against during the certification process. They are also a means for an individual to record their progress as they familiarize themselves with each JPR.

The **complete** NFPA standard must be **read** and **understood**. Each NFPA standard and each JPR within the standard have specific requisites that must be met. The standard lists the requisite skills and knowledge that a candidate must possess to be able to successfully complete the certification process.

Certification is based upon successfully completing the standard established by NFPA. Candidates are cautioned that they must be prepared for an evaluation of all JPR's and Knowledge Requirements in the standard.

JPR's for Instructor – Level 1

1 of 7

| NFPA Objective | Requisite Knowledge | Requisite Skill |
|--|---|---|
| 4.2 Program Management Duties include the management of basic resources and reports essential to the instructional process. | | |
| 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 <ul style="list-style-type: none"> • Components of a lesson plan • Scheduling processes • Supervision techniques • Resource management | <ul style="list-style-type: none"> • None required |
| 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 <ul style="list-style-type: none"> • Types of records and reports required • Policies and procedures for processing records and reports | <ul style="list-style-type: none"> • Basic report writing • Record completion |

JPR's for Instructor – Level 1

2 of 7

| NFPA Objective | Requisite Knowledge | Requisite Skill |
|---|--|---|
| 4.3 Instructional Development Duties include the review and adaptation of prepared instructional materials. | | |
| 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 <ul style="list-style-type: none"> • Recognition of students limitations • Methods of instruction • Types of resource materials • Organization of the learning environment, policies and procedures | <ul style="list-style-type: none"> • Analysis of resources, facilities and materials |
| 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 <ul style="list-style-type: none"> • Elements of a lesson plan • Selection of instructional aids and methods • Origination of learning environment | <ul style="list-style-type: none"> • Instructor preparation • Organizational skills |

JPR's for Instructor – Level 1**3 of 7**

| NFPA Objective | Requisite Knowledge | Requisite Skill |
|---|---|--|
| 4.4 Instructional Delivery Duties include the delivery of instructional sessions utilizing prepared course materials. | | |
| 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 <ul style="list-style-type: none"> Classroom management and safety Advantages and limitations of audiovisual equipment and teaching aids Classroom arrangement Methods and techniques of instruction | <ul style="list-style-type: none"> Use of instructional media and materials |
| 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 <ul style="list-style-type: none"> The laws and principles of learning Teaching methods and techniques Lesson plan components and elements of the communication process Lesson plan terminology and definitions | <ul style="list-style-type: none"> Oral communication techniques Teaching methods and techniques Utilization of lesson plans in the instructional setting |

JPR's for Instructor – Level 1**4 of 7**

| NFPA Objective | Requisite Knowledge | Requisite Skill |
|---|---|--|
| 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 <ul style="list-style-type: none"> Methods of dealing with changing circumstances | <ul style="list-style-type: none"> None required |
| 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 safe learning environment is maintained. | 4.4.5 <ul style="list-style-type: none"> Basic understanding of ignition processes, characteristics of ignition sources and ease of ignition of fuels Debris-layering techniques Use of tools and equipment during the debris search Types of fire cause evidence commonly found in various degrees of damage Evidence-gathering methods and documentation | <ul style="list-style-type: none"> Employ search techniques that further the discovery of fire cause evidence and ignition sources Use search techniques that incorporate documentation Collect and preserve evidence |
| Operate audiovisual equipment, and demonstration devices, given a learning environment and equipment, so that the equipment functions properly | 4.4.6 <ul style="list-style-type: none"> Components of audiovisual equipment | <ul style="list-style-type: none"> Use of audiovisual equipment Cleaning Field level maintenance |

JPR's for Instructor – Level 1

5 of 7

| NFPA Objective | Requisite Knowledge | Requisite Skill |
|--|---|--|
| 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 <ul style="list-style-type: none"> Media types Limitations Selection criteria | <ul style="list-style-type: none"> Transition techniques within and between media |

JPR's for Instructor – Level 1

6 of 7

| NFPA Objective | Requisite Knowledge | Requisite Skill |
|--|---|---|
| 4.5 Instructional Development This duty includes the development of instructional materials for specific topics. | | |
| 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 <ul style="list-style-type: none"> Test administration, agency policies, laws affecting records and disclosure of training information Purposes of evaluation and testing Performance skills evaluation | <ul style="list-style-type: none"> Use of skills checklists Oral questioning techniques |
| 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 <ul style="list-style-type: none"> Grading Maintaining confidentiality of scores | <ul style="list-style-type: none"> None required |

JPR's for Instructor – Level 1

7 of 7

| NFPA Objective | Requisite Knowledge | Requisite Skill |
|--|---|--|
| 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 <ul style="list-style-type: none"> Reporting procedures The interpretation of test results | <ul style="list-style-type: none"> Communication skills Basic coaching |

| | | | |
|---|--------------|--|--|
| Provide evaluation feedback 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 | <ul style="list-style-type: none"> • Reporting procedures • The interpretation of test results | <ul style="list-style-type: none"> • Communication skills • Basic coaching |
|---|--------------|--|--|

JPR's for Instructor – Level 2**1 of 6**

| NFPA Objective | | Requisite Knowledge | Requisite Skill |
|--|--------------|--|---|
| 5.2 Program Management This duty includes the management of instructional resources, staff, facilities and records and reports. | | | |
| 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 | <ul style="list-style-type: none"> • Departmental policy • Scheduling processes • Supervision techniques • Resource management | <ul style="list-style-type: none"> • None required |
| 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 | <ul style="list-style-type: none"> • Agency budget policy • Resource management • Needs analysis • Sources of instructional materials • Equipment | <ul style="list-style-type: none"> • Resource analysis • Forms completion |
| 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 | <ul style="list-style-type: none"> • Agency policies • Purchasing procedures • Budget management | <ul style="list-style-type: none"> • Forms completion |

JPR's for Instructor – Level 2

2 of 6

| NFPA Objective | | Requisite Knowledge | Requisite Skill |
|---|--------------|--|--|
| Coordinate training record keeping, given training forms, department policy, and training activity, so that all agency and legal requirements are met. | 4.4.4 | <ul style="list-style-type: none"> • Record-keeping processes • Departmental policies • Laws affecting records and disclosure of training information • Professional standards applicable to training records • Databases used for record-keeping | <ul style="list-style-type: none"> • Record auditing procedures |
| 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. | 4.4.5 | <ul style="list-style-type: none"> • Personnel evaluation methods • Supervision techniques • Department policy • Effective instructional methods and techniques | <ul style="list-style-type: none"> • Coaching • Observation techniques • Completion of evaluation forms |

JPR's for Instructor – Level 2

3 of 6

| NFPA Objective | Requisite Knowledge | Requisite Skill |
|--|---|--|
| <p>5.3 Instructional Development This duty includes the development of instructional materials for specific topics.</p> | | |
| <p>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.</p> | <ul style="list-style-type: none"> • Elements of a lesson plan • Components of learning objectives • Instructional methods and techniques • Characteristics of adult learners • Types and application of instructional media • Evaluation techniques • Sources of references and materials | <ul style="list-style-type: none"> • Basic research, using JPRs to develop behavioural objectives • Student needs assessment • Development of instructional media • Outlining techniques • Evaluation techniques • Resource needs analysis |
| <p>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.</p> | <ul style="list-style-type: none"> • Elements of a lesson plan • Components of learning objectives • Instructional methods and techniques • Characteristics of adult learners • Types and application of instructional media • Evaluation techniques • Sources of references and materials | <ul style="list-style-type: none"> • Basic research, using JPRs to develop behavioural objectives • Student needs assessment • Development of instructional media • Outlining techniques • Evaluation techniques • Resource needs analysis |

JPR's for Instructor – Level 2

4 of 6

| NFPA Objective | Requisite Knowledge | Requisite Skill |
|--|---|--|
| 5.4 Instructional Delivery These duties include conducting classes using a lesson plan. | | |
| 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. | <ul style="list-style-type: none"> • Use and limitations of teaching methods and techniques | <ul style="list-style-type: none"> • Transition between different teaching methods |
| 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. | <ul style="list-style-type: none"> • Safety rules, regulations, and practices • The incident command system used by the agency • Leadership techniques | <ul style="list-style-type: none"> • Implementation of an incident management system used by the agency |

JPR's for Instructor – Level 2**5 of 6**

| NFPA Objective | Requisite Knowledge | Requisite Skill |
|--|--|--|
| 5.5 Evaluation and Testing These duties include the development of student evaluation instruments to support instruction and the evaluation of test results. | | |
| 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 <ul style="list-style-type: none"> • Evaluation methods • Development of forms • Effective instructional methods and techniques | <ul style="list-style-type: none"> • Evaluation item construction • Assembly of evaluation instruments |

JPR's for Instructor – Level 2**6 of 6**

| NFPA Objective | Requisite Knowledge | Requisite Skill |
|---|---|---|
| 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. | 4.6.3 <ul style="list-style-type: none"> • Evaluation methods • Test validity | <ul style="list-style-type: none"> • Development of evaluation forms |
| Analyze student evaluation instruments, given test data, objectives and agency policies, so that validity is determined and necessary changes are accomplished. | 4.6.4 <ul style="list-style-type: none"> • Test validity • Reliability • Item analysis | <ul style="list-style-type: none"> • Item analysis techniques |

Application Form: NFPA 1041- Fire Service Instructor Professional Qualifications

Refer to Appendix G of the Evaluation and Certification Guide before completing this form. The Evaluation and Certification Guide is available on our website.

Contact Information:

Name: _____
 (First Name) (Initial/Middle Name) (Surname)

Home Address: _____
 (Address) (City/Town) (Postal Code)

Phone Number: _____
 (Home Phone) (Work Phone) (Mobile Phone)

Email Address: _____ Date of Birth: _____
 (MM-DD-YYYY)

Employment/Membership:

Emergency Services Organization

Name of Chief/Supervisor

Cerification Level & Prerequisites:

Select one Level only - Prerequisites must be completed before making application

Level 1 The following prerequisites must be completed to be eligible for certification at this Level:

- I am a member in good standing of a Fire Department or other eligible emergency service
- I have completed the Job Performance Requirements listed in Appendix H of the Evaluation and Certification Guide

Level 2 The following prerequisites must be completed to be eligible for certification at this Level:

- I am a member in good standing of a Fire Department or other eligible emergency service
- I have completed the Job Performance Requirements listed in Appendix H of the Evaluation and Certification Guide

- I am Certified at Level 1 in NFPA 1041 Fire Service Instructor Professional Qualifications

IFSAC Certificate Number _____ Include a photocopy of your Certificate with this application

Declaration

Practical evaluations for Certification may be physically strenuous and potentially hazardous. Your signature below indicates that you understand the demands that will be placed on you during testing – and – that you are physically capable of taking part in all practical evaluation sessions required for the Level you have selected above.

Signature: _____ Date: _____

Complete and return this form to:

Saskatchewan Public Safety Agency,
Suite 500 - 1855 Victoria Avenue, Regina, SK, S4P 3T2
Fax: (306) 787-7107