

INSTRUCTOR III
Illinois Office of the State Fire Marshal
Course Objectives
(NFPA 1041 2001 Edition)

9.1 GENERAL

- 9-1.1 For certification at Level III, the Fire Instructor III shall meet the job performance requirements defined in Sections 9-2 through 9-5 of this standard. (6-1)
- 9-1.2 Describe the course completion requirements for certification at the level of Fire Service Instructor III.
- 9-1.3 Understand concepts of adult learning as they relate to the decision and management of a fire service training program.

9-2 PROGRAM MANAGEMENT

9.2-1 Definition of Duty

The administration of agency policies and procedures for the management of instructional resources, staff, facilities, records, and reports. (6-2.1)

9-2.2 Administer a training record system, given agency policy and type of training activity to be documented, so that the information captured is concise, meets all agency and legal requirements, and can be readily accessed. (6-2.2)

9-2.3 Develop recommendations for policies to support the training program, given agency policies and procedures and training program goals, so that the training and agency goals are achieved. (6-2.3)

9-2.4 Select instructional staff, given personnel qualifications, instructional requirements, and agency policies and procedures, so that staff selection meets agency policies and achievement and instructional goals. (6-2.4)

9-2.5 Construct a performance based instructor evaluation plan, given agency policies and procedures and job requirements, so that instructors are evaluated at regular intervals, following agency policies. (6-2.5)

9-2.6 Write equipment purchasing specifications, given curriculum information, training goals, and

agency guidelines, so that the equipment is appropriate and supports the curriculum. (6-2.6)

9-2.7 Present evaluation findings, conclusions, and recommendations to agency administrator, given data summaries and target audience, so that recommendations are unbiased, supported, and reflect agency goals, policies, and procedures. (6-2.7)

9-3 INSTRUCTIONAL DEVELOPMENT

9-3.1 Definition of Duty

Plans, develops, and implements comprehensive programs and curriculum. (6-3.1)

9-3.2 Conduct an agency needs analysis, given agency goals, so that instructional needs are identified. (6-3.2)

9-3.3 Design programs or curriculums, given needs and analysis and agency goals, so that the agency goals so that the agency goals are supported, the knowledge and skills are job related, the design is performance based, adult learning principles are utilized, and the program meets time and budget constraints. (6-3.3)

9-3.4 Modify an existing curriculum, given the curriculum, audience characteristics, learning objectives, instructional resources and agency training requirements, so that the curriculum meets the requirements of the agency, and the learning objectives are achieved. (6-3.4)

9-3.5 Write program and course goals, given job performance requirements (JPRL) and needs analysis information, so that the goals are clear, concise, measurable, and correlate to agency goals. (6-3.5)

9-3.6 Write course objectives, given JPRS, so that objectives are clear, concise, measurable, and reflect specific tasks. (6-3.6)

9-3.7 Construct a course content outline, given course objectives, reference sources, functional groupings and the agency structure, so that the content supports the agency structure and reflects current acceptable practices. (6-3.7)

9-4 INSTRUCTIONAL DELIVERY

9-4.1 No Job Performance Requirements at the Instructor III Level. (6-4)

9-5 EVALUATION AND TESTING

9-5.1 Definition of Duty

Develops an evaluation plan, collects, analyses and reports data and utilizes data for program validation and student feedback. (6-5.1)

9-5.2 Develop a system for the acquisition, storage, and dissemination of evaluation results, given agency goals and policies, so that the goals are supported and those impacted by the information receive feedback consistent with agency policies, federal, state, and local laws. (6-5.2)

9-5.3 Develop course evaluation plan, given course objectives and agency policies, so that objectives are measured and agency policies are followed. (6-5.3)

9-5.4 Create a program evaluation plan, given agency policies and procedures, so that instructors, course components, and facilities are evaluated and student input is obtained for course improvement. (6-5.4)