



New Hampshire Department of Safety
Division of Fire Standards and Training and Emergency Medical Services
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FIRE STANDARDS AND TRAINING COMMISSION

CURRICULUM DEVELOPMENT AND APPROVAL GUIDE

Fire and Emergency Services Instructor II NFPA 1041 2019

Approved by the New Hampshire Fire Standards and Training Commission

Commission Approval

Robert M. Byrd

Date:

11/9/2021

INTRODUCTION:

The New Hampshire Fire Standards and Training Commission is responsible for the approval of certification curricula for firefighters throughout the state. To accomplish this portion of their mission, the Commission establishes a Visiting Committee who is charged with recommending new curricula, or updating existing certification programs, to present to the Commission for approval and adoption.

SCOPE:

This procedure shall apply to all Visiting Committees appointed by the Fire Standards and Training Commission.

PROCEDURE:

- I. The establishment of the Visiting Committee shall follow the approved policy from the Commission.
- II. Once appointed, the Visiting Committee shall be charged with providing valuable input of the current needs facing the New Hampshire emergency services responders. They shall work closely with the Division to provide this input and feedback on the proposed curriculum.
- III. With input from the Visiting Committee, the Division shall be responsible for formulating module lesson plans, presentation outlines, and job performance requirements and be consistent with Fire Part 402.03. It is not the responsibility of the Visiting Committee to choose instructors or design quizzes and exams.
- IV. Once a curriculum package is selected and all necessary documentation is completed, the Committee shall present to the Curriculum Committee for approval. If the Curriculum Committee approved the proposal it shall then be brought forward to the full Commission for a preliminary approval. Once a preliminary approval has been granted, two public hearings (one in the day and one in the evening) shall be held in conjunction with a 60 day written comment period. All pertinent documentation shall be posted on the Division's website and notification of the comment period shall be distributed. Additionally, if ProBoard approval is required, it shall be done simultaneously with the public comment period.
- V. Upon completion of the public comment period and approval from ProBoard, if applicable, the final curriculum and public comments shall be brought forward to the full Commission for final approval.
- VI. Upon completion of two deliveries of the curriculum or after a period of one year, which ever happens first, the Division shall provide the Commission an evaluation of the curriculum and any suggested curriculum modifications needed.

MEETING GUIDELINES:

- I. All Visiting Committee meetings shall be posted in advance on the Division's website along with the other meetings of the Commission. Along with posting each meeting, notification shall be sent to any person that expressed interest in being a member of the committee who was not selected.
- II. A quorum on each Visiting Committee shall be established as a simple majority of the seated members. It is the intent to have an in-person quorum at each meeting, however in coordination with the Commission's representative the use of conferencing calling and/or video conferencing may be utilized.
- III. In the event a quorum is not possible, the Commission representative shall make the determination whether to hold the meeting or postpone it.
- IV. Upon the conclusion of each meeting, minutes shall be posted to the Division's website
- V. All final recommendations shall be voted on by a quorum of the Visiting Committee.

Curriculum Information Sheet

Name of Certification:
(including NFPA Standard)

Fire and Emergency Services Instructor II

NFPA Standards #: 1041 Edition Date: 2019 Next Edition: _____

Type of Certificate:

NH Certification: _____ Pro-Board Certified ☒ X
Certificate of Attendance: _____

**Curriculum Committee
Approval**

[Signature]

Date: 9/1/2021

**ProBoard/Certification
requirements:**

*Please attach all job sheets
and NFPA matrix*

Question Bank Validation Mar 2021
Number of exam questions: 50
Job Sheets updated and formatted: May2020
NFPA Matrix: May2020
Method of Delivery: Classroom / Hybrid / Online

Reference Material for Students:
Include edition numbers

IFSTA Fire and Emergency Services Instructor 9th Edition
(optional supplement) IFSTA Fire and Emergency Services
Instructor Study Guide

Class Size:

Min:

5

Max:

16

Number of Hours:

18

Module Breakdown:

Orientation / Course Overview 2
F-TAP needs analysis Hours: 2

Module1 8

Chapter 11: Lesson Plan Development

Chapter 13: Test Item Construction Hours: 8

Module 2 8

Skills Based Training

10 min. presentations Hours: _____

Testing & Evaluation Hours: _____

Prerequisites:

Instructor I

Requirements for Testing:

Completion of all classwork and demonstrate competency in
Practical skills during the course

**What type of factor determines
successful completion:**

Passing cognitive test with a 70 % or greater and successful
completion of selected practical stations tested

Attach sample schedule of proposed training program:

Yes ☒ X No _____

Attach roster appointed Visiting Committee members

Yes ☒ X No _____

**Preliminary Commission
Approval**

Robert M. BJA

Date:

7/2/21

Public Hearing Dates Daytime:
60 day comment period window

Evening:

Please attach all public comment material to this document



Please attach the following:

- ProBoard Test matrix
- Test stations
- Practical exam testing explanation
- Sample schedule
- Visiting Committee members roster



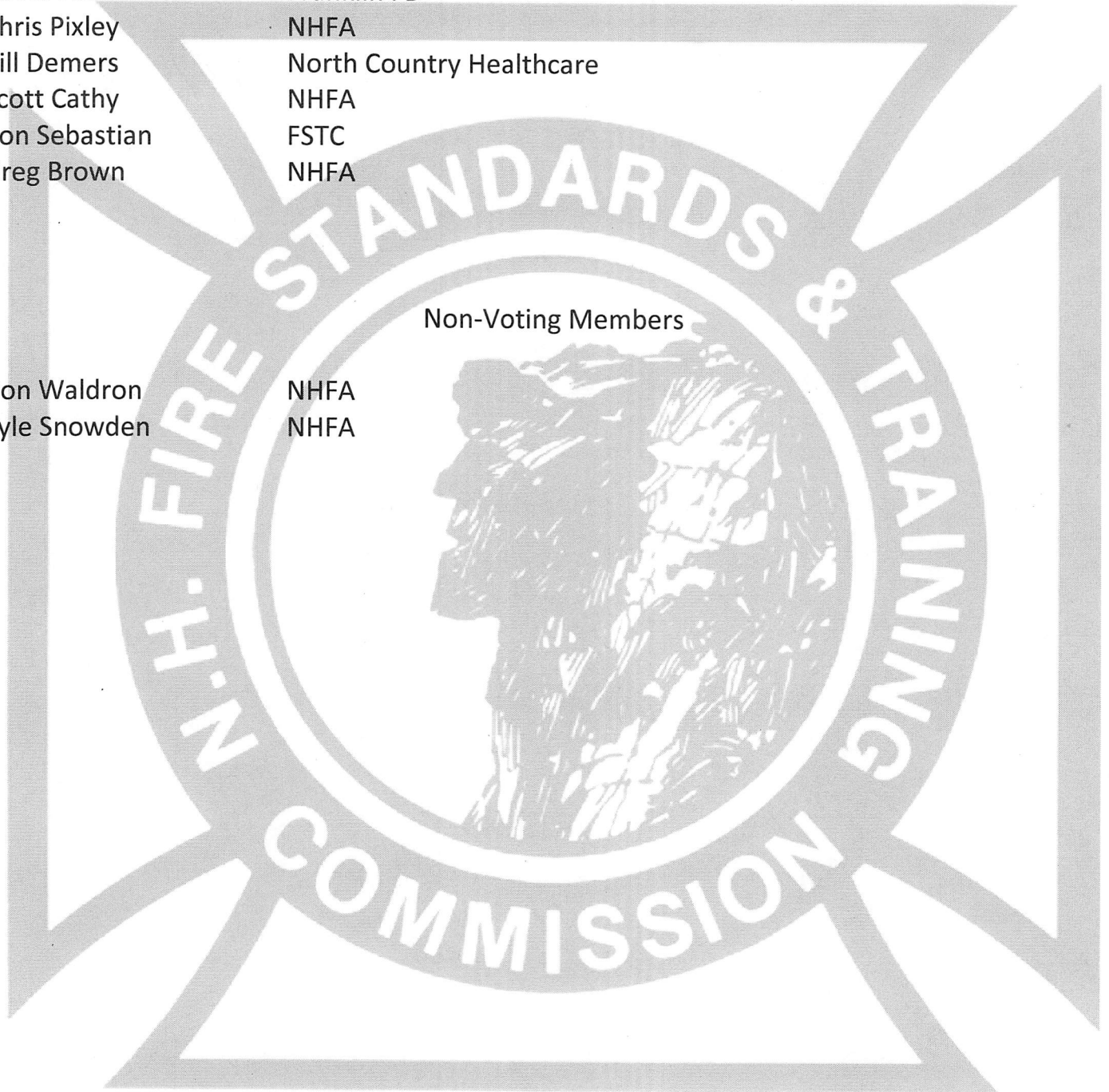
NFPA 1041 2019 Visiting Committee Roster

Voting Members

Scott Doherty	NHFA
David Hall	Franklin FD
Chris Pixley	NHFA
Bill Demers	North Country Healthcare
Scott Cathy	NHFA
Ron Sebastian	FSTC
Greg Brown	NHFA

Non-Voting Members

Don Waldron	NHFA
Kyle Snowden	NHFA



Module	Date & time	Location	Instructors	Activities	Due dates
INSTRUCTOR 2 COURSE MATERIAL BEGINS HERE					
Orientation		Nhfa-ems.com		<u>Reading:</u> Chapter 16: Pages 333-339 only <u>Activities:</u> A0.00 – A0.06	One week before class
				<u>Topics:</u> Orientation F-TAP needs analysis	
Module 1	Week 1			<u>Required reading:</u> Chapter 11: Lesson Plan Development Chapter 13: Test Item Construction	
	Week 1			Online Classroom	
	Week 2			<u>Activities:</u> A1.00 – A1.07; F1.01-F1.03 Student cohort presentations as scheduled	
Module 2	Week 3			<u>Required reading:</u> Chapter 12: Training Evolution Supervision Chapter 14: Supervision and Administrative Duties Chapter 15: Instructor and Class Evaluations	
	Week 3			Online classroom	
	Week 4			<u>Activities:</u> A2.00 – A2.11; F2.01 – F2.07 Student cohort presentations as scheduled	
Written	Week 5			Instructor II In-person written exam	

INSTRUCTOR II JPRs

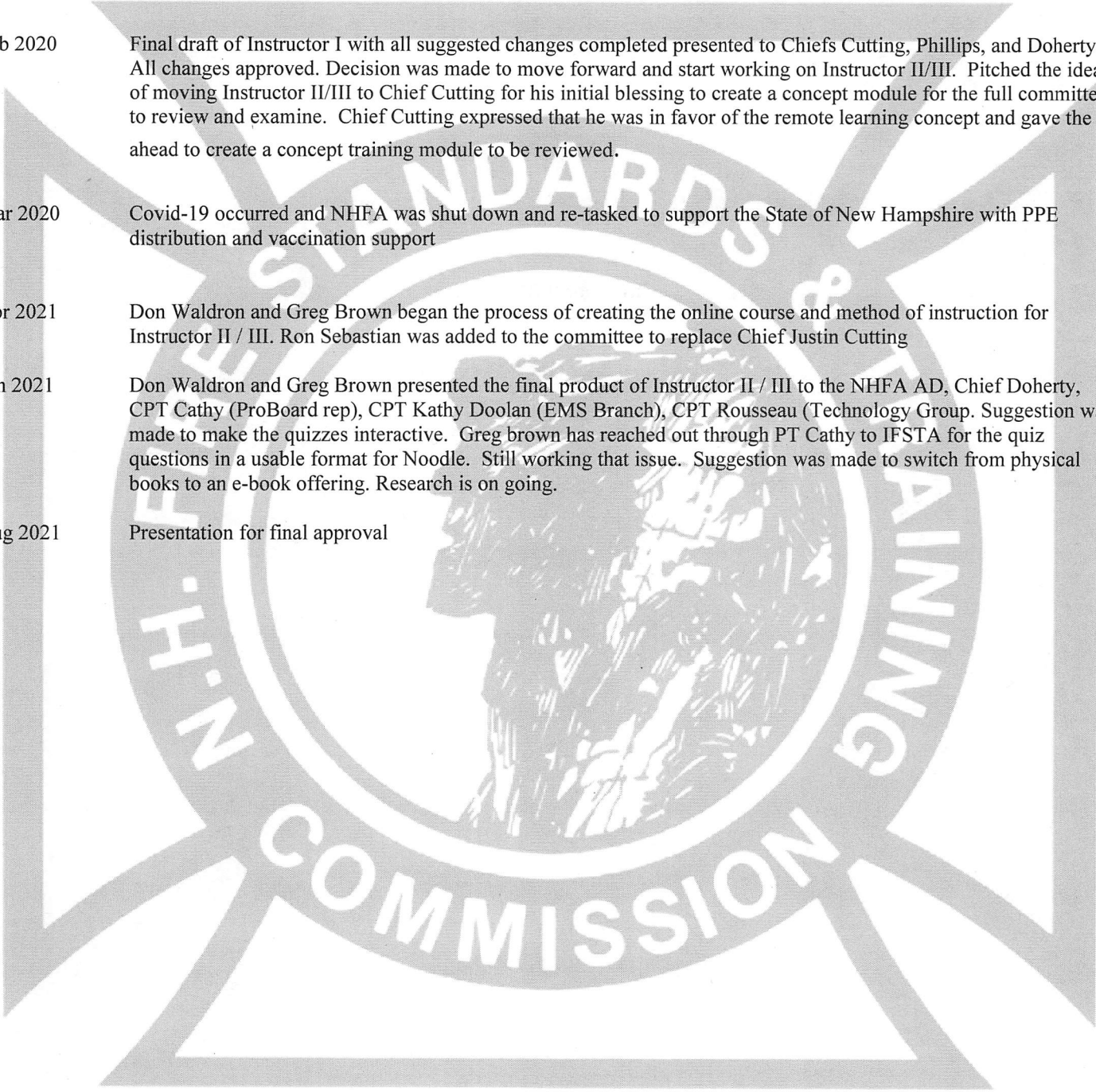
OBJECTIVE / JPR, RK, RS						
SECTION	ABBREVIATED TEXT	MODULE	TEXT	COGNITIVE	MANIPULATIVE	PRODUCT/PROJECT
5.2.2	Assign instructional sessions,					
5.2.2(A)	RK: AHJ policy, scheduling processes, supervision techniques, and resource management.	Module 2	Ch 14 - 297-302; 315	Written exam		
5.2.2(B)	RS: Select resources, staff, and facilities for specified instructional sessions.					F2.01; F2.02
5.2.3	Recommend budget needs,					
5.2.3(A)	RK: AHJ budget policy, resource management, needs analysis, sources of instructional materials, and equipment	Module 2	Ch 14, 302-307, 316	Written exam		
5.2.3(B)	RS: Resource analysis and preparation of supporting documentation.					F2.03
5.2.4	Gather training resources,					
5.2.4(A)	RK: AHJ policies, purchasing procedures, and budget.	Module 2	Ch 14; 307-310; 316	Written exam		A2.07
5.2.4(B)	RS: Records completion.					F2.03
5.2.5	Manage training record-keeping,					
5.2.5(A)	RK: Record keeping processes, AHJ policies, laws affecting records and disclosure of training information, professional standards applicable to training records, and systems used for record keeping.	Module 2	Ch 14; 310-313; 317	Written exam		
5.2.5(B)	RS: Records management.					F2.04
5.2.6	Evaluate instructors.					
5.2.6(A)	RK: Personnel evaluation methods, supervision techniques, AHJ policy, effective instructional methods and techniques.	Module 2	Ch 14, 15; 293-297; 321-324; 328-329	Written exam		
5.2.6(B)	RS: Coaching, observation techniques, and completion of evaluation records.					F2.05
5.3.2	Create a lesson plan.					

5.3.2(A)	RK: Elements of a lesson plan, components of learning objectives,	Module 1	Ch 11; 215-244	Written exam		A1.03
5.3.2(B)	RS: Conduct research, develop behavioral objectives,					F1.02
5.4.2	Conduct a class using a lesson plan that the instructor has prepared					
5.4.2(A)	RK: Student-centered learning methods,	Module 1	Ch 11; 227-229, 232-234, 244-245			
5.4.2(B)	RS: Facilitate instructional session, apply student-centered learning,					Final presentation
5.4.3	Supervise other instructors and students during training,					
5.4.3(A)	RK: Safety rules, regulations, and practices; the incident management; and leadership techniques.	Module 2	Ch 12; 249-259, 261	Written exam		A2.D1; A2.03; A2.04, A2.D5
5.4.3(B)	RS: Conduct a safety briefing,					Activity 2.13. Final presentation
5.5.2	Develop student evaluation instruments,					
5.5.2(A)	RK: Evaluation methods, evaluation instrument development,	Module 1	Ch 13; 265-288, 288-289	Written exam		A1.06; A1.07
5.5.2(B)	RS: Evaluation item construction and assembly of evaluation instruments.					F1.03
5.5.3	Develop a class evaluation instrument,					
5.5.3(A)	RK: Training evaluation methods,	Module 2	Ch 15; 324-329, 330	Written exam		A2.11
5.5.3(B)	RS: Development of training evaluation instruments.					F2.06

EMS I/C Module Correlation

EMS Module #	Standard met	Chapter
Module 1: Introduction	NA	NA
Module 2: Roles and Responsibilities	Instructor 1	1
Module 3: Administrative Issues	Instructor 3	18
Module 4: Legal Issues In EMS Education	Instructor 1	1
Module 5: Ethics	Instructor 1	1
Module 6: The Learning Environment	Instructor 1	5
Module 7: Learning Styles	Instructor 2	11
Module 8: Domains of Learning	Instructor 1	2
Module 9: Goals and Objectives	Instructor 2	11
Module 10: Lesson Plans	Instructor 2	11
Module 11: Presentation Skills	Instructor 1	6
Module 12: Evaluation Techniques	Instructor 1, 2 & 3	9, 13, 15, 17
Module 13: Facilitation Techniques	Instructor 2	11
Module 14: Communication And Feedback	Instructor 1, 2 & 3	9, 13, 15, 17
Module 15: Motivation	Instructor 1	1
Module 16: Teaching Thinking Skills	Instructor 1	6
Module 17: Teaching Psychomotor Skills	Instructor 1	8
Module 18: Affective Domain	Instructor 1	2
Module 19: Discipline	Instructor 1	1, 7
Module 20: Remediation	Instructor 1	7
Module 21: Cultural Awareness	Instructor 1	7
Module 22: Teaching Resources	Instructor 2	11
Module 23: Research	Instructor 2	11

NFPA 1041 2019 Visiting Committee
Summary
March 2020

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- Feb 2020 Final draft of Instructor I with all suggested changes completed presented to Chiefs Cutting, Phillips, and Doherty. All changes approved. Decision was made to move forward and start working on Instructor II/III. Pitched the idea of moving Instructor II/III to Chief Cutting for his initial blessing to create a concept module for the full committee to review and examine. Chief Cutting expressed that he was in favor of the remote learning concept and gave the go ahead to create a concept training module to be reviewed.
- Mar 2020 Covid-19 occurred and NHFA was shut down and re-tasked to support the State of New Hampshire with PPE distribution and vaccination support
- Apr 2021 Don Waldron and Greg Brown began the process of creating the online course and method of instruction for Instructor II / III. Ron Sebastian was added to the committee to replace Chief Justin Cutting
- Jun 2021 Don Waldron and Greg Brown presented the final product of Instructor II / III to the NHFA AD, Chief Doherty, CPT Cathy (ProBoard rep), CPT Kathy Doolan (EMS Branch), CPT Rousseau (Technology Group. Suggestion was made to make the quizzes interactive. Greg brown has reached out through PT Cathy to IFSTA for the quiz questions in a usable format for Noodle. Still working that issue. Suggestion was made to switch from physical books to an e-book offering. Research is on going.
- Aug 2021 Presentation for final approval

Functional Training Analysis Project
(F-TAP)
Guidebook

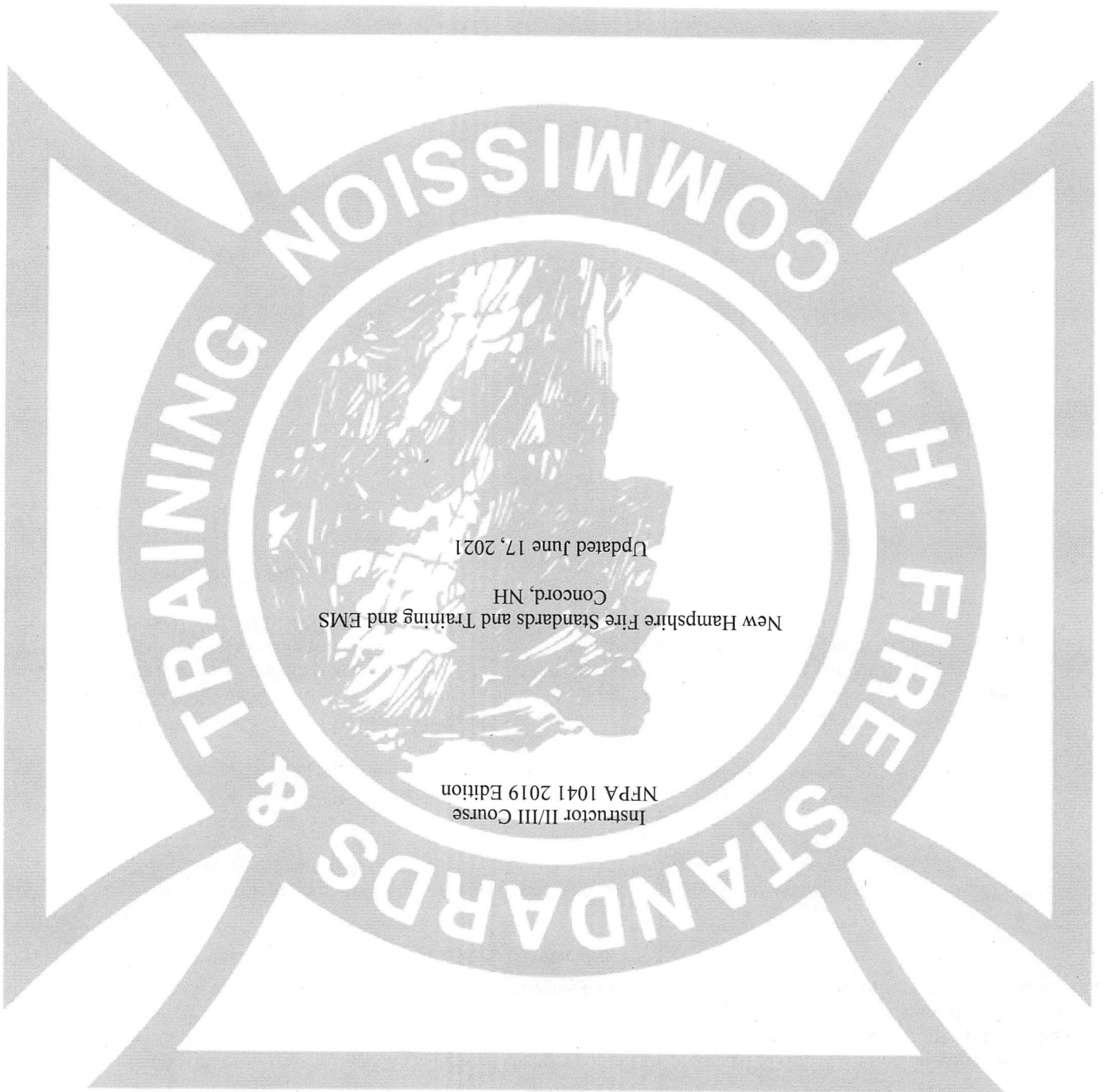


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The Functional Training Analysis Project, known as the "F-TAP" is intended to be the capstone project of your Instructor I - III

experience. The project will bring together all of the skills you have learned throughout your Instructor training and put it to use to identify, justify, develop, manage, deliver, assess and revise a training program. You will not only utilize skills you learned in

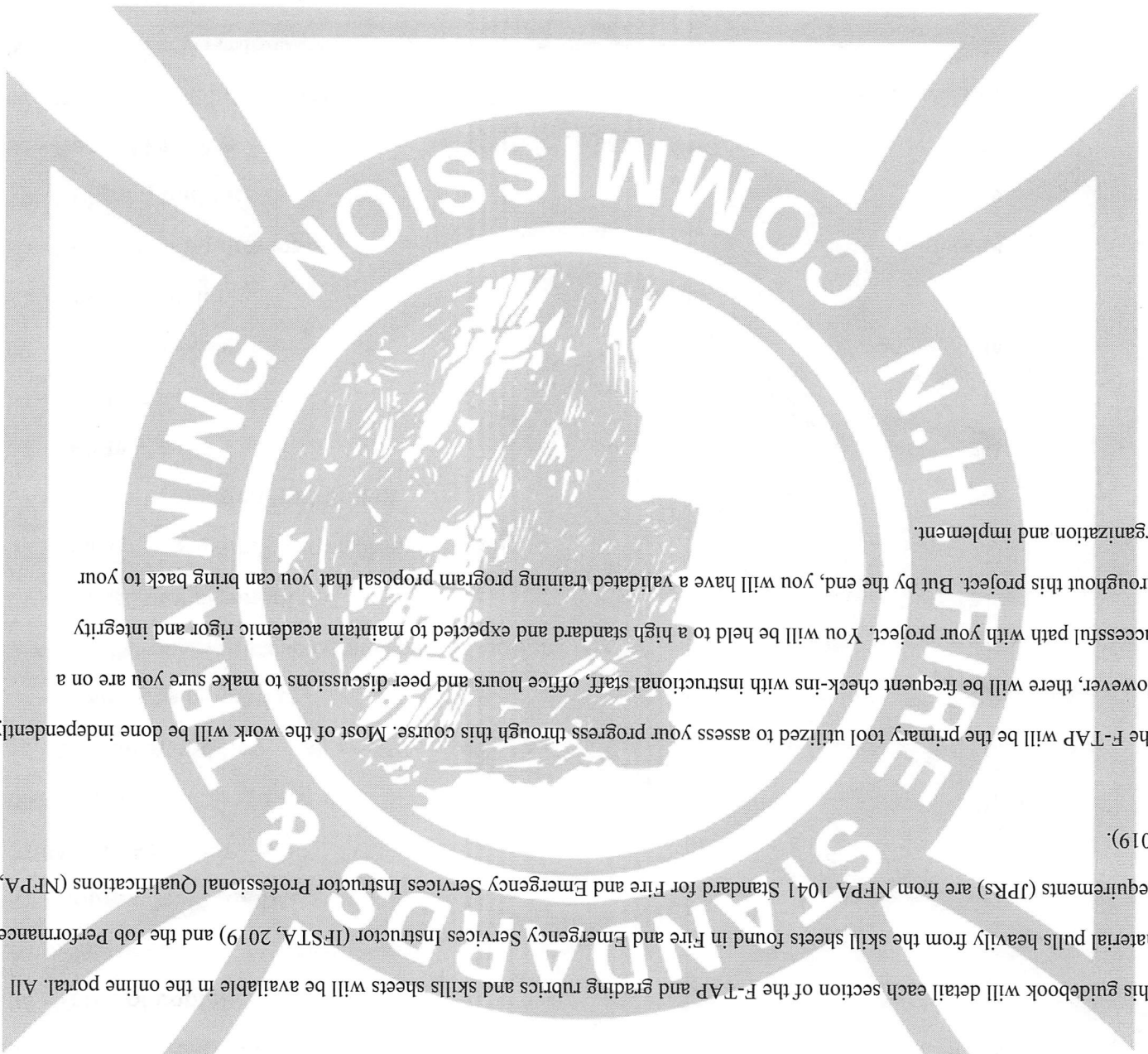
Instructor I to deliver a short lesson plan, but you will utilize new skills learned throughout this program to construct your own

training program and assemble this into a comprehensive written report, and then, for your final presentation you will present this

paper to a panel of judges.

This guidebook will detail each section of the F-TAP and grading rubrics and skills sheets will be available in the online portal. All material pulls heavily from the skill sheets found in Fire and Emergency Services Instructor (IFSTA, 2019) and the Job Performance Requirements (JPRs) are from NFPA 1041 Standard for Fire and Emergency Services Instructor Professional Qualifications (NFPA, 2019).

The F-TAP will be the primary tool utilized to assess your progress through this course. Most of the work will be done independently. However, there will be frequent check-ins with instructional staff, office hours and peer discussions to make sure you are on a successful path with your project. You will be held to a high standard and expected to maintain academic rigor and integrity throughout this project. But by the end, you will have a validated training program proposal that you can bring back to your organization and implement.



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The title page of your paper will be the first impression your reader has of your proposal. It should follow a standard format and be professional and business-like. A true academic based paper would have a very plain title page. While your paper followed academic standards, it is also a bit of a marketing brochure. As such, It should also be attention-getting as well.

Your title page should look like this:

<Training program proposal name>
< Your organization's name>
<Your name>

New Hampshire Fire Standards and Training and EMS
Fire and Emergency Services Instructor II/III
CREP #
<Date of course completion>

TRAINING

F0.02 - Executive summary

NO JPRs

This should be one page which includes a brief two page synopsis of your training program. You should discuss the training topic, the need for the training, what the goals of conducting the training and how this training meets the mission statement of the organization.

F0.03 - Table of contents

NO JPRs

Throughout this course you will create the various sections needed to complete your F-TAP paper. At the end of the course you will compile all of these sections into a single report.

This “Table of contents” should serve as a guide to this paper. It will allow your reader to quickly find material in your proposal. Each section should be titled the same as each section of the F-TAP as described in this paper, (ie: “Program Outcomes; “Test Items”; “Program budget” etc...) and include the page that each section can be found on.

F0.04 - References

No JPRs

This will be the final section of your F-TAP. You should give in-text citations throughout your paper for any material that is somebody else’s work. There are numerous reasons to do this, including:

- Demonstration that you sought out materials other than anecdotal and personal opinions to form the basis of your work
- It is unethical and a breach of academic integrity to take credit for other people’s work
- It lends credibility to your work in writing the paper

Your in-text citation and references should follow some standard format such as “APA” or “MLA”. It is your choice on which format you use.

F1.01 - Course description

No JPRs

This should be a two to three paragraph description of what your training program will provide training in and how this will address AHJ needs. This is a bit more in-depth version of the executive summary.

F1.02.01 - Lesson plan

NFPA 1041 5.3.2

Using the material in chapter 11 develop a comprehensive lesson plan for the training topic you identified in the Orientation module.

In the most basic format, lesson plans consist of the following components:

- Job or topic — Short descriptive title of the information covered
- Time frame — Estimated time it takes to teach the lesson
- Level of instruction — Desired learning level that students will reach by the end of the lesson
- Learning objectives — Descriptions of the minimum acceptable knowledge and behaviors that students must display by the end of the lesson.
- Resources/materials needed — List of all items (including quantity) needed to teach the number of students in the class.
- Prerequisites — List of information, skills, or previous requirements that students must have completed or mastered before starting this lesson.
- References — List of specific references and resources (textbooks and other instructional materials) that will be required reading during the course of the lesson.
- Lesson summary — Re-statement or reemphasis of the key points (sometimes referred to as the conclusion) of the lesson.
- Assignments — Readings, practice, research, or other outside-of-class requirements for students.
- Lesson outline — Summary of the information to be taught. • Evaluations — Type of evaluation instrument the instructor will use to determine whether students have met lesson objectives.

IFSTA Instructor 9th edition Chapter 4 also has information on sources for additional resources to be used in the classroom. This information can also be useful in the lesson plan development process.

There are several components to your lesson plan that should be developed. These include:

F1.02.02 - Learning Objectives (skill sheet 11-2)

1. Review the Mager Model of learning objective development and the SMART Model for writing learning objectives
2. Identify the specific performance (behavior) the student should be able to accomplish. Use a clear action verb that reflects the required level of learning.
3. Identify the conditions under which the student will perform the specific action or behavior.
4. Identify the standards criteria indicating acceptable level of student performance.
5. Write the learning objective, ensuring that the behavior, condition, and measurable criteria are clearly identified, or implied

F1.02.03 - Lesson Outline (skill sheet 11-3)

1. Identify lesson topic.
2. Identify intended learning objective(s) of the lesson.
3. Determine the format you will use for the outline:
 - a. Outline with only major points
 - b. Detailed outline
 - c. Outline featuring major points supported with explanatory information
4. Review and adjust outline as needed

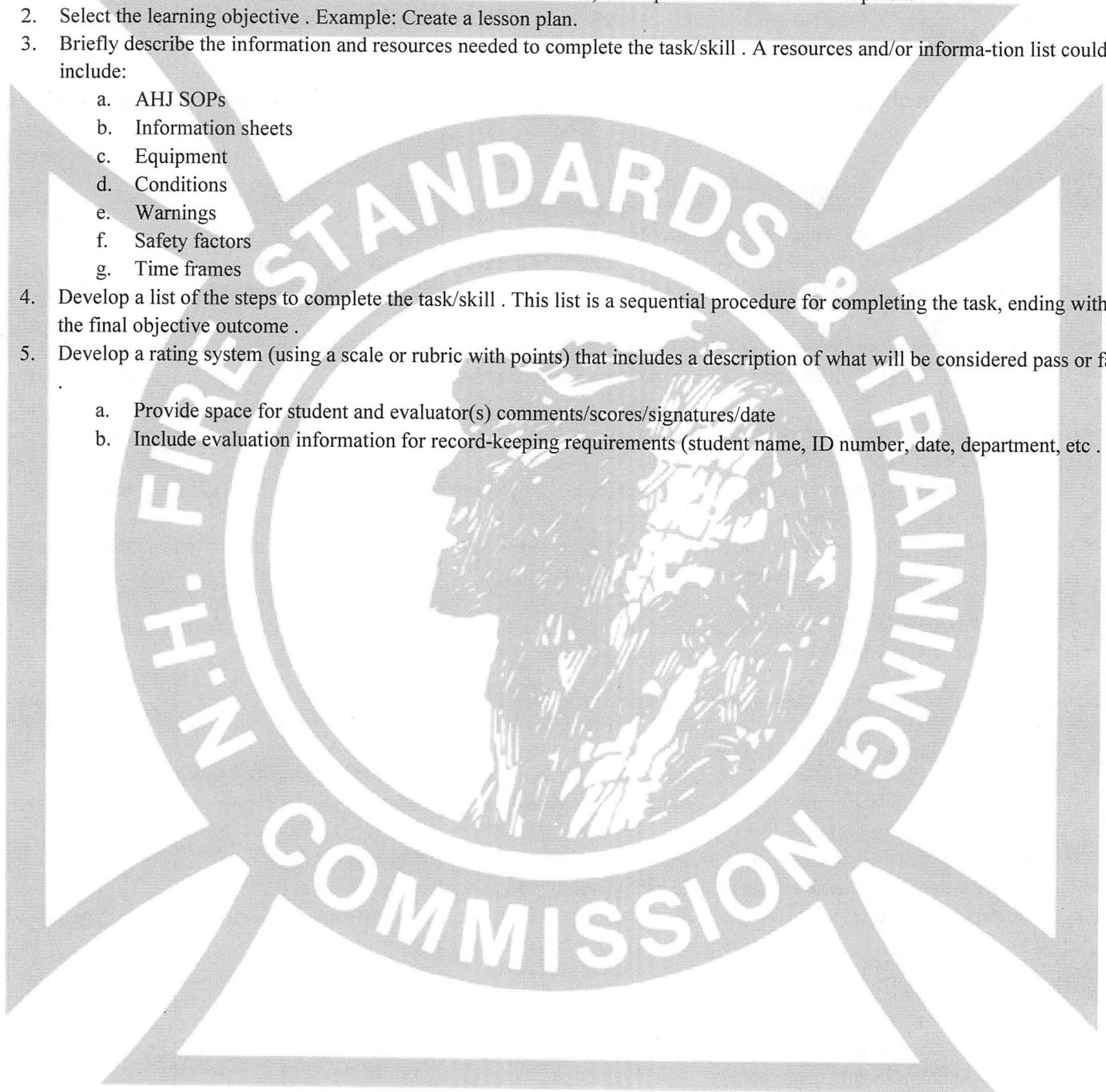
F1.02.04 - Information sheet (skill sheet 11-4)

1. Create a title that indicates the subject area and relates the title to the lesson.

2. Introduce the information with a brief description that explains its importance, relating it to the course text-book or part of the lesson .
3. Present the information in a form that creates interest, motivating the student to read, study, and learn .
4. Present the information so that it is easy to read and follow . Include appropriate charts, tables, or illustrations, and label them for easy referral .

F1.02.05 - Skill Sheets (Skill sheet 11-5)

1. Identify the skill (title) . (What the student will be as-sessed on) Example: Lesson Plan Development
2. Select the learning objective . Example: Create a lesson plan.
3. Briefly describe the information and resources needed to complete the task/skill . A resources and/or information list could include:
 - a. AHJ SOPs
 - b. Information sheets
 - c. Equipment
 - d. Conditions
 - e. Warnings
 - f. Safety factors
 - g. Time frames
4. Develop a list of the steps to complete the task/skill . This list is a sequential procedure for completing the task, ending with the final objective outcome .
5. Develop a rating system (using a scale or rubric with points) that includes a description of what will be considered pass or fail
 - a. Provide space for student and evaluator(s) comments/scores/signatures/date
 - b. Include evaluation information for record-keeping requirements (student name, ID number, date, department, etc .



F1.02.06 - Worksheets (Skill sheet 11-6)

1. Create a title that reflects the subject or topic .
2. List all the materials and resources that students need in order to complete the activity .
 - a. List titles and page numbers of books, journals, or other reference material
 - b. Provide enough information so that students can locate resources quickly and easily .
3. Write a brief introduction that generates interest and motivates students to complete the activity .
 - a. Explain how the skill or activity relates to the topic, the learning objectives, and students' job performance .
 - b. Show how the activity will help students to master the relevant skill .
4. Provide clear directions that explain how to complete the worksheet .
5. Provide answers or solutions on a separate page

F1.02.07 - Study sheets (Skill sheet 11-7)

1. Create a title that reflects the subject or topic and is related to the lesson .
2. List all the materials and resources that students need to complete the study sheet .
 - a. List titles and page numbers of books, journals, or other reference material
 - b. Provide enough information so that students can locate resources quickly and easily .
3. Write a brief introduction that generates interest and motivates students to complete the study sheet .
4. Present the information in a format that enables students to use and learn the material .
 - a. Design study questions to make students think about all aspects of the topic .
 - b. Include enough questions to thoroughly address the material .
5. Create an answer sheet (if applicable) on a separate sheet of paper

F1.02.08 - Assignment sheets (Skill sheet 11-8)

1. Identify/determine the topic and what students are to do.
2. Create a title that reflects the subject or topic and is related to the lesson.
3. List all the materials and resources that students need to complete the assignment .
 - a. List titles and page numbers of books, journals, or other reference material.
 - b. Provide enough information so that students can locate resources quickly and easily.
4. Write a brief introduction that generates interest and motivates students to complete the assignment .
5. Present the information in a format that enables students to use and learn the material .
6. Include the scoring and grading criteria for the assignment .

Describe the form that the final product (essay, table, graphic, etc .) should be in. Make sure that all students understand that the following must be addressed or included:

- a. Format (handwritten, typed, model, etc .)
- b. Due date
- c. Student information (name, ID number, department, etc .) for record keeping requirement

F1.03 - Test items

NFPA 1041 5.5.2

For this portion of your FTAP use what you learned in chapter 13 to develop a test consisting of five test items to be administered to students that participate in your training program. Make sure the questions are specific to the material covered in the lesson plan you developed. Be sure to address testing bias in your paper

1. Review departmental policy regarding test development.
2. Determine purpose and type of test item to be developed.
3. Identify specific learning objectives/outcomes to be covered by test item.
4. Determine level of learning to be assessed.
5. Create appropriate cognitive test item.
6. Identify correct answer on rubric.
7. Ensure test usability, validity, and reliability.
8. Create answer key.

F2.01 - Course schedule

NFPA 1041 5.2.2

In this assignment you will create a course schedule for your overall program. This schedule should identify ALL lessons that will be taught (not just the one lesson plan you are building for your project). You should clearly identify the part of your course schedule which will include the lesson plan you are developing here.

Your schedule will be the basis of the virtual delivery of your lesson plan for your final Instructor 2 presentation. This section of your F-TAP will provide you (and your instructor) with the information needed to schedule, publish and deliver your developed lesson plan.

1. Assess factors that affect scheduling of the instructional session(s).
2. Determine staffing and resource requirements.
3. Determine availability of resources, staff, and facilities.
4. Coordinate training for the instructional session(s).
5. Create a schedule for the instructional session(s)
6. Revise the instructional session schedule, as needed.

F2.02 - Resources needed

NFPA 1041 5.2.2

For this activity you will need to identify the resources needed to conduct your proposed training. These resources should be clearly listed, any costs associated with them and how they will be secured. The resources include facilities, props, equipment and the number of instructors and what certifications they must hold in order to be eligible to deliver your program.

You should also discuss how you will determine the availability and what steps need to be taken by instructors to acquire these resources.

F2.03 - AHJ Purchasing policies and overall budget

NFPA 5.2.3; 5.2.4

In this section you will identify your organization's policies regarding purchasing equipment, signing agreements and any contractual obligations that may be needed to obtain resources for your proposed training program. You will need to refer to your list of needed resources and the costs associated with them. In your paper you should identify if there are different purchasing policies that need to be followed based on the cost of particular items.

You should also identify your organization's overall operating budget, and how much the training budget is. The amount an organization commits to training needs will greatly impact the prioritization of training programs.

While your training program is undoubtedly important, your organization may have other training needs as well. The objective of this assignment is to understand what your organization has available for training funding and how the needs of your program fit into the bigger picture.

F2.04 - Record management

NFPA 5.2.5

Level II Instructors may be involved in developing and retaining their organization's training records or in developing record-keeping systems. Each jurisdiction will have certain information that the AHJ wishes to keep as part of a training records system. Supervisors should always follow the AHJ's policies when retaining or discarding information.

In this section you will:

1. Identify required training records for your proposed training
2. Create each one of these documents (you may use scans of documents you have obtained elsewhere as long as they are attached to your written description above. All record forms included should be attached together and submitted as a single PDF.
3. Describe what record security and retention practices will be utilized to comply with any applicable laws, standards or AHJ policies.
4. A checklist is attached to help with this process.

These forms will be utilized when your lesson plan is delivered as your Instructor II final project.

F2.05 - Instructor evaluation instrument

NFPA 1041 5.2.6

For your final project in Instructor II you will select an Instructor to deliver a portion of your lesson plan to a group of students. For this assignment you must:

1. Discuss considerations that you (as an Instructor II) will have while evaluating level I instructors.
2. Submit forms that will be used to complete this evaluation - you may create or obtain these forms from other sources (be sure to credit sources)
3. Discuss how you would coach the Level I instructor

F2.06 - Course evaluation instrument

NFPA 1041 5.5.3

In addition to evaluating Level I Instructors, Level II Instructors typically create and distribute course evaluations to students so they can provide feedback about courses they have taken. The course evaluation provides valuable information on the curriculum and materials, the course environment, and the instructional staff that delivered it. The information allows the program staff to evaluate how the course is performing and being received, and will give direction for course improvement and development.

For this assignment you will create a class evaluation tool.

Your evaluation should include:

Reaction — Were students satisfied with the course? What reason do they give for their opinion? • Knowledge — What knowledge did students acquire and demonstrate? • Skills — What skills did students acquire and demonstrate? • Behavioral changes — Did the course change how the student would address a situation? • Learning Environment — Was the course format appropriate and did it provide a distraction-free, safe place to learn?

- Safety — Were appropriate safety precautions followed throughout the class?
- Materials — Were the provided teaching aids and equipment sufficient to help students meet objectives?
- Results — Did the course meet the student expectations?
- Was the course directly related to their jobs and duties?

****You are encouraged to create this survey in an online format (Survey Monkey or Google Forms etc...) that will allow you to electronically distribute the link to the students in your exam cohort when your lesson is delivered.**** Please submit a print out of the survey as well at the URL.

You will distribute this tool to students in the class when your lesson plan is delivered as part of your final Instructor II practical.

F2.07 - Safety plan

NFPA 1041 5.4.3

Having an established, known safety plan helps you, your instructors and students know what to do in the event of an incident. While we do not plan for these to occur, we do have to expect them.

This plan will be the basis of your oral safety briefing. Your written plan should include the following:

1. Provide an overview of your training program and what hands-on training evolutions the students will be expected to complete.
2. Identify applicable department policies, regulations, standards and recommended practices regarding the training session.
3. Identify resources (staff, equipment, facilities, apparatus, props, etc.) needed to address safety issues.
4. Describe how these resources will be used
5. Identify the procedures that will be implemented to address identified safety issues
6. Describe procedures used to supervise multiple instructors
7. Create an Incident Action Plan which may include:
 - Incident command system
 - Water supply
 - Operations
 - Safety
 - Rehab
 - EMS
 - Logistics
 - Equipment positions
8. Create an environmental impact statement. For a simple training this may be nothing more than parameters for weather guidelines (including where you obtained the guidelines from) for simple training programs. However, if your training includes any type of live fire training you must obtain and complete (as much as possible) the NH DES form ARD-1003. This form can be obtained online.

Instructor II Practical Evaluation

Your Instructor II practical evaluation will be broken into two parts. First, you will be put into a course management role and you will oversee the delivery of the lesson plan you develop for activity F1.02. You will select a fellow student in your cohort to deliver your lesson plan virtually to your student cohort.

You should:

1. Select an instructor
2. Provide needed resources to the instructor, and make sure they have the material needed to be successful in delivering your lesson.
3. Schedule training session with your instructor and cohort
4. Introduce instructor and topic
5. Administer class evaluation
6. Administer instructor evaluation
7. Administer and grade test

The lesson should take no more than ten minutes to deliver. If it is part of a larger lesson plan then a smaller section of the lesson should be selected for classroom delivery.

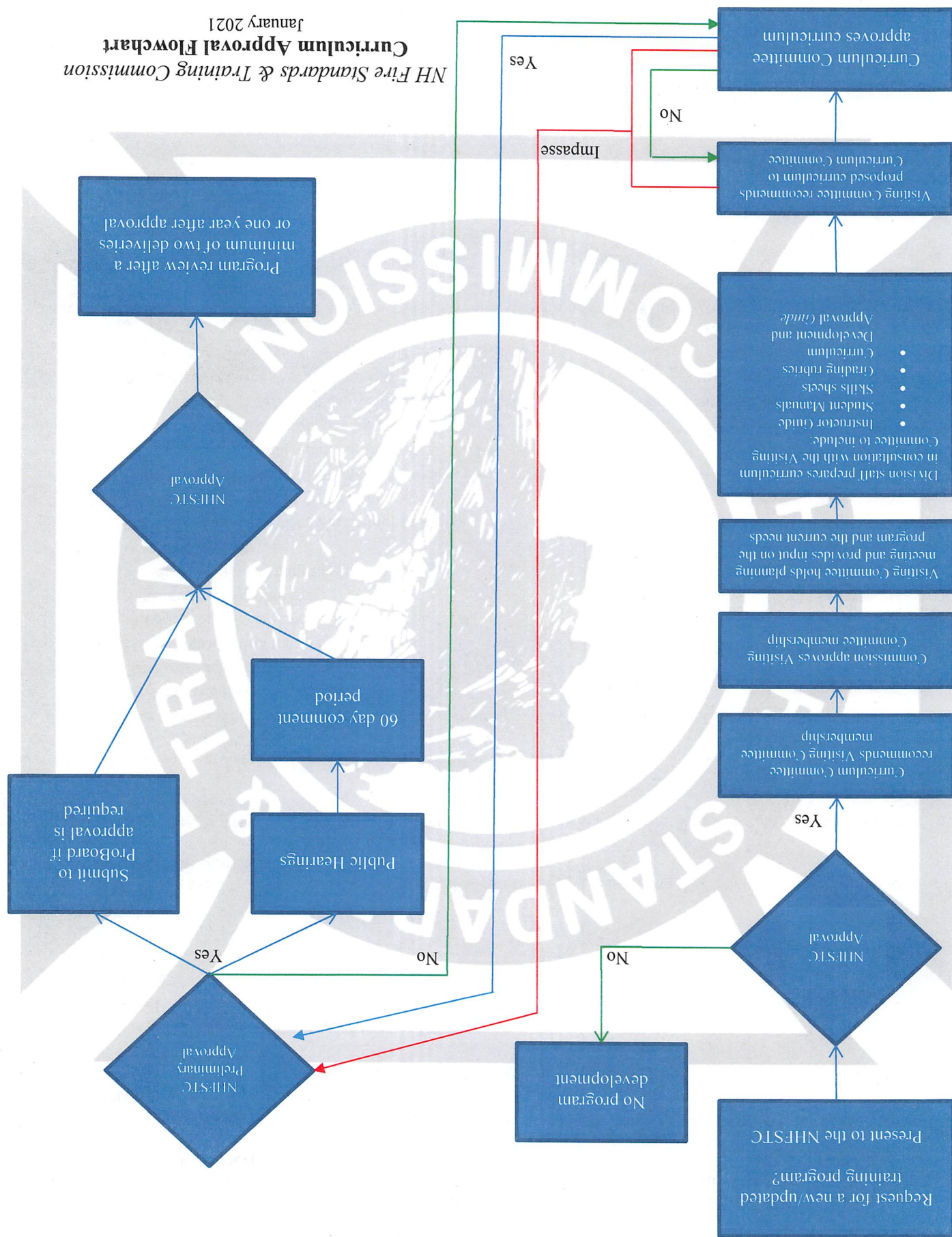
Secondly, you will be asked by another student to deliver their lesson plan. You should work with that student to make sure that you are as prepared as possible to conduct the lesson.

Task Steps to be taken when you are presenting another student's lesson plan:

1. Select two or more teaching methods (lecture, demonstration, discussion, etc.) for subject being taught .
2. Teach a class consistent with Level I Instructor criteria
 - a. State learning objective(s) of the lesson.
 - b. Use an introduction that will catch the students' interest.
 - c. Provide a brief overview of the lesson's content.
 - d. State student expectations
 - e. Define or explain unfamiliar terminology
 - f. Present the lesson
 - g. Provide examples to clarify and emphasize key points
 - h. Use appropriate transitions between key ideas
 - i. Incorporate technology tools or support materials
 - j. Check for student understanding throughout the lesson presentation
 - k. Answer questions throughout lesson presentation
 - l. Provide closure for the lesson . Restate what you expect the students to gain from the lesson/materials .
 - m. Ask for and answer student questions
 - n. Provide assessments/tests, if applicable

The Instructor II candidate coordinating the training will not have their grade impacted by the lesson delivery of the chosen instructor. However, the Instructor II candidate will be expected to provide feedback to the delivery instructor as part of the Instructor III course if they continue to that course.

NH Fire Standards & Training Commission Curriculum Approval Flowchart January 2021



Fire and Emergency Services Instructor I, II & III

The Fire Standards and Training Commission is seeking public comment on the following revision of the Fire and Emergency Services Instructor I, II & III Programs.

The written comment period for this revision was open from September 3, 2021 to November 1, 2021.

No written comments were submitted

Public Hearings held: October 28, 2021 at 2:00PM and 5:00PM

- There were no public comments submitted