

Preface

The fire service instructor is a very important link in the training of members of both career and volunteer departments. There will always be a need for competent instructors in the fire service. The world is in constant change and the fire service is no exception. As departments rush to keep up with the dramatic changes taking place, now more than ever, there is a need for training to be delivered in a cost-effective manner. This course is designed to allow participants the ability to study at their own pace and reduce the time spent in a formal classroom environment. It also allows a high percentage of the training to be accomplished by the participant in his or her local fire station during regular shifts. This course is designed for use with the IFSTA manual, **Fire and Emergency Services Instructor, Eighth Edition.**

This Fire Service Instructor I program has been designed specifically to meet the objectives identified in *NFPA 1041, Fire Service Instructor Professional Qualifications, Level I, 2012 Edition.*

Your Best Instructor

Think of the best instructor you have ever had, and then answer the following questions:

1- What good qualities did this individual have?

A- _____

B- _____

C- _____

D- _____

E- _____

2- What do you remember most about this person?

The Instructor as a Professional

- _____ 1. Desire to teach is a characteristic that generates enthusiasm.
- A. True
 - B. False
- _____ 2. Instructors can motivate students by criticizing unsuccessful performances.
- A. True
 - B. False
- _____ 3. Instructors are effective leaders by first being followers within their organization.
- A. True
 - B. False
- _____ 4. An effective instructor does NOT have to lead by example within the organization.
- A. True
 - B. False
- _____ 5. A profession is a vocation that requires specialized knowledge and long, intense preparation.
- A. True
 - B. False
- _____ 6. Which of the following is an instructor's obligation to the profession?
- A. Being a positive role model and effective leader
 - B. Being aware of new improvements or developments
 - C. Providing training that supports the mission of the organization
 - D. Ensuring that the students perform their duties safely and skillfully
- _____ 7. Which challenge requires the instructor to be prepared to teach students of both genders?
- A. Student diversity
 - B. Instructor priorities
 - C. Cooperative relationships
 - D. Changes in the profession

- _____ 8. Which of the following federal laws prohibits employment practices that discriminate based on race, color, religion, sex, or national origin?
- A. Buckley Amendment
 - B. Title VII of the Civil Rights Act
 - C. Religious Freedom Restoration Act
 - D. Americans with Disabilities Act (ADA)
- _____ 9. What is a local law that applies to persons, things and activities in a jurisdiction?
- A. Code
 - B. Standard
 - C. Ordinance
 - D. Regulation
- _____ 10. Laws arranged systematically and usually pertaining to one subject area are known as:
- A. codes.
 - B. standards.
 - C. ordinances.
 - D. regulations.

11. What are five characteristics of an effective instructor?

12. What are three characteristics of a written code of ethics?

Principles of Learning

- _____ 1. People can only change their behavior or base of knowledge by engaging the five senses.
- A. True
 - B. False
- _____ 2. According to the cone of learning, people will remember a majority of what they read.
- A. True
 - B. False
- _____ 3. The term andragogy refers to the art of teaching adults.
- A. True
 - B. False
- _____ 4. Skills and information practiced or learned most recently is known as primacy.
- A. True
 - B. False
- _____ 5. Life experiences are so varied that they have little effect on how students learn.
- A. True
 - B. False
- _____ 6. Gender issues during instruction may have a negative effect on an organization as a whole.
- A. True
 - B. False
- _____ 7. The affective learning domain is the foundation of the other learning domains.
- A. True
 - B. False
- _____ 8. A learning style refers to the way an individual gathers or processes information.
- A. True
 - B. False

- _____ 9. Which of the following is a sensory-stimulus that takes in the most information?
- A. Seeing
 - B. Tasting
 - C. Hearing
 - D. Touching
- _____ 10. For which law of learning do adult students need the satisfaction of learning a new skill?
- A. Disuse
 - B. Effect
 - C. Primacy
 - D. Exercise
- _____ 11. Which domain of learning is the foundation for the other two domains?
- A. Cognitive
 - B. Motivation
 - C. Association
 - D. Psychomotor
- _____ 12. Which domain of learning takes the most time for the results to become observable?
- A. Affective
 - B. Andragogy
 - C. Motivation
 - D. Psychomotor
- _____ 13. For which strategy do students prefer to use a step-by-step process?
- A. Global
 - B. Abstract
 - C. Concrete
 - D. Sequential
- _____ 14. For which strategy do students prefer seeing true-to-life visuals and demonstrations?
- A. Global
 - B. Abstract
 - C. Concrete
 - D. Sequential

15. Identify three motivation techniques.

Instructional Planning

- _____ 1. Locating required equipment is an important session preparation task.
- A. True
 - B. False
- _____ 2. A new instructor should NOT have a problem teaching a class on short notice.
- A. True
 - B. False
- _____ 3. Instructors should use different training aids for skills evaluation than those used in teaching.
- A. True
 - B. False
- _____ 4. The lack of funding or time may automatically prohibit the purchase or development of a training aid.
- A. True
 - B. False
- _____ 5. Who is ultimately responsible for ensuring that all materials and equipment needed are determined and arranged for before the beginning of class?
- A. Supervisor
 - B. Instructor
 - C. Logistics staff
 - D. Administrative assistant

- _____ 6. When assembling equipment and materials, the FIRST step should be to:
- A. review operations.
 - B. arrange room layout.
 - C. check for missing items.
 - D. find replacements or make repairs.
- _____ 7. Which of the following can limit interaction with a large class?
- A. Student diversity
 - B. Weather conditions
 - C. Changing instructors
 - D. Classroom arrangement
- _____ 8. Instructors who decide to schedule training during inclement weather conditions should:
- A. always place a student in charge.
 - B. always place personnel safety first.
 - C. only schedule training in warm conditions to prevent frostbite.
 - D. only schedule training in cold conditions to prevent heat stroke.
- _____ 9. Continuity is maintained in instructional resource variations when the:
- A. lessons include a variety of teaching methodologies.
 - B. visual aids are used to enhance the learning process.
 - C. instructor knows the budget availability for equipment and materials.
 - D. information is available to all course instructors as they plan course presentations.
- _____ 10. When do instructors and training divisions lose credibility?
- A. When students require a variety of teaching methodologies
 - B. When an instructor asks for a substitute instructor to teach a lesson
 - C. When safety factors have been the primary responsibility of the instructor
 - D. When information has NOT been checked for accuracy and consistency

11. List the benefits of good organizational skills.

12. What are two levels of knowledge for which instructors may need to adjust their presentation?

Instructional Materials and Equipment

- _____ 1. Training aids can save lecture time.
- A. True
 - B. False
- _____ 2. Which of the following components of a lesson plan is a restatement or reemphasis of the key points of the lesson to clarify uncertainties, prevent misconceptions, and increase learning?
- A. Job or topic
 - B. Lesson summary
 - C. Lesson outline
 - D. Learning objective
- _____ 3. Which of the following components of a lesson plan are a summary of the information to be taught?
- A. Jobs or topics
 - B. Prerequisites
 - C. Lesson outlines
 - D. Learning objectives
- _____ 4. What is the difference between a lesson outline and lesson plan?
- A. An outline is designed for a single lesson.
 - B. A plan may be useful when training needs to continue.
 - C. An outline is developed for a large course or curriculum.
 - D. A plan only involves training aids and additional resources.

- _____ 5. Which of the following provides real world examples of lesson topics in practice?
- A. Research papers
 - B. Resource materials
 - C. Major point summaries
 - D. Performance evaluations
- _____ 6. What protects the work of artists, photographers, and authors and gives them right to publish or reproduce?
- A. Personal work submissions
 - B. Standard operating procedures
 - C. Job performance requirements
 - D. Copyright laws and permissions
- _____ 7. Which of the following is a non-projected training aid?
- A. Audio recordings
 - B. Video presentations
 - C. Overhead projectors
 - D. Computer-generated slides
- _____ 8. Training devices that represent systems, processes, or environments are called:
- A. simulators.
 - B. training props.
 - C. projected training aids.
 - D. nonprojected training aids.
- _____ 9. Which of the following would be a routine maintenance performed by an instructor?
- A. Filling gas tanks
 - B. Turning off a computer
 - C. Replacing a projector bulb
 - D. Providing protective equipment for students
- _____ 10. Which of the following is a training aid benefit?
- A. Decreasing agency costs
 - B. Enabling larger classes
 - C. Reducing need for instructors
 - D. Increasing student acceptance

11. What are the factors that protect the right of privacy?

12. List four training props.

Learning Environment

- _____ 1. The lead instructor is responsible for providing a safe training environment for all instructors and students.
- A. True
 - B. False
- _____ 2. A warehouse is an example of a potential remote training site.
- A. True
 - B. False
- _____ 3. Students should inspect the area to determine the condition of the facility and training props.
- A. True
 - B. False

- _____ 4. When the seating arrangement is NOT effective for the planned lesson, the instructor should:
- A. change it.
 - B. contact administration.
 - C. ask for a room change.
 - D. use what was provided.
- _____ 5. Which seating arrangement permits students to easily see and hear an instructor and works effectively in small groups?
- A. Fan
 - B. Chevron
 - C. Auditorium
 - D. Conference
- _____ 6. Which of the following is similar to the traditional seating arrangement?
- A. Fan
 - B. Chevron
 - C. Conference
 - D. Horseshoe or U-shape
- _____ 7. The primary source of lighting in a permanent classroom should consist of what type of lighting?
- A. Natural
 - B. Dimmed
 - C. Fluorescent
 - D. Incandescent
- _____ 8. Which of the following is an action instructors should take when adjusting heating, ventilation, and air conditioning (HVAC) systems?
- A. Wait until students arrive to determine their comfort with the temperature.
 - B. Set the temperature cooler than intended to achieve comfortable temperature.
 - C. Set the temperature warmer than expected to achieve comfortable temperature.
 - D. Make any climate adjustments within adequate time for the temperature to change.
- _____ 9. Where should the chairs be arranged if training is taking place in an apparatus bay?
- A. Facing the apparatus
 - B. Facing away from the apparatus
 - C. 25 feet (7.6 m) from the apparatus
 - D. The outer edge of the apparatus

10. List three potential considerations to address during the inspection and planning processes at remote sites.

Classroom Instruction

- _____ 1. In the five basic elements of interpersonal communication, who is the “sender” in a classroom situation?
- A. Student
 - B. Instructor
 - C. Classmates
 - D. Organization
- _____ 2. Which of the following purposes of interpersonal communication seeks to control, direct, or manipulate behavior?
- A. Learning
 - B. Relating
 - C. Helping
 - D. Influencing
- _____ 3. In nonverbal communication, the majority of a message is transmitted by:
- A. body language.
 - B. vocal pitch and volume.
 - C. personal appearance.
 - D. vocal tone and inflection.

- _____ 4. Which of the following is an active process that includes attending, understanding, remembering, evaluating, and responding to the speaker?
- A. Seeing
 - B. Hearing
 - C. Listening
 - D. Teaching
- _____ 5. Which of the following characteristics of effective speakers involve relevant examples, storytelling, and metaphors?
- A. Good delivery skills
 - B. Good development of ideas
 - C. Good organization of ideas
 - D. Good vocal characteristics
- _____ 6. Which of the following refers to varying the tone (pitch) of words, syllables, or phrases to emphasize important points?
- A. Inflection
 - B. Enunciation
 - C. Projection
 - D. Pronunciation
- _____ 7. Which of the following methods of sequencing begins with information that students are familiar with or already know before leading them into unfamiliar material?
- A. Step-by-step
 - B. Whole-part-whole
 - C. Simple-to-complex
 - D. Known-to-unknown
- _____ 8. Which of the following words would be BEST for use as a transition?
- A. Finally
 - B. Lastly
 - C. In addition to
 - D. In conclusion
- _____ 9. Which of the following is a characteristic of the mastery approach to teaching?
- A. Instructor driven
 - B. Limited feedback
 - C. Norm-referenced testing
 - D. Criterion-referenced testing

- _____ 10. Which of the following is an advantage of instructor-led training?
- A. Economical
 - B. Individualized
 - C. Reduction in costs
 - D. Motivation of students
- _____ 11. Which of the following discussion techniques involves students generating as many ideas as they possibly can, operating under the principle that there are no bad ideas?
- A. Brainstorming
 - B. Group developing
 - C. Nominal group process
 - D. Agenda-based process
- _____ 12. Which of the following types of questions does NOT necessarily have one correct answer, and may not even call for a spoken response?
- A. Open
 - B. Closed
 - C. Direct
 - D. Rhetorical
- _____ 13. In which of the following methods of instructional delivery do individual students work at their own pace to accomplish course objectives in any way they choose?
- A. Self-directed learning
 - B. Individualized instruction
 - C. Computer-based training
 - D. Instructor-led training
- _____ 14. Which of the following discuss detailed accounts of past events and then allow students to analyze the situation?
- A. Simulations
 - B. Case studies
 - C. Role playing games
 - D. Field and laboratory experiences
- _____ 15. Which of the following permit students to experience a situation and see the results of their decisions without the negative results that can occur at an actual emergency?
- A. Simulations
 - B. Case studies
 - C. Role playing games
 - D. Field and laboratory experiences

- _____ 16. Which of the following types of students may fall under the U.S. *Americans with Disabilities Act (ADA)*?
- A. Students with gifted abilities
 - B. Students with social issues
 - C. Students with low incomes
 - D. Students with learning disabilities
- _____ 17. Which of the following is a basic method for helping students with learning disabilities?
- A. Tutoring
 - B. Group work
 - C. Less homework
 - D. No reading assignments
- _____ 18. Privacy of records and test scores are an example of a:
- A. student's equal privilege.
 - B. student's right.
 - C. student safety regulation.
 - D. student classroom guideline.
- _____ 19. What is the BEST action to prevent problems in the classroom before they occur?
- A. Being proactive
 - B. Counseling openly
 - C. Acting intimidating
 - D. Providing information

20. List the parts of the four-step method of instruction.

Skills-Based Training Beyond the Classroom

- _____ 1. In the United States, state and local regulations will always be the same as national regulations.
- A. True
 - B. False
- _____ 2. Skills demonstrations begin with giving an explanation of the skill.
- A. True
 - B. False
- _____ 3. Emergency Medical Services (EMS) training is similar to fire service training in that there are specific competencies that need to be taught and many of them adhere to national standards.
- A. True
 - B. False
- _____ 4. The Underwriters Laboratories Inc. (UL): U.S. and Canada (ULC) is considered a (an):
- A. federal government agency.
 - B. standards-writing organization.
 - C. environmental protection agency.
 - D. professional accredited organization.
- _____ 5. Who is the primary safety role model?
- A. Students
 - B. Instructors
 - C. Senior firefighters
 - D. Accredited organizations
- _____ 6. Repairing facilities is part of:
- A. logistics.
 - B. evolution control.
 - C. planning for safe training.
 - D. psychomotor skill demonstration.
- _____ 7. Which element of evolution control is used when instructors apply the elements of the National Incident Management System – Incident Command System (NIMS-ICS) to control the evolution?
- A. Teaching
 - B. Managing
 - C. Monitoring
 - D. Supervising

- _____ 8. Which of the following is an example of a simple training evolution?
- A. Lifting and setting a ground ladder
 - B. Doing large frame aircraft firefighting
 - C. Performing a high-angle victim rescue
 - D. Establishing technical decontamination
- _____ 9. Which of the following is additional hazard exposure training that may be required
- A. Ice rescues
 - B. Wildland fire
 - C. Water supply
 - D. Small prop fire
- _____ 10. What is the term that describes legal responsibility?
- A. Liability
 - B. Sincerity
 - C. Conviction
 - D. Prosecution

11. What are two federal agencies under the Department of Homeland Security?

12. What six issues should be considered and addressed before live-fire training is attempted?

Testing and Evaluation

- _____ 1. Criterion-referenced and ____ referenced are the two ways to assess or evaluate.
- A. norm-
 - B. median-
 - C. principle-
 - D. traditional-
- _____ 2. Which of the following measures the accomplishment of one student against that of another?
- A. Norm-referenced
 - B. Median-referenced
 - C. Criterion-referenced
 - D. Traditional-referenced
- _____ 3. For criterion-referenced assessments, the criteria students must meet are stated in the:
- A. training manual.
 - B. course textbook.
 - C. learning objectives.
 - D. instructor handbook.
- _____ 4. Which type of test typically measures improvement and gives the instructor and students feedback on learning progress?
- A. Prescriptive
 - B. Formative
 - C. Summative
 - D. Progressive
- _____ 5. Which test evaluates the knowledge of course objectives?
- A. Prescriptive
 - B. Formative
 - C. Summative
 - D. Progressive
- _____ 6. Which test measures students' ability to perform skills and tasks as they would on the job?
- A. Oral
 - B. Written
 - C. Performance
 - D. Progressive

- _____ 7. Eliminating testing distractions should occur:
- A. before the test.
 - B. during the test.
 - C. after the test.
 - D. when students complain about them.
- _____ 8. In performance testing, when should an instructor record student scores on performance checklists?
- A. During breaks in testing
 - B. As each student takes the test
 - C. After all students have taken the test
 - D. After feedback has been given to the student
- _____ 9. When should an instructor identify a maximum of three strengths and three weaknesses of an answer?
- A. When scoring an essay question
 - B. When figuring final course grades
 - C. When evaluating a performance test
 - D. When teaching distance-learning courses
- _____ 10. What type of test can be very subjective?
- A. Oral
 - B. Written
 - C. Performance
 - D. Comprehensive
- _____ 11. When test results indicate an abnormal number of students did NOT pass the course:
- A. prerequisites for entry should be increased.
 - B. it should be noted but does NOT need to be addressed.
 - C. the grades should be recalculated using a bell-shaped curve.
 - D. the teaching style, course curriculum, or testing system should be reevaluated and altered as appropriate.
- _____ 12. Requiring students to use an assigned password to limit access to computer-administered tests is a:
- A. step in the grading process.
 - B. step during test administration.
 - C. requirement for providing feedback.
 - D. guideline for preventing academic misconduct.

Records, Reports and Scheduling

- _____ 1. Which of the following is an account of past events or of actions taken by an individual, unit, or organization?
- A. File
 - B. Report
 - C. Record
 - D. Assignment
- _____ 2. Which of the following is factual accounts of an incident, response, or training event, presented either verbally or in writing?
- A. File
 - B. Report
 - C. Record
 - D. Assignment
- _____ 3. Which of the following is documentation of scores on individual exams given during coursework?
- A. Test record
 - B. Training report
 - C. Attendance record
 - D. Application for certification
- _____ 4. All training records should be:
- A. open to the public.
 - B. sealed by the agency.
 - C. considered private.
 - D. available to mutual aid agencies.
- _____ 5. What level of instructor is assigned report-writing responsibilities according to NFPA® 1041, *Standard for Fire Service Instructor Professional Qualifications*?
- A. Level I
 - B. Level II
 - C. Level III
 - D. All the levels

- _____ 6. Which of the following parts of a report includes the basic information such as date or author?
- A. Body
 - B. Heading
 - C. Conclusion
 - D. Introduction
- _____ 7. What information can be found in the body of a written report?
- A. Date
 - B. Author
 - C. Time period
 - D. Reason for report
- _____ 8. The conclusion summarizes the main points and:
- A. recommends changes.
 - B. restates the introduction.
 - C. requests input from others.
 - D. places blame on individuals.

Appendices

Case Study

It is 8AM and the instructor has not yet arrived. The class is composed of probationary firefighters who are meeting this instructor for the first time. Some are seated at desks; others are gathered in small groups around the room and outside. The general atmosphere is boisterous, with considerable talking and smoking in the classroom. About half the group outside have left their hats and coats on the desks inside.

The instructor arrives, obviously embarrassed and out of breath. This is evidently a “morning after” and he looks it. He moves to the lectern and remarks to no one in particular, “last night sure was a humdinger. I don’t think I could stand many more like that.”

The students file in and take seats at random. The instructor fumbles a bit with his lesson plan and then begins his presentation. Each part of his lesson is presented in logical sequence, but several times the instructor appears to be lost and not sure of what comes next. At one point, the instructor announces that he had intended to bring a chart to clarify certain items, but forgot to bring it along. During the remainder of the presentation, the instructor remains glued to the lesson plan and appears to be “sweating it out.” About ten minutes before the close of the period the instructor asks, “Are there any questions?” and becomes irritated when none are forthcoming. He closes the period early with the remark, “This subject is so basic it is easy to understand anyway.”

Becket Bend

Time: 15 Minutes

Level: 2 - Intermediate

Materials Needed: Length of rope

References: NFPA 1001

Becket Bend (cont.)

Preparation/Motivation

Rope is one of the oldest tools used by the fire service. Rope is very valuable for applications such as hauling tools, accomplishing rescues from area of different elevations, stabilizing vehicles, and cordoning off areas. The ability to tie proper knots is crucial to the safety of rope maneuvers.

Condition: Given a length of rope

Behavior: The participant will tie a Becket Bend

Standard: 30 Seconds

Presentation

Take a bight

1. Either hand

Place the running end up through the bight

Pass behind the bight

Front of bight

1. Under the running line

Pull through to secure

Pull the standing end to tighten

Becket Bend (cont.)

Application

Each student will be given a length of rope and time to practice the skills outlined in the presentation section

Demonstration method of presentation step (I do, we do, you do)

Step one Instructor does at normal speed

Step two *Repeat the operation slowly*
explaining each step

Step three Perform the operation slowly while a student explains each step after it has been performed

Step four Perform the operation slowly after a student explains each step

Step five Have the student perform each step after it has been explained

Step six Have the student perform the operation and explain each step

Becket Bend (cont.)

Evaluation

Participants will be evaluated based on the steps outlined in the Presentation section.

Summary

Restate or re-emphasize important information presented in the lesson.

Manipulative Performance Test / Test Record

Becket Bend

TEST INSTRUCTIONS: *(Read the behavior, condition, and standard to the students.)*

BEHAVIOR: **The participant will tie a Becket Bend**

CONDITION: **Given a length of rope**

STANDARD: **30 Seconds**

This is a 100% pass/fail test. All steps must be completed in the time limit given.

(Ask for questions prior to beginning the test.)

No questions will be answered after the test begins. Test will be timed.

STUDENT PERFORMED THE FOLLOWING COMPETENCIES:

	Y	N
1. Select correct length of rope.	<input type="checkbox"/>	<input type="checkbox"/>
2. Tie the correct knot.	<input type="checkbox"/>	<input type="checkbox"/>
3. Completed skill in allotted time.	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL: **PASS** **FAIL**

Tester Comments: _____

TRAINING RECORD

Topic:	Date:
Instructor:	Hours:
Description Of Training Conducted:	
Participants	Evaluation/Score Type: Written <input type="checkbox"/> Skills <input type="checkbox"/>
1.	
2.	
3.	
4.	
5.	
6.	
7.	

Instructor Demo Becket Bend

Behavioral Objective

- **BEHAVIOR:** The participant will tie a Becket Bend
- **CONDITION:** Given a length of rope
- **STANDARD:** 30 Seconds

Steps

1. Take a bight
2. Place the running end up through the bight
3. Pass behind the bight
4. Front of bight
5. Pull through to secure
6. Pull the standing end to tighten

Micro-Teaching Evaluation Form

Evaluator's Name: _____ Instructor's Name: _____

Date: _____

Performance Rating of the Presentation

Please rate the instructor in each of the following areas. Each area should include remarks.

Did the instructor?

Preparation

1- Introduce him/herself?

2- Prepare the mind of the learner?

3- Clearly communicate objectives?

Presentation

1- Maintain eye contact with the students?

2- Have any speech characteristics that detracted from the presentation?

3- Have any mannerisms that detracted from the presentation?

4- Present the information in a logical order?

Presentation (cont.)

5- Use different questioning techniques?

6- Communicate safety aspects to the students?

7- Use projected and non-projected media?

8- Clearly demonstrate the new skills?

9- Set up the classroom so that seating, audiovisual and training aids are considered?

Application

1- Provide the students an opportunity to practice under supervision?

2- Provide students immediate feedback?

Evaluation

1- Administer and score a psychomotor skill test?

2- Read the test instructions word for word?

3- Complete all documentation necessary?